Comprehensive School Improvement Plan (CSIP)

Rationale

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

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

Please note that the objectives (short-term targets) set by your school under the Achievement Gap section of this planning template will be used by the district's superintendent to determine whether or not your school met its targets to reduce the gap in student achievement for any student group for two consecutive years as required by KRS 158.649. Likewise, operational definitions for each required planning component can be found on page 2 of the planning template.

For those schools operating a Title I Schoolwide Program, this plan meets the requirements of Section 1114 of the Every Student Succeeds Act as well as state requirements under 703 KAR 5:225. **No separate Schoolwide Program Plan is required**.

Requirements for Building an Improvement Plan

- The required goals for **elementary/middle schools** include the following:
  o State Assessment Results in reading and mathematics
  o State Assessment Results in science, social studies and writing
  o Achievement Gap
  o English Learner Progress
  o Quality of School Climate and Safety

- The required goals for **high schools** include the following:
  o State Assessment Results in reading and mathematics
  o State Assessment Results in science, social studies and writing
  o Achievement Gap
  o English Learner Progress
  o Quality of School Climate and Safety
  o Postsecondary Readiness
  o Graduation Rate

Alignment to Needs:

Results of the Phase Two needs assessment process should inform the development of the comprehensive school improvement plan. List the identified priorities below to be addressed in order to build staff capacity and increase student achievement.

Priorities/Concerns from Needs Assessment for Schools

List two or three of the greatest areas of weakness identified in question #5 of the Needs Assessment for Schools that will be thoroughly addressed in the strategies and activities outlined in this template.

CCHS remains a TSI school in "Disability - with IEP" - from 28.8 to 30.1 in the current year.

Large disparity between white and African American students in 10th grade reading and math (19% P&D disparity), and 11th grade science, social studies, and writing (20.4% P&D disparity).

Only 4% of students scored P&D on the science assessment, compared to 9% the previous school year.

"Significant Decline" in graduation rate among Students with Disabilities.

Processes, Practices, or Conditions to be Addressed from Key Elements Template

List two or three of the processes, practices, or conditions identified on the School Key Elements Template that the school will focus its resources and efforts upon and thoroughly address in the strategies and activities outlined in this template.

KCWP 2: Design and Deliver Instruction
 What is the process used to measure teachers' instructional effectiveness based on quantitative and qualitative data?
How do teachers utilize evidence-based instructional practices (e.g., modeling, discussion, questioning, feedback) to ensure cognitive engagement?

Indicator Scores

List the overall scores of status and change for each indicator.

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Indicator	Status	Change
State Assessment Results in reading and mathematics	Orange	Maintained
State Assessment Results in science, social studies and writing	Green	Increased
English Learner Progress	n/a	n/a
Quality of School Climate and Safety	Green	Increased
Postsecondary Readiness (high schools and districts only)	Blue	Increased Significantly
Graduation Rate (high schools and districts only)	Green	Increased

1: State Assessment Results in Reading and Mathematics

Goal 1:
Increase the number of students scoring proficient or above in KSA Reading from 41% to 44% and KSA Math from 24% to 30.7% by 2026.

Objective	Strategy	Activities	Measure of Success	Progress Monitoring	Funding
Objective 1:	**KCWP 2: Design and Deliver Instruction**	**CCHS Priority Plan (Scorecard):** - Building leaders meet once a week	Scrimmage Assessments via Mastery Connect	MTSS Tier 2 and 3 Identification Spreadsheet	Title 1
Increase the percentage of students scoring proficient or above in Reading to 41% by May 2024.	**KCWP 5: Design, Align and Deliver Support** **Explicit Teaching & Modeling - Evidence-Based Instructional Practice #3**	to monitor current systems with action plans, to review the current reality, to goal-set, and to progress monitor and adjust school-wide accountability priority areas. - Weekly Curriculum Leadership Team Meeting & "2023-24 SY CCHS Core Four Teacher Coaching Guidance"	Mastery Prep ACT Practice Scores Common Assessment Results Analysis Classroom Observations via the PGES Walk Through Tool	Grade Level Post-Secondary Readiness Spreadsheets 2023-24 SY CCHS PGES Walk Through Observation Tool w. Differentiated Outcomes for Teachers Utilize the KSA Calculator and Data Tracking Sheet to monitor student progress Track Benchmark Growth throughout the	SBDM Funds District Funding of Platform Programs General School Funding / Allocations Grant Funding
		Revamp PLC Process / Meetings to focus solely on instruction:			

Goal 1:
Increase the number of students scoring proficient or above in KSA Reading from 41% to 44% and KSA Math from 24% to 30.7% by 2026.

Objective	Strategy	Activities	Measure of Success	Progress Monitoring	Funding
		- Standard Alignment for instruction and rigorous task work - Utilize the standards rubrics designed by KDE - Reinstate 5 to 6 Week PLC Cycle in the Spring Semester - Focus on Core Four Explicit Teaching and Modeling Strategies **CCHS MTSS Plan for Reading:** - Implement Core Four Coaching Model - Identification of Tier 2 & 3 via MAP & MasteryConnect testing - Utilize KDE Novice Reduction Strategies - Intentional FLEX plan for SpEd Students - School-wide Integration of Tier 1 Strategies **Refine universal lesson plan template and review Daily Learning Targets:** - Integrate informational reading as part of weekly Advisory Work - Universal Language of School-wide Literacy - <u>2023-24 CCHS Writing Plan</u>		school year; share growth with teachers, parents, and students Weekly Failure Report / Grade Checks Vetting of Formative and Summative Assessments in PLCs Individual KyCL Teacher Learning Logs PLC Documentation	
Objective 2 Increase the percentage of students scoring proficient or above in Mathematics (30%)	**KCWP 2: Design and Deliver Instruction** **KCWP 5: Design, Align and Deliver Support**	**CCHS Priority Plan (Scorecard):** - Building leaders meet once a week to monitor current systems with action plans, to review the current reality, to goal-set, and to progress	Scrimmage Assessments via Mastery Connect Mastery Prep ACT Practice Scores	MTSS Tier 2 and 3 Identification Spreadsheet Grade Level Post-Secondary Readiness Spreadsheets 2023-24 SY CCHS PGES Walk Through	Title 1 SBDM Funds District Funding of Platform Programs

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Goal 1:
Increase the number of students scoring proficient or above in KSA Reading from 41% to 44% and KSA Math from 24% to 30.7% by 2026.

Objective	Strategy	Activities	Measure of Success	Progress Monitoring	Funding
by 3% by May 2024.	**Explicit Teaching & Modeling - Evidence-Based Instructional Practice #3**	monitor and adjust school-wide accountability priority areas. - Weekly Curriculum Leadership Team Meeting & "2023-24 SY CCHS Core Four Teacher Coaching Guidance" **Revamp PLC Process / Meetings to focus solely on instruction:** - Standard Alignment for instruction and rigorous task work - Utilize the standards rubrics designed by KDE - Reinstate 5 to 6 Week PLC Cycle in the Spring Semester - Focus on Core Four Explicit Teaching and Modeling Strategies **CCHS MTSS Plan for Reading:** - Implement Core Four Coaching Model - Identification of Tier 2 & 3 via MAP & MasteryConnect testing - Utilize KDE Novice Reduction Strategies - Intentional FLEX plan for SpEd Students - School-wide Integration of Tier 1 Strategies **Utilize the KSA BluePrint to structure geometry courses to include the spiraling of other mathematical conceptual categories:** - Create guided planning documents for the following areas based on the following concepts outlined in the KSA BluePrint.	Common Assessment Results Analysis Classroom Observations via the PGES Walk Through Tool	Observation Tool w. Differentiated Outcomes for Teachers Utilize the KSA Calculator and Data Tracking Sheet to monitor student progress Track Benchmark Growth throughout the school year; share growth with teachers, parents, and students Weekly Failure Report / Grade Checks Vetting of Formative and Summative Assessments in PLCs Individual KyCL Teacher Learning Logs PLC Documentation	General School Funding / Allocations Grant Funding

Goal 1:
Increase the number of students scoring proficient or above in KSA Reading from 41% to 44% and KSA Math from 24% to 30.7% by 2026.

Objective	Strategy	Activities	Measure of Success	Progress Monitoring	Funding
		- Algebra - Functions - Number & Quantity - Statistics and Probability (Insert Algebra Bootcamp after CA) - Review KSA / Common Cores 8 Mathematical Practice Standards			

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

Goal 2 :
Increase students scoring Proficient and Distinguished in science from 5% to 32.1% by May 2026.
Increase students scoring Proficient and Distinguished in writing from 60% to 62% by May 2026.
Increase students scoring Proficient and Distinguished in Social Studies from 30% to 34.5% by May 2026.

Objective				Strategy	Activities	Measure of Success	Progress Monitoring	Funding
Objective 1 **Increase students scoring Proficient and Distinguished in science from 5% to 32.1% by May 2024.**				**KCWP 2: Design and Deliver Instruction** **KCWP 5: Design, Align and Deliver Support** **Explicit Teaching & Modeling - Evidence-Based Instructional Practice #3**	**CCHS Priority Plan (Scorecard):** - Building leaders meet once a week to monitor current systems with action plans, to review the current reality, to goal-set, and to progress monitor and adjust school-wide accountability priority areas. - Weekly Curriculum Leadership Team Meeting & "2023-24 SY CCHS Core Four Teacher Coaching Guidance" **CCHS Core Four Plan:** - PLC Goals – Managing the 90-minute block;	Scrimmage Assessments via Mastery Connect Mastery Prep ACT Practice Scores Common Assessment Results Analysis Classroom Observations via the PGES Walk Through Tool	MTSS Tier 2 and 3 Identification Spreadsheet 2023-24 SY CCHS PGES Walk Through Observation Tool w. Differentiated Outcomes for Teachers Utilize the KSA Calculator and Data Tracking Sheet to monitor student progress Track Benchmark Growth throughout the school year; share growth with teachers, parents, and students Weekly Failure Report / Grade Checks Vetting of Formative and Summative Assessments in PLCs Individual KyCL Teacher Learning Logs	Title 1 SBDM Funds District Funding of Platform Programs General School Funding / Allocations Grant Funding

Goal 2 :

Increase students scoring Proficient and Distinguished in science from 5% to 32.1% by May 2026.

Increase students scoring Proficient and Distinguished in writing from 60% to 62% by May 2026.

Increase students scoring Proficient and Distinguished in Social Studies from 30% to 34.5% by May 2026.

Objective				Strategy	Activities	Measure of Success	Progress Monitoring	Funding
					weekly standards alignment work; evaluating standards alignment with rigorous tasks; common assessment data / progress monitoring via MasteryConnect - Intentional, tiered coaching to build teacher capacity; shift of admin team duties to accommodate needs - Shift to traditional DuFore PLC model for Spring Semester - Academic incentives / recognition for performance on benchmark assessments			

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Goal 2 :
Increase students scoring Proficient and Distinguished in science from 5% to 32.1% by May 2026.
Increase students scoring Proficient and Distinguished in writing from 60% to 62% by May 2026.
Increase students scoring Proficient and Distinguished in Social Studies from 30% to 34.5% by May 2026.

Objective				Strategy	Activities	Measure of Success	Progress Monitoring	Funding
					- Focus on utilizing high quality resources - Develop a MTSS plan with one-on-one feedback			
Objective 2 **Increase students scoring Proficient and Distinguished in writing from 60% to 62% by May 2024.**					**CCHS Priority Plan (Scorecard):** - Building leaders meet once a week to monitor current systems with action plans, to review the current reality, to goal-set, and to progress monitor and adjust school-wide accountability priority areas. - Weekly Curriculum Leadership Team Meeting & "2023-24 SY CCHS Core Four Teacher	Scrimmage Assessments via Mastery Connect Mastery Prep ACT Practice Scores Common Assessment Results Analysis Classroom Observations via the PGES Walk Through Tool		Title 1 SBDM Funds District Funding of Platform Programs General School Funding / Allocations Grant Funding

Goal 2 :

Increase students scoring Proficient and Distinguished in science from 5% to 32.1% by May 2026.

Increase students scoring Proficient and Distinguished in writing from 60% to 62% by May 2026.

Increase students scoring Proficient and Distinguished in Social Studies from 30% to 34.5% by May 2026.

Objective				Strategy	Activities	Measure of Success	Progress Monitoring	Funding
					Coaching Guidance" **CCHS Core Four Plan:** - PLC Goals – Managing the 90-minute block; weekly standards alignment work; evaluating standards alignment with rigorous tasks; common assessment data / progress monitoring via MasteryConnect - Intentional, tiered coaching to build teacher capacity; shift of admin team duties to accommodate needs - Shift to traditional DuFore PLC model for Spring Semester			

3: Achievement Gap

KRS 158.649 requires the school-based decision making (SBDM) council, or the principal if no council exists, to set the school's yearly targets for eliminating any achievement gap. The targets should be established with input from parents, faculty, and staff and submitted to the superintendent for consideration and the local board of education for adoption. In addition to being a statutory requirement, intentionally focusing on the achievement gaps that exist among a school's underserved student populations is also a vital component of the continuous improvement process. Schools should use a variety of measures and analysis when conducting its review of its achievement gaps, including a review of the school's climate and culture. Schools are not required to establish long term achievement gap goals; however, schools must establish yearly targets (objectives).

Objective	Strategy	Activities	Measure of Success	Progress Monitoring	Funding
TSI Area: **Increase the number of SpEd students scoring proficient or above in KSA Reading from 8 % to 26% by 2024 and KSA Math from 5% to 13.5% by 2024.**	**KCWP 2: Design and Deliver Instruction** **KCWP 5: Design, Align and Deliver Support** **Explicit Teaching & Modeling - Evidence-Based Instructional Practice #3**	**CCHS Priority Plan (Scorecard):** - Building leaders meet once a week to monitor current systems with action plans, to review the current reality, to goal-set, and to progress monitor and adjust school-wide accountability priority areas. - Weekly Curriculum Leadership Team Meeting & "2023-24 SY CCHS Core Four Teacher Coaching Guidance" **Engaged Learners:** - Engaging students in challenging academic content that is constant, integrated across disciplines and designed for use beyond the classroom. - Conferencing / Name & Claim - Utilize the FLEX period to provide services for students in need of intervention and enrichment - Utilize "CCU" to help students mastery concepts outside of the standard classroom time	Scrimmage Assessments via Mastery Connect Mastery Prep ACT Practice Scores Common Assessment Results Analysis Classroom Observations via the "2023-24 SY CCHS Core Four Teacher Coaching Guidance"	MTSS Tier 2 and 3 Identification Spreadsheet Grade Level Post-Secondary Readiness Spreadsheets "2023-24 SY CCHS Core Four Teacher Coaching Guidance" Observation Tool w. Differentiated Outcomes for Teachers Utilize the KSA Calculator and Data Tracking Sheet to monitor student progress Track Benchmark Growth throughout the school year; share growth with teachers, parents, and students Weekly Failure Report / Grade Checks Vetting of Formative and Summative Assessments	Title 1 SBDM Funds District Funding of Platform Programs General School Funding / Allocations Grant Funding

5: Quality of School Climate and Safety

Goal 5:
Increase the Quality of School Climate and Safety Survey Score from 64.4 to 70 by 2026.

Objective	Strategy	Activities	Measure of Success	Progress Monitoring	Funding
Objective 1 **Increase the Quality of School Climate and Safety Survey Score from 64.4 to 70 by 2024.**	KCWP 5: Design, Align and Deliver Support KCWP 6: Establishing Learning Culture and Environment	**Advisory Time:** - High Schools will offer advisory time within the Master Schedule for students to work with an advisor to ensure work is completed and turned in in a timely manner; to provide academic and career counseling and opportunities; to ensure students are remaining on-track in their coursework; and to assist students with long-term planning for career pathways and academic courses leading to graduation. - Strategically deliver content to address misconceptions and trends in the 2022-23 SY Quality of School Climate and Safety Score **PBIS Initiative:** - School-wide ROCKS Expectations - Colonel Cash Program to Reward Positive Behavior	Subsequent Student Surveys Throughout the School Year Principal's Advisory Board Feedback Increased Participation in Extracurricular Activities	Subsequent Student Surveys Throughout the School Year Principal's Advisory Board Feedback	ESSER SBDM Funds General School Funding / Allocations

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6: Postsecondary Readiness (High School Only)

Goal 6:
Increase the Post-Secondary Readiness Score from 120.8 to 125 by 2026.

Objective	Strategy	Activities	Measure of Success	Progress Monitoring	Funding
Objective 1 **Increase the Post-Secondary Readiness Score from 120.8 to 125 by 2024.**	KCWP 2: Design and Deliver Instruction KCWP 6: Establishing Learning Culture and Environment	**CCHS Priority Plan (Scorecard):** - Building leaders meet once a week to monitor current systems with action plans, to review the current reality, to goal-set, and to progress monitor and adjust school-wide accountability priority areas. - Weekly Curriculum Leadership Team Meeting & "2023-24 SY CCHS Core Four Teacher Coaching Guidance" **Student Tracking:** - Utilizing assessment scores, dual credit grades, career pathways, and AP exam scores to monitor student progress toward graduation - CTE Pathways - Explore provided pathways and industry certifications that are responsive to workforce needs - Advanced Placement and Dual Credit Opportunities - Provide opportunities for students to participate in AP courses - CTE Collaboration for Career Readiness - EOPA Benchmark / Industry Certification Plans and Data Reviewed develop formative/interim assessments for each CTE program **Weekly ACT expectations in math, English, Social Studies (reading), and Science courses :** - Outline most often missed topics; develop plan to incorporate / spiral into core content classes - *Master Prep Classroom Implementation - 30 minutes per week* - *Test Nav Work* - School-wide focus on literacy	KYOTE Test / Industry Certifications / EOPA Testing / EdReady Post-Secondary Readiness Tracking Spreadsheet One-on-one Student Conferencing with Counselor Fall / Winter / Spring Benchmark Scores Mastery Prep ACT Practice Scores Common Assessment Results Analysis Classroom Observations via the PGES Walk Through Tool	Grade Level Post-Secondary Readiness Spreadsheets "2023-24 SY CCHS Core Four Teacher Coaching Guidance" Observation Tool w. Differentiated Outcomes for Teachers Utilize the Data Tracking Sheet to monitor student progress Track Benchmark Growth throughout the school year; share growth with teachers, parents, and students Weekly Failure Report / Grade Checks Vetting of Formative and Summative Assessments in PLCs	Title 1 SBDM Funds District Funding of Platform Programs General School Funding / Allocations Grant Funding

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Goal 6:
Increase the Post-Secondary Readiness Score from 120.8 to 125 by 2026.

Objective	Strategy	Activities	Measure of Success	Progress Monitoring	Funding
Objective 2 **Introduce Profile of a Graduate competencies that require students to demonstrate key skills to be life ready.**	KCWP 6: Establishing Learning Culture and Environment	**Profile of a Graduate Integration into Student Learning Experience :** - Students will engage in learning experiences that support **mastery** of the six CCPS Profile of a Graduate Competencies: Accountable Self-Starter, Innovative Critical Thinker, Collaborative Problem Solver, Empathetic Communicator, Adaptable Learner, and Career- and/or Work-Ready Professional. - Introduce all six (6) components of Profile of a Graduate to students - Provide workshops for students to work on living portfolio	All Students have the "Profile of a Graduate Living Portfolio. All Seniors present a Defense of Three (3) Profile of a Graduate Components	Database of "Profile of a Graduate Living Portfolio" Completed "Library of Resources" for students to reference	SBDM Funds District Funding of Platform Programs General School Funding / Allocations

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7: Graduation Rate (High School Only)

Goal 7:					
Increase the 4 year and 5 year average Graduation Rate from 94.9% to 96% by 2026.					
Objective	**Strategy**	**Activities**	**Measure of Success**	**Progress Monitoring**	**Funding**
Objective 1 **Increase the 4 year and 5 year average Graduation Rate from 94.9% to 96% by 2024.**	KCWP 2: Design and Deliver Instruction KCWP 6: Establishing Learning Culture and Environment	**CCHS Priority Plan (Scorecard):** - Building leaders meet once a week to monitor current systems with action plans, to review the current reality, to goal-set, and to progress monitor and adjust school-wide accountability priority areas. - Weekly Curriculum Leadership Team Meeting & "2023-24 SY CCHS Core Four Teacher Coaching Guidance" **Progress Monitoring for On-target Graduation::** - Administrators and teachers will be trained in applying strategies and resources to use for providing services and programs aligned to students' identified needs and interests. - Administrators and teachers will gain an in-depth understanding of tools such as the Persistence to Graduation Report, Tableau data tools, Individual Learning Plan, transcript audits, and career pathways and how the tools can be utilized to monitor student's interests and at-risk factors; as a result, more students will be enrolled in courses leading toward a completed career pathway and fewer students will drop-out of school. **Advisory Time:** - High Schools will offer advisory time within the Master Schedule for students to work with an advisor to ensure work is completed and turned in in a timely manner; to provide academic and career counseling and opportunities; to ensure students are	Progress to Graduation Attendance Data Behavior Intervention and Data	Grade Level Post-Secondary Readiness Spreadsheets At-Risk Senior Spreadsheet Utilize the Data Tracking Sheet to monitor student progress Track Benchmark testing throughout the school year; share growth with teachers, parents, and students Weekly Failure Report / Grade Checks	SBDM Funds District Funding of Platform Programs General School Funding / Allocations

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Goal 7:
Increase the 4 year and 5 year average Graduation Rate from 94.9% to 96% by 2026.

Objective	Strategy	Activities	Measure of Success	Progress Monitoring	Funding
		remaining on-track in their coursework; and to assist students with long-term planning for career pathways and academic courses leading to graduation.			
		Focus and Finish: - Alternative pathways to graduation will be offered at both high schools. Work to eliminate barriers to graduation.			

8: Other (Optional)

Goal 8 (State your separate goal.):

Objective	Strategy	Activities	Measure of Success	Progress Monitoring	Funding
Objective 1					
Objective 2					

Addendum for Schools Identified for Targeted or Comprehensive Support

In accordance with 703 KAR 5:280, a school improvement plan means the plan created by schools identified for targeted support and improvement (TSI) or additional targeted support and improvement (ATSI) pursuant to KRS 160.346(4)-(5) and embedded in the comprehensive school improvement plan required pursuant to 703 KAR 5:225. A turnaround plan means the plan created by schools identified for comprehensive support and improvement (CSI) pursuant to KRS 160.346(8)(g) and embedded in the comprehensive school improvement plan required pursuant to 703 KAR 5:225.

All TSI/ATSI improvement plans and CSI turnaround plans are required to address all components of the comprehensive school improvement plan (CSIP), including all diagnostics associated with the development of that plan, as well as additional specific requirements. The following pages outline specific requirements to be addressed by identified schools that must be embedded in the strategies and activities detailed within the indicator goals developed throughout the previous pages of this goal template. Evidence-based practices and activities chosen to address any goal area or additional requirement must be informed by the Needs Assessment for Schools and feedback from any on-site review conducted by the Kentucky Department of Education (KDE).

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

TSI schools (including ATSI schools) must embed their subgroup(s) plan for improvement within their CSIPs. TSI stakeholders, including the principal and other school leaders, teachers, and parents, should carefully consider what must be done to ensure the subgroup(s) perform(s) at high levels in the state accountability system. In addition to identifying strategies and activities within the CSIP that address the specific needs of underperforming groups, provide narrative information regarding the additional requirements for TSI schools in the following chart:

Components of Turnaround Leadership Development and Support:
Consider: How will you ensure that school leadership has or develops the skills and disposition to achieve accelerated, meaningful, and sustainable increases in student achievement for underperforming subgroups?

Response:

1. Attending monthly Instructional Leadership Team Meetings (ILT). Instructional Leadership Team meetings will feature a dedicated workspace and time for the Special Education department to work with principals and leadership teams around new and/or existing strategies and methods to ensure our students with disabilities receive the latest evidence-based instruction. In addition, work time and collaboration time will be provided each month during ILT meetings.
2. Monthly meetings with the administration and the assigned special education consultant and/or DoSE will be held to discuss building level concerns, education on issues and or specialized information about students with disabilities will be shared.
3. Attending monthly CCPS Equity Committee meetings to learn and apply equity practices for students with disabilities.
4. W SPED Strategic Plan.docx

Identification of Critical Resources Inequities:
Consider: Describe the process used to review the allocation and use of resources (people, time, and money), any resource inequities that were identified that may contribute to underperformance, and how identified resource inequities will be addressed.

Response:

Through an examination of resource inequities, it was discovered that there was not enough support for evidence-based practices for our Special Education teachers. As a result, it could be that our special education population underperformed on KSA and did not meet performance expectations. To remedy this situation, special education staff will have more access to the Special Education Consultant. The Consultant will be available to special education staff on a weekly basis. During this time together, the Consultant will coach, monitor and observe and provide classroom support to Special Education teachers related to evidence-based practices for students with disabilities.

After conducting an instructional resource audit of reading and math instructional materials, it was determined that some teachers of students with disabilities were not utilizing high quality instructional materials during resource instruction. Additionally, SPED teachers demonstrated professional learning needs related to the implementation of the HQIRs used in the regular education setting. To address this instructional inequity, the HQIRs will be provided to all SPED staff along with implementation professional learning and support.

Additional Actions That Address the Causes of Consistently Underperforming Subgroups of Students

Consider: Describe the process used to review the learning culture related to your targeted subgroup(s) and any additional actions that were determined to address the causes of underperformance.

Response:

The process used to review the learning culture related to Special Education was an examination of observations, resources, and student work. As a result, it was found that students in resource settings were less likely to have access to standards-based instruction and assessments, which could have been a contributing factor to the special education student's underperformance on KSA. As a result, the following actions will be implemented to ensure students with disabilities have access to grade level standards instruction and are assessed used assessments aligned to grade-level assessments:

Engage Special Education teachers in PLCs and other professional learning to develop their capacity to teach and assess grade-level standards

Conduct observations of students with disabilities will include analysis of instructional and assessment tasks, with an expectation there should be a balance of IEP skills and grade-level work

Implement standards-based benchmark assessments 3x per year to monitor and inform student learning

Establish and regularly utilize "assessment buddies" to ensure approved assessment accommodations are provided for each student.

Targeted Subgroups and Evidence-Based Interventions:

Consider: Identify the areas of need revealed by the analysis of academic and non-academic data that will be addressed through CSIP activities for your targeted subgroup(s). What evidence-based practice(s) will the school incorporate that specifically targets the subgroup(s) achievement that contributed to the TSI identification? How will we monitor the evidence-based practice to ensure it is implemented with fidelity?

Response:

The area of need revealed by the analysis of academic and non-academic data that is addressed through CSIP activities is reading proficiency for our Special Education population. The evidence-based practice that will target reading for our students with disabilities is (possible EBP's) 🗎 EBP for CDIP ...... This will be monitored through weekly PLC meetings, through data analysis following each round of Benchmark testing 3 times per year, and through classroom observations.

Complete the table on the next page to document the evidence that supports the Activities outlined in this plan. Additional rows may be added to accommodate additional pieces of evidence.

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TSI/ATSI Evidence-based Practices

The Every Student Succeeds Act (2015) created new expectations for evidence-based decision making at school and district levels. More specific information regarding evidence-based practices (EBP) and requirements can be found on the Kentucky Department of Education's Evidence-based Practices website. While evidence documentation in the CSIP is only required for schools identified for Targeted Support and Improvement (TSI) including Additional Targeted Support and Improvement (ATSI) and Comprehensive Support and Improvement (CSI), KDE encourages all school leaders to review evidence related to new programs, practices, or interventions being implemented in the school. In addition to documenting the evidence below, TSI, ATSI and CSI schools are expected to upload a description of their evidence review process, the findings of their evidence review, and a discussion of the local implications into the CIP.

Specific directions regarding documentation requirements for each chosen EBP can be found in the "Compliance Requirements" resource available on KDE's Evidence-based Practices website. Marking the "Uploaded in CIP" box indicates that you have uploaded required documentation along with this goal template into the platform.

Complete the table below to document the evidence that supports the Activities outlined in this plan. Additional rows may be added to accommodate additional pieces of evidence.

Evidence-based Activity	Evidence Citation	Uploaded in CIP
Train staff to implement inductive teaching strategies.	Hattie, J. (2009). Visible Learning: a synthesis of over 800 meta-analyses relating to achievement. Routledge: New York, NY.	☒
Train faculty / staff to cultivate a community of learners; how to reach those who seem unreachable; how to ensure learners feel cared for and empowered	Casas, J. (2017). Culturize: Every Student. Every Day. Whatever It Takes. Dave Burgess Consulting, INC.: San Diego, CA.	X
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2023-24 SY Christian County High School

TSI / ATSI Evidence-based Practices

Challenge:

In order to foster a thriving and inclusive learning environment, our comprehensive school improvement plan seeks innovative strategies for faculty and staff development. This plan addresses the critical need to train educators in cultivating a community of learners, reaching those seemingly unreachable, and ensuring every student feels cared for and empowered. The challenge is to design and implement professional development initiatives that not only enhance teaching methodologies but also promote empathy, cultural competence, and personalized support to meet the diverse needs of our student body. This initiative aims to transform our school into a place where every learner is not only academically engaged but also feels a sense of belonging, support, and empowerment on their educational journey.

Evidence Citation:

Casas, J. (2017). Culturize: Every Student. Every Day. Whatever It Takes. Dave Burgess Consulting, INC.: San Diego, CA.

Estimated Evidence Level:

This study is a level two (2) which shows a statistically significant and positive effect of the intervention on a student outcome or other relevant outcome.

Study Discussion:

How can we design faculty and staff training programs that promote a sense of community and collaboration among educators to enhance the overall learning environment?

What specific strategies can be implemented to identify and address the needs of students who may be considered unreachable or disengaged from the learning process?

In what ways can professional development initiatives be tailored to promote cultural competence among faculty and staff, fostering an inclusive and diverse learning community?

2023-24 SY Christian County High School

TSI / ATSI Evidence-based Practices

How can technology be integrated into faculty training to support personalized learning approaches and empower educators to meet individual student needs?

What role can mentorship and peer collaboration play in creating a supportive and caring atmosphere within the school, and how can these relationships be nurtured and sustained over time?

How can we measure the success of faculty and staff training programs in terms of creating a community of learners, reaching all students, and ensuring a caring and empowering environment?

What resources, both internal and external, can be leveraged to enhance faculty and staff training in areas such as empathy, emotional intelligence, and understanding the diverse backgrounds of students?

How can student feedback be effectively incorporated into professional development programs to ensure that the perspectives and experiences of learners are taken into account?

In what ways can school leaders model and promote the values of care, empathy, and empowerment, creating a top-down culture that permeates throughout the entire school community?

How can ongoing support mechanisms be established to sustain the momentum of faculty and staff development, ensuring that the principles of community building, reaching the unreachable, and student empowerment remain integral to the school's culture over the long term?

Intervention	Outputs	Short-term Outcomes (0-1 year)	Mid-term Outcomes (2-3 years)	Long-term Outcomes (4+ years)	Monitoring Data

2023-24 SY Christian County High School

TSI / ATSI Evidence-based Practices

Attending monthly Instructional Leadership Team Meetings (ILT). Instructional Leadership Team meetings will feature a dedicated workspace and time for the Special Education department to work with principals and leadership teams around new and/or existing strategies and methods to ensure our students with disabilities receive the latest evidence-based instruction. In addition, work time and collaboration time will be provided each month during ILT meetings. The process used to review the learning culture related to Special Education was an examination of observations, resources, and student work. As a result, it was found that students in resource settings were less likely to have access to standards-based instruction and assessments, which could have been a contributing factor to the special education student's underperformance on KSA.		Exit TSI Status Decrease the number of students scoring novice on KSA reading and math assessments Improve school culture by placing additional importance on academic achievement and recognition	Increase the number of students scoring proficient and distinguished on the reading and math assessments Improve school culture by placing additional importance on academic achievement and recognition	Increase the number of students scoring proficient and distinguished on the reading and math assessments Improve school culture by placing additional importance on academic achievement and recognition In terms of accountability, be recognized as a "blue" school	MasteryConnect Scrimmage Data Common Assessment Data MAP Benchmark Data KSA Reading and Math Scores

2023-24 SY Christian County High School

TSI / ATSI Evidence-based Practices

As a result, the following actions will be implemented to ensure students with disabilities have access to grade level standards instruction and are assessed used assessments aligned to grade-level assessments: Engage Special Education teachers in PLCs and other professional learning to develop their capacity to teach and assess grade-level standards Conduct observations of students with disabilities will include analysis of instructional and assessment tasks, with an expectation there should be a balance of IEP skills and grade-level work Implement standards-based benchmark assessments 3x per year to monitor and inform student learning Establish and regularly utilize "assessment buddies" to ensure approved assessment accommodations are provided for each student.					

CCMS Comprehensive School Improvement Plan (CSIP)

Rationale

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

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

Please note that the objectives (short-term targets) set by your school under the Achievement Gap section of this planning template will be used by the district's superintendent to determine whether or not your school met its targets to reduce the gap in student achievement for any student group for two consecutive years as required by KRS 158.649. Likewise, operational definitions for each required planning component can be found on page 2 of the planning template.

For those schools operating a Title I Schoolwide Program, this plan meets the requirements of Section 1114 of the Every Student Succeeds Act as well as state requirements under 703 KAR 5:225. **No separate Schoolwide Program Plan is required**.

Requirements for Building an Improvement Plan

- The required goals for **elementary/middle schools** include the following:
  - State Assessment Results in reading and mathematics
  - State Assessment Results in science, social studies and writing
  - Achievement Gap
  - English Learner Progress
  - Quality of School Climate and Safety

- The required goals for **high schools** include the following:
  - State Assessment Results in reading and mathematics
  - State Assessment Results in science, social studies and writing
  - Achievement Gap
  - English Learner Progress
  - Quality of School Climate and Safety
  - Postsecondary Readiness
  - Graduation Rate

Alignment to Needs:

Results of the Phase Two needs assessment process should inform the development of the comprehensive school improvement plan. List the identified priorities below to be addressed in order to build staff capacity and increase student achievement.

Priorities/Concerns from Needs Assessment for Schools

List two or three of the greatest areas of weakness identified in question #5 of the Needs Assessment for Schools that will be thoroughly addressed in the strategies and activities outlined in this template.

- 37% of all CCMS students scored P/D on the 2022-2023 KSA on Reading.
- 26% of all CCMS students scored P/D on the 2022-2023 KSA on Math.
- TSI for disability because we dropped from a 25.3 overall score to a 10 overall score. Reading and math combined index was a 9.8.

Processes, Practices, or Conditions to be Addressed from Key Elements Template

List two or three of the processes, practices, or conditions identified on the School Key Elements Template that the school will focus its resources and efforts upon and thoroughly address in the strategies and activities outlined in this template.

KCWP 1 – Design and Deploy Standards:
- Ensure monitoring measures are in place to support high fidelity in teaching to the standards, by way of peer observations, formal and informal observations, classroom data/running records, and standards mastery checks.
- Determine if assignments/activities/assessments reflect the learning targets students have had the opportunity to learn.

KCWP 2 – Design and Deliver Instruction:
- Ensure that curricular delivery and assessment measures provide for all pertinent information needs for students.
- Ensure item analysis methods are occurring within PLCs to evaluate instructional effectiveness and determine if instructional adjustments are needed, and if so, what those adjustments are.

Indicator Scores

List the overall scores of status and change for each indicator.

Indicator	Status	Change
State Assessment Results in reading and mathematics	Low (47.0)	Maintained (-1.7)
State Assessment Results in science, social studies and writing	Low (47.5)	Declined (-3.3)
English Learner Progress	N/A	N/A
Quality of School Climate and Safety	Low (63.7)	Increased (+2.2)
Postsecondary Readiness (high schools and districts only)	N/A	N/A
Graduation Rate (high schools and districts only)	N/A	N/A

1: State Assessment Results in Reading and Mathematics

Goal 1 (State your reading and math goal.): Reading: 62.1% of CCMS students will be proficient or above on KSA by 2027. Math: 45.7% of CCMS students will be proficient or above on KSA by 2027.					
Objective	**Strategy**	**Activities**	**Measure of Success**	**Progress Monitoring**	**Funding**
Objective 1

Reading – Increase the number of seventh and eighth grade students scoring proficient or above from 36% to 44.7% by 2024. | KCWP 1: Design and Deploy Standards | Through the PLC process, teachers are looking studying all parts of the standards through Kentucky Academic Standardswhen planning units. | Data analysis shows increased mastery of standards | Map - Fall Unit Common Assessments Mastery Connect - Fall, Winter, Spring KSA | General & Title 1 |
	KCWP 2: Design and Deliver Instruction	All ELA teachers attend monthly ELA cohort trainings.	Data analysis shows increased mastery of standards	Map - Fall Unit Common Assessments Mastery Connect - Fall, Winter, Spring KSA	General & Title 1
		School-wide writing across all content areas with a focus on evidence based strategies for SA and ERQ	Improved SA and ERQ results	Writing plan reviewed each nine weeks	General & Title 1
		Implement strategies from Interdisciplinary Literacy Academy	Data analysis of unit common assessments, classroom observations	Map - Fall Unit Common Assessments Mastery Connect - Fall, Winter, Spring KSA	General & Title 1
Objective 2

Math – Increase the number of seventh and eighth grade students scoring proficient or above from 26% to 32.3% by 2024. | KCWP 1: Design and Deploy Standards | Through the PLC process, teachers are looking studying all parts of the standards through Kentucky Academic Standardswhen planning units. | Data analysis shows increased mastery of standards | Unit Common Assessments Mastery Connect KSA | General & Title 1 |
| | KCWP 2: Design and Deliver Instruction | All math teachers attend monthly Math cohort trainings | Data analysis of unit common assessments, MAP, Mastery Connect, & KSA | Unit Assessments

MAP - Fall Mastery Connect - Fall, Winter, Spring | Title 1 |
| | | Plan strategically in the selection of high yield instructional strategy usage within lessons. | Lesson Plans, PLC | Embedded in PLC unit work every 5 weeks | NA |

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

Goal 2 (State your science, social studies, and writing goal.):
Science: 46.1 % of CCMS students will proficient or above on KSA by 2027.
Social Studies: 62.1 % of CCMS students will proficient or above on KSA by 2027.
Writing: 47.5% % of CCMS students will proficient or above on KSA by 2027.

Objective	Strategy	Activities	Measure of Success	Progress Monitoring	Funding
Objective 1 Science – Increase the number of seventh and eighth grade students scoring proficient or above from 16% to 26% by 2024.	KCWP 1: Design and Deploy Standards	Through the PLC process, teachers are looking studying all parts of the standards through Kentucky Academic Standards when planning units.	Data analysis shows increased mastery of standards	Map - Fall Unit Common Assessments Mastery Connect - Fall, Winter, Spring KSA	General & Title 1
		One administrator attending PIMSER Science trainings to gain better understanding of all parts of Science standards.	Improved PLC process	Unit Common Assessments Mastery Connect - Fall, Winter, Spring	District
	KCWP 2: Design and Deliver Instruction	Model and use independent student practice using claims, evidence, and reasoning (CER)	Formative assessment data, unit common assessment data	Once per nine weeks	Title 1
		Complete Through Course Task to measure the student progression of the Cross Cutting Concepts and Science and Engineering Practices.	Unit common assessment data, KSA	Once a semester	Title 1
Objective 2 Social Studies – Increase the number of seventh and eighth grade students scoring proficient or above from 28% to 39.3% by 2024.	KCWP 1: Design and Deploy Standards	Deconstruct standards with SS department to ensure the department has understanding of what each standard requires and make sure we are assessing to the standard.	Through the PLC process, teachers are looking at all parts of the standard when planning units.	Unit Common Assessments Mastery Connect - Fall, Winter, Spring KSA	Title 1
		All SS teachers attend monthly SS cohort training.	Data analysis shows increased mastery of standards.	Increased Observations/Walkthrough protocol.	District
	KCWP 2: Design and Deliver Instruction	Use DBQ to strengthen students ability to cite textual evidence in writing an analysis essay.	Increased improvement in SRQs and ERQs.	SS PLC grade level discussions.	General
Objective 3 Writing – Increase the number of seventh and eighth grade students scoring proficient or	KCWP 1: Design and Deploy Standards	All writing teachers attend the CCPS writing cohort once a 9 weeks. Strategies are presented on delivering writing instruction and assessing students' writing.	Reducing novice with on-demand writing.	Common assessments and district benchmark	District

Goal 2 (State your science, social studies, and writing goal.):
Science: 46.1 % of CCMS students will proficient or above on KSA by 2027.
Social Studies: 62.1 % of CCMS students will proficient or above on KSA by 2027.
Writing: 47.5% % of CCMS students will proficient or above on KSA by 2027.

Objective	Strategy	Activities	Measure of Success	Progress Monitoring	Funding
above from 40% to 42.7 % by 2024.		Attend weekly PLCs studying standards and deconstructing composition standards to understand each component students need to master.			
	KCWP 2: Design and Deliver Instruction	Implement school-wide writing across all contents	Improved ODW scores in 8th grade	Writing plan reviewed each 9 weeks through PLCs.	General & Title 1
		In PLCS, writing teachers design scaffolded lessons with on-demand writing	Formative assessments, common assessment data	Unit common assessments, formative assessments, district benchmarks, Mastery Connect—spring, student conferences	
		In PLCs, teachers share instructional strategies to teach components of writing and/or ways to provide feedback.			

3: Achievement Gap

KRS 158.649 requires the school-based decision making (SBDM) council, or the principal if no council exists, to set the school's yearly targets for eliminating any achievement gap. The targets should be established with input from parents, faculty, and staff and submitted to the superintendent for consideration and the local board of education for adoption. In addition to being a statutory requirement, intentionally focusing on the achievement gaps that exist among a school's underserved student populations is also a vital component of the continuous improvement process. Schools should use a variety of measures and analysis when conducting its review of its achievement gaps, including a review of the school's climate and culture. Schools are not required to establish long term achievement gap goals; however, schools must establish yearly targets (objectives).

Objective	Strategy	Activities	Measure of Success	Progress Monitoring	Funding
Objective 1 Decrease the number of students with an IEP scoring novice on Math KSA from 66% to 65% by May 2024.	KCWP 1: Design and Deploy Standards	Through the PLC process, teachers are looking studying all parts of the standards through Kentucky Academic Standardswhen planning units.	Data analysis shows increased mastery of standards	Unit Common Assessments Mastery Connect KSA	General & Title 1
	KCWP 2: Design and Deliver Instruction	Teachers strategically select high yield instructional strategies and plan usage within lessons.	Lesson Plans, PLC	Embedded in PLC unit work every 5 weeks	General & Title 1
		Professional development is provided to teachers monthly through a Math Cohort.	Reduced novice performance on unit assessments Growth on universal screener	unit assessments every 5 weeks MAP - Fall Mastery Connect - Fall, Winter, Spring	Title 1
		Math teachers model using the Gradual Release Scaffolding (I Do, We Do, You Do)	Reduced novice performance unit assessments	unit assessments every 5 weeks MAP - Fall Mastery Connect - Fall, Winter, Spring	Title 1

4: English Learner Progress

Goal 4 (State your English Learner goal.):
EL students will progress at least 2 levels on the ACCESS assessment by May 2027.

Objective	Strategy	Activities	Measure of Success	Progress Monitoring	Funding
Objective 1 EL students will progress at least one level on the ACCESS assessment by May 2024..	KCWP 2: Design and Deliver Instruction	School-wide writing across all content areas	Improved ERQ and SA	Writing plan reviewed each nine weeks	Title 1
		Implement strategies from Interdisciplinary Literacy Academy	Data analysis of unit common assessments, classroom observations	unit assessments every 5 weeks	Title 1
		MTSS for academic support ● Intentional selection of students for RTI school wide	Progress monitoring	specific progress monitoring through interventionist	General

5: Quality of School Climate and Safety

Goal 5 (State your climate and safety goal.):
● Increase the number of students who agree/srongly agree that "My School is an Encouraging Place" from 76% to 85% by May 2027.

Objective	Strategy	Activities	Measure of Success	Progress Monitoring	Funding
Objective 1 Increase the number of students who agree/strongly agree that "My School is an Encouraging Place" from 76% to 85% by May 2023.	KCWP 6: Establishing Learning Culture and Environment	CCMS students feel encouraged because they have school counselors readily available to them to share their concerns, issues, and celebrations. CCMS school counselors have a positive relationship with their students by: ● implementing small groups ● minute meetings with each student ● school wide social emotional lessons ● they actively work to decrease behavior school wide	Increase student points to make purchases from Colonel Cart and lunch room rewards.	Monthly monitoring of LiveSchool data by interventionist	Title 1
		MTSS for academic and behavior support ● Intentional and fluid selection of students for RTI through Flex period ● Live School reward system with student and parent access ● Student Advisory Council	Student surveys Feedback from Student Advisory Council Colonel Pride Program	Increased Studer student survey results MAP - fall, winter & spring	Title 1
		LiveSchool reward system - student earn points for respect, responsibility, effort, character traits, and school spirit.	Increase student points to make purchases from Colonel Cart and lunch room rewards.	Monthly monitoring of LiveSchool data by interventionist	Title 1
		Good News Cards sent home weekly to students for positive encouragement.	Increase number of students who receive a positive contact home.	Positive contact tracker by teams to ensure every student receives at least one positive home contact	General

Addendum for Schools Identified for Targeted or Comprehensive Support

In accordance with 703 KAR 5:280, a school improvement plan means the plan created by schools identified for targeted support and improvement (TSI) or additional targeted support and improvement (ATSI) pursuant to KRS 160.346(4)-(5) and embedded in the comprehensive school improvement plan required pursuant to 703 KAR 5:225. A turnaround plan means the plan created by schools identified for comprehensive support and improvement (CSI) pursuant to KRS 160.346(8)(g) and embedded in the comprehensive school improvement plan required pursuant to 703 KAR 5:225.

All TSI/ATSI improvement plans and CSI turnaround plans are required to address all components of the comprehensive school improvement plan (CSIP), including all diagnostics associated with the development of that plan, as well as additional specific requirements. The following pages outline specific requirements to be addressed by identified schools that must be embedded in the strategies and activities detailed within the indicator goals developed throughout the previous pages of this goal template. Evidence-based practices and activities chosen to address any goal area or additional requirement must be informed by the Needs Assessment for Schools and feedback from any on-site review conducted by the Kentucky Department of Education (KDE).

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

TSI schools (including ATSI schools) must embed their subgroup(s) plan for improvement within their CSIPs. TSI stakeholders, including the principal and other school leaders, teachers, and parents, should carefully consider what must be done to ensure the subgroup(s) perform(s) at high levels in the state accountability system. In addition to identifying strategies and activities within the CSIP that address the specific needs of underperforming groups, provide narrative information regarding the additional requirements for TSI schools in the following chart:

Components of Turnaround Leadership Development and Support:
Consider: How will you ensure that school leadership has or develops the skills and disposition to achieve accelerated, meaningful, and sustainable increases in student achievement for underperforming subgroups? **Response:** CCMS school leadership will attend Math professional development through the Math Cohort trainings and the Math Interdisciplinary Literacy trainings, which are provided by Christian County Public Schools. School leadership will also actively participate in PLC weekly with the math department and provide support as needed. Leadership will attend monthly Instructional Leadership Team meetings which feature dedicated time dedicated to working with the Special Education department. Leadership also participated in the development of the Special Education Strategic Plan.

Identification of Critical Resources Inequities:
Consider: Describe the process used to review the allocation and use of resources (people, time, and money), any resource inequities that were identified that may contribute to underperformance, and how identified resource inequities will be addressed. **Response:** CCMS uses ESS funding to provide after school tutoring. Title 1 money is also used to provide instructional materials for reading, math, science, social studies, writing, resource and intervention classes. We would like to look into evidence-based resources that are applicable to middle school students in the areas, especially in the areas of math and reading. We use Title 1 money to pay for a part-time writing coach who works directly with writing teachers and students. A permanent sub is also paid out of Title 1 money. He works in all content areas as needed, but his strength is math. Special Eduation teachers will engage in PLC's and other professional learning to develop their capacity to teach and assess grade-level standards. Evaluation the quality instructional materials that resource teachers are using in their classrooms to determine if students have access to standards-based instruction and assessments.

Additional Actions That Address the Causes of Consistently Underperforming Subgroups of Students
Consider: Describe the process used to review the learning culture related to your targeted subgroup(s) and any additional actions that were determined to address the causes of underperformance. **Response:** CCMS students with disabilities have a high rate of novice performance in the areas of reading and math. We are focusing on reducing novice in Math through the use of Illustrative Math in the classroom and reinforcement. Math teachers have received training on the evidence-based program of Illustrative Mathematics since 2021-2022 school year. Teachers are looking closely at MAP data and unit assessments to see the specific areas students are performing below grade level and creating specific small group instruction during RTI based on the data. The process used to review the learning culture related to Special Education was an examination of observations, resources, and student work. As a result, it was found that students in resource settings were less likely to have access to standards-based instruction and assessments in resource settings, which could have been a contributing factor to the special education student's underperformance on KSA. As a result, the following actions will be implemented to ensure students with disabilities have access to grade level standards instruction and are assessed used assessments aligned to grade-level assessments: • Engage Special Education teachers in PLCs and other professional learning to develop their capacity to teach and assess grade-level standards. • Conduct observations of students with disabilities will include analysis of instructional and assessment tasks, with an expectation there should be a balance of IEP skills and grade-level work.

- Implement standards-based benchmark assessments 2x per year to monitor and inform student learning.
- Establish and regularly utilize "assessment buddies" to ensure approved assessment accommodations are provided for each student.

Targeted Subgroups and Evidence-Based Interventions:

Consider: Identify the areas of need revealed by the analysis of academic and non-academic data that will be addressed through CSIP activities for your targeted subgroup(s). What evidence-based practice(s) will the school incorporate that specifically targets the subgroup(s) achievement that contributed to the TSI identification? How will we monitor the evidence-based practice to ensure it is implemented with fidelity?

Response: The area of need revealed by the analysis of academic and non-academic data that is addressed through CSIP activities is math proficiency for our Special Education population. The evidence-based practice that will target Math for our students with disabilities is Illustrative Math. This practice will be monitored through weekly PLC meetings, through data analysis following each round of Mastery Connect/Benchmark testing 3 times yearly, and through classroom observations.

An additional area of need revealed by the analysis of academic and on-academic data that is addressed through CSIP activities is novice reduction in Reading for our Special Education population. The evidence-based practices that will target reading for our students with disabilities is explicit teaching, modeling and scaffolding of content. These practices will be monitored through weekly PLC meetings, through data analysis following each round of Mastery Connect/Benchmark testing 3 times yearly, and through classroom observations.

Complete the table on the next page to document the evidence that supports the Activities outlined in this plan. Additional rows may be added to accommodate additional pieces of evidence.

TSI/ATSI Evidence-based Practices

The Every Student Succeeds Act (2015) created new expectations for evidence-based decision making at school and district levels. More specific information regarding evidence-based practices (EBP) and requirements can be found on the Kentucky Department of Education's Evidence-based Practices website. While evidence documentation in the CSIP is only required for schools identified for Targeted Support and Improvement (TSI) including Additional Targeted Support and Improvement (ATSI) and Comprehensive Support and Improvement (CSI), KDE encourages all school leaders to review evidence related to new programs, practices, or interventions being implemented in the school. In addition to documenting the evidence below, TSI, ATSI and CSI schools are expected to upload a description of their evidence review process, the findings of their evidence review, and a discussion of the local implications into the CIP.

Specific directions regarding documentation requirements for each chosen EBP can be found in the "Compliance Requirements" resource available on KDE's Evidence-based Practices website. Marking the "Uploaded in CIP" box indicates that you have uploaded required documentation along with this goal template into the platform.

Complete the table below to document the evidence that supports the Activities outlined in this plan. Additional rows may be added to accommodate additional pieces of evidence.

Evidence-based Activity	Evidence Citation	Uploaded in CIP
Train staff to implement inductive teaching strategies.	Hattie, J. (2009). Visible Learning: a synthesis of over 800 meta-analyses relating to achievement. Routledge: New York, NY.	☒
Explicit Teaching and Modeling	Hattie, J. (2012). Visible learning for teachers: Maximizing impact on learning. New York, NY: Routledge.	X
Effectively use Illustrative Math strategies.	https://www.edreports.org/reports/overview/mcgraw-hill-illustrative-mathematics-6-8-math-2020	X
Gradual Release Modeling of Instruction/ Phases of Teacher Scaffolding	Rosenshine, B. (2012). Principles of instruction: Research-based strategies that all teachers should know. American Educator, 36(1): 12. https://education.ky.gov/curriculum/standards/kyacadstand/Documents/EBIP_3_Mathematics.pdf	X
		☐

Christian County Middle School 23-24

Challenge: Using actionable feedback to make adjustments to tier 1 instruction while making time for students to correct errors, address misconceptions, and provide specific improvements.

Evidence Citation: Almarode, J., Fisher, D., & Frey, N. (2022). How learning works. Thousand Oaks, CA: Corwin Press Inc

Estimated Evidence Level: The study level appears to be level 3 (promising).

Study Discussion: After working with the CCPS instructional department and Christian County Middle School leadership team, our goal is to make time for meaningful feedback. It will be used to correct errors, address misconceptions, and suggest specific improvements to students. According to Hattie's work, meaningful feedback has an effect size of .70 which equates to approximately a 25 percent increase in achievement. Feedback will be used through tier 1 instruction and formative assessment. Using it correctly will offer time to quickly address errors with students.

Intervention	Outputs	Short-term Outcomes (0-1 year)	Mid-term Outcomes (2-3 years)	Long-term Outcomes (4+ years)	Monitoring Data
The CCMS leadership team will study Evidence-Based Instructional Practice # 6, Meaningful Feedback. The EBIP will become part of the 5-week PLC process through the PDSA model.	Four members of the CCMS leadership will study EBIP #6 and present the information to all teachers at least twice per PLC cycle. This will most likely fall in the Plan and Do phases of PLC.	Increase teacher implementation of various forms of Meaningful Feedback. Increase student self-awareness in skill and/or knowledge they have and have not mastered.	Increase the number of students scoring proficient or distinguished in reading and math. Reduce the number of students scoring novice in reading and math. Increase teacher understanding and use of Meaningful Feedback through various models.	Increase the effectiveness of strong Tier 1 instruction in all contents. Increase the number of students who only need tier 1 instruction in reading or math.	PLC agendas Common Assessment Data Mastery Connect Data KSA Data

Crofton Comprehensive School Improvement Plan (CSIP)

Rationale

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

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

Please note that the objectives (short-term targets) set by your school under the Achievement Gap section of this planning template will be used by the district's superintendent to determine whether or not your school met its targets to reduce the gap in student achievement for any student group for two consecutive years as required by KRS 158.649. Likewise, operational definitions for each required planning component can be found on page 2 of the planning template.

For those schools operating a Title I Schoolwide Program, this plan meets the requirements of Section 1114 of the Every Student Succeeds Act as well as state requirements under 703 KAR 5:225. **No separate Schoolwide Program Plan is required**.

Requirements for Building an Improvement Plan

- The required goals for **elementary/middle schools** include the following:
    - State Assessment Results in reading and mathematics
    - State Assessment Results in science, social studies and writing
    - Achievement Gap
    - English Learner Progress
    - Quality of School Climate and Safety

- The required goals for **high schools** include the following:
    - State Assessment Results in reading and mathematics
    - State Assessment Results in science, social studies and writing
    - Achievement Gap
    - English Learner Progress
    - Quality of School Climate and Safety
    - Postsecondary Readiness
    - Graduation Rate

Alignment to Needs:

Results of the Phase Two needs assessment process should inform the development of the comprehensive school improvement plan. List the identified priorities below to be addressed in order to build staff capacity and increase student achievement.

Priorities/Concerns from Needs Assessment for Schools

List two or three of the greatest areas of weakness identified in question #5 of the Needs Assessment for Schools that will be thoroughly addressed in the strategies and activities outlined in this template.

- Although combined proficient and distinguished writing scores improved by 17%, students are still performing below the district average.
- Social studies proficient and distinguished scores improved by 6.7% however, this is still below the district average.
- The number of students scoring at the proficient/distinguished level in math increased from 38% to 43.8% but students are still below the state average.

Processes, Practices, or Conditions to be Addressed from Key Elements Template

List two or three of the processes, practices, or conditions identified on the School Key Elements Template that the school will focus its resources and efforts upon and thoroughly address in the strategies and activities outlined in this template.

- Ensure that instructional modifications are made based on the immediate feedback gained from formative assessments.
- Plan for and implement active student engagement strategies.
- Plan strategically in the selection of high yield instructional strategy usage within lessons (modeling, discussion, questioning, feedback).
- Assess with formative and summative assessments that are aligned to the standards.
- Ensure that effective communication regarding assessments and student performance are shared with appropriate stakeholders to guide instructional planning, student grouping, etc.
- Use classroom assessment data to inform teacher's instructional decisions.

Indicator Scores

List the overall scores of status and change for each indicator.

Indicator	Status	Change
State Assessment Results in reading and mathematics	64.6	3.9
State Assessment Results in science, social studies and writing	67.4	16.1
English Learner Progress		
Quality of School Climate and Safety	76.8	1.2
Postsecondary Readiness (high schools and districts only)		
Graduation Rate (high schools and districts only)		

1: State Assessment Results in Reading and Mathematics

Goal 1 (State your reading and math goal.):
By May 2026, 63.5 % of students will score at the proficient level or higher as measured through Kentucky Summative Assessment reading test.
By May 2026, 65.8% of students will score at the proficient level or higher as measured through Kentucky Summative Assessment math test.

Objective	Strategy	Activities	Measure of Success	Progress Monitoring	Funding
Objective 1: Increase the percentage of students scoring proficient or above in reading from 51% to 55.2% by 2024.	KCWP 1: Design and Deploy Standards KCWP 2: Design and Deliver Instruction KCWP 4: Review, Analyze and Apply Data	**Literacy Curriculum:** Continue to implement Into Reading which is a comprehensive evidenced based reading program that includes instruction in phonemic awareness, phonics, fluency, vocabulary, comprehension and writing.	All certified reading teachers and special education teachers receive support as needed for Into Reading program. Monitor implementation through classroom observations. Coaching provided to individual teachers through the school coaching model. Plan/Do/Study/Act PLC Data Disaggregation	Universal Screener (MAP)-3x a year in K-2 MAP Reading Fluency-Administered to students scoring below 30%ile in MAP three times a year Into Reading Progress Monitoring Assessments-Weekly/Bi-Weekly Growth Measure Assessment-3x a year Weekly and Module Assessments Benchmark Assessments (Mastery Connect)-3x a year in grades 3-6 Kentucky Summative Assessments District Instructional Reviews	District Title 1
		K-2 Reading KYCL Cohort Meetings: Provide content and pedagogical instruction for teachers to develop, implement effective instructional strategies based on the science of reading research. Grade level cohort sessions are scheduled during the school year for collaborative planning.	Classroom observations MAP Data (3rd Grade) HMH Screeners (3rd Grade) Scrimmage Assessments	Data monitoring will be reviewed and revised as needed.	District Title 1
		3-6 Reading KYCL Cohort Meetings: Provide content and pedagogical instruction for teachers to develop,	Classroom observations MAP Data	Data monitoring will be reviewed and revised as needed.	District Title 1

Goal 1 (State your reading and math goal.):
By May 2026, 63.5 % of students will score at the proficient level or higher as measured through Kentucky Summative Assessment reading test.
By May 2026, 65.8% of students will score at the proficient level or higher as measured through Kentucky Summative Assessment math test.

Objective	Strategy	Activities	Measure of Success	Progress Monitoring	Funding
		implement best practices in phonics, fluency, comprehension and writing. Grade level sessions are scheduled during the school year for collaborative planning.	HMH Screeners District Scrimmage Assessments (Mastery Connect)		
		MTSS Plan: Intentional scheduling of interventionist in each grade level to meet the reading needs of students. Instruction will be differentiated and scaffolded to meet the needs of students.	Interventionist Progress Monitoring Master Schedule	RTI data will be reviewed and monitored during the PLC process.	Title 1
		PLCs: A 6-week rotation is used with the Plan, Do, Study and Act structure. The work focuses on standards planning and pacing, creating rigorous and aligned assessments, formative assessments, quality instruction focused on feedback, RTI and Data Analysis.	Classroom Assessment Data Teacher Data Tracking Forms Quarterly Vertical PLCs during faculty meetings	Review and monitor PLC products and teacher data tracking forms.	NA
		Teaching Coaching: Feedback will be provided to teachers to improve classroom instruction.	Improved instructional practices.	Coaching schedule to ensure that all teachers are receiving feedback and coaching.	NA
		Gifted and Talented Students: Students who are identified as gifted and talented will be provided services in alignment with their Gifted Student Services Plan (GSSP).	Differentiation through content, process, and product occurring within the classroom and through pull out programs. Cluster leaders provide assistance with identification and coaching teachers in	Schedules of GT enrichment specialists Professional learning sign in sheets from staff trainings led by cluster leaders Cluster leader trainings Progress reports for individual students Assessment data for students who are gifted and talented	GT state grant GT district match

| Goal 1 (State your reading and math goal.): |
| By May 2026, 63.5 % of students will score at the proficient level or higher as measured through Kentucky Summative Assessment reading test. |
| By May 2026, 65.8% of students will score at the proficient level or higher as measured through Kentucky Summative Assessment math test. |

Objective	Strategy	Activities	Measure of Success	Progress Monitoring	Funding
			providing individualized services. Opportunities for students to participate in extracurricular activities or clubs.		
		Individualized Reading Improvement Plans: Students scoring at or below the 30%ile on MAP reading assessment will have an individualized reading plan developed and monitored to address their needs.	Multiple measures of data Tier 2 Progress Monitoring Tier 3 Progress Monitoring	MAP Growth MAP Fluency MAP Fluency Progress Monitoring	NA
Objective 2: Increase the percentage of students scoring proficient or above in math from 44% to 51.3% by 2024.	KCWP 1: Design and Deploy Standards KCWP 2: Design and Deliver Instruction KCWP 4: Review, Analyze and Apply Data	**K-6 Math KYCL Cohort Meetings:** Provide content and pedagogical instruction for teachers and instructional coaches to develop, implement and support district wide best practices. Grade level sessions will be scheduled throughout the year.	Classroom observations MAP Data District Scrimmage Assessments (Mastery Connect)	Data monitoring will be reviewed and revised as needed. Benchmark Assessments (Mastery Connect)-3x a year	District
		MTSS Plan: Intentional scheduling of interventionist in each grade level to meet the math needs of students. Instruction will be differentiated and scaffolded to meet the needs of students.	Interventionist Progress Monitoring Master Schedule	RTI data will be reviewed and monitored during the PLC process.	Title 1
		PLCs: A 6 week rotation is used with the Plan, Do, Study and Act structure. The work focuses on standards planning and pacing, creating rigorous and aligned assessments, formative	Classroom Assessment Data Teacher Data Tracking Forms	Review and monitor PLC products and teacher data tracking forms.	NA

Goal 1 (State your reading and math goal.):
By May 2026, 63.5 % of students will score at the proficient level or higher as measured through Kentucky Summative Assessment reading test.
By May 2026, 65.8% of students will score at the proficient level or higher as measured through Kentucky Summative Assessment math test.

Objective	Strategy	Activities	Measure of Success	Progress Monitoring	Funding
		assessments, quality instruction focused on feedback, RTI and Data Analysis.	Quarterly Vertical PLCs during faculty meetings		
		Teaching Coaching: Feedback will be provided to teachers to improve classroom instruction. District math instructional coach will meet with math teachers in 3rd-6th grade to assist in standards based planning, to provide feedback on assessments and to provide guidance on high quality instructional resources.	Improved instructional practices and data.	Coaching schedule to ensure that all teachers are receiving feedback and coaching.	NA
		Gifted and Talented Students: Students who are identified as gifted and talented will be provided services in alignment with their Gifted Student Services Plan (GSSP).	Differentiation through content, process, and product occurring within the classroom and through pull out programs. Cluster leaders provide assistance with identification and coaching teachers in providing individualized services. Opportunities for students to participate in extracurricular activities or clubs.	Schedules of GT enrichment specialists Professional learning sign in sheets from staff trainings led by cluster leaders Cluster leader trainings Progress reports for individual students Assessment data for students who are gifted and talented	GT state grant GT district match

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

Goal 2 (State your science, social studies, and writing goal.): By May 2026, 48.1% of students will score at the proficient level or higher as measured through Kentucky Summative Assessment science test. By May 2026, 75.7% of students will score at the proficient level or higher as measured through Kentucky Summative Assessment social studies test. By May 2026, 52.8% of students will score at the proficient level or higher as measured through Kentucky Summative Assessment writing test.					
Objective	**Strategy**	**Activities**	**Measure of Success**	**Progress Monitoring**	**Funding**
Objective 1: Maintain the percentage of students scoring proficient or above in science at 53% by 2024.	KCWP 1: Design and Deploy Standards KCWP 2: Design and Deliver Instruction KCWP 4: Review, Analyze and Apply Data	Science: Continue formally established protocols for completing Through Course Tasks with science teachers K-12 and for student work analysis. Continue to support K-6 Science Literacy meetings with demonstration lessons Ongoing professional learning will occur in development of rigorous tasks, standards and instruction alignment, and best practice in science 3-dimensional instructional practices.	Teacher participation in science specific professional learning/science cohort. Teacher created science assessments and lessons	Monitoring of aligned instruction and assessment practices through PLCs Data protocol in PLCs	District
		Teacher Coaching: Weekly coaching visits by administrator with focus on alignment of activity to the KAS and student engagement in the lesson. Feedback provided to teacher regarding instruction and student engagement.	Use of Mastery Connect Item Bank Student CER writing products	Monitoring of aligned instruction and assessment practices through PLCs Data protocol in PLCs Student CER writing products	District
		K-6 Science Instruction: Ensure science instruction across all grade levels that matches the standards.	Plan/Do/Study/Act PLC	Data monitoring will be reviewed and revised as needed.	No funding needed
Objective 2: Increase the percentage of students scoring	KCWP 1: Design and Deploy Standards	Social Studies: Social studies teachers will engage in work to understand the	Completion of standards learning modules	Monitoring of aligned instruction and assessment practices through PLCs	District

Goal 2 (State your science, social studies, and writing goal.):
By May 2026, 48.1% of students will score at the proficient level or higher as measured through Kentucky Summative Assessment science test.
By May 2026, 75.7% of students will score at the proficient level or higher as measured through Kentucky Summative Assessment social studies test.
By May 2026, 52.8% of students will score at the proficient level or higher as measured through Kentucky Summative Assessment writing test.

Objective	Strategy	Activities	Measure of Success	Progress Monitoring	Funding
proficient or above in social studies from 36% to 49.2% by 2024.	KCWP 2: Design and Deliver Instruction KCWP 4: Review, Analyze and Apply Data	depth of newly-adopted social studies standards through KDE-provided modules to include deconstruction, pacing/mapping, assessment development, and instructional practices aligned to meet the cognitive demand of the standards.	through PLCs or professional learning Completion of pacing/mapping/deconstruction Teacher created Social Studies assessments and lessons	Data protocol in PLCs	
		Ongoing professional learning will occur in development of rigorous tasks, standards and instruction alignment, and best practice in social studies instructional practices around inquiry and historical thinking.	Use of Mastery Connect Item Bank Student writing products (Short Answer, Extended Responses)	Monitoring of aligned instruction and assessment practices through PLCs Data protocol in PLCs Student writing products	District
		Teacher Coaching: Weekly coaching visits by administrator with focus on alignment of activity to the KAS and student engagement in the lesson. Feedback provided to teacher regarding instruction and student engagement.	Improved classroom instruction Improved student performance on cycle and summative assessments	Administration weekly coaching schedule Documentation of classroom visits.	No funding needed
		K-6 Social Studies Instruction: Ensure social studies instruction across all grade levels that matches the standards.	Plan/Do/Study/Act PLC	Data monitoring will be reviewed and revised as needed.	No funding needed
Objective 3: Increase the percentage of students scoring	KCWP 1: Design and Deploy Standards	Writing Coach: Utilize writing coach to build teacher capacity around the	Collaboration with district writing coach	Certified tutor hired to work directly with students to conference pieces to proficiency.	Title 1

Goal 2 (State your science, social studies, and writing goal.):
By May 2026, 48.1% of students will score at the proficient level or higher as measured through Kentucky Summative Assessment science test.
By May 2026, 75.7% of students will score at the proficient level or higher as measured through Kentucky Summative Assessment social studies test.
By May 2026, 52.8% of students will score at the proficient level or higher as measured through Kentucky Summative Assessment writing test.

Objective	Strategy	Activities	Measure of Success	Progress Monitoring	Funding
proficient or above in writing from 48% to 49.6% by 2024.	KCWP 2: Design and Deliver Instruction KCWP 4: Review, Analyze and Apply Data	writing standards and conferencing practices with students.			
		Writing: Teachers K-12 will begin the planning and alignment process for implementing a district-wide vision for writing across all content areas to meet the demand of standards (Literacy Design Collaborative, KAS Reading and Writing, and Content Literacy Standards, TCT for Science). Schools will establish writing plans to accommodate specific school needs. Professional learning opportunities will be provided to support teacher acquisition of skills needed to teach students 21st century literacy skills and calibrate through analysis of student writing.	School Writing Plans System wide implementation of School Writing Plans (with attention to disciplinary writing) District Benchmark for Reading, Writing, and Math Attainment of writing goals on Scorecard	Student writing products Monitoring of aligned instruction and assessment practices through PLCs Data protocol in PLCs	District
		Teacher Coaching: Weekly coaching visits by administrator with focus on alignment of activity to the KAS and student engagement in the lesson. Feedback provided to teacher regarding instruction and student engagement.	Improved classroom instruction Improved student performance on cycle and summative assessments	Administration weekly coaching schedule Documentation of classroom visits.	No funding needed

3: Achievement Gap

KRS 158.649 requires the school-based decision making (SBDM) council, or the principal if no council exists, to set the school's yearly targets for eliminating any achievement gap. The targets should be established with input from parents, faculty, and staff and submitted to the superintendent for consideration and the local board of education for adoption. In addition to being a statutory requirement, intentionally focusing on the achievement gaps that exist among a school's underserved student populations is also a vital component of the continuous improvement process. Schools should use a variety of measures and analysis when conducting its review of its achievement gaps, including a review of the school's climate and culture. Schools are not required to establish long term achievement gap goals; however, schools must establish yearly targets (objectives).

Objective	Strategy	Activities	Measure of Success	Progress Monitoring	Funding
Objective 1 Increase the combined overall combined indicator score of Economically Disadvantaged students in reading and math from 62.6 to 65.0 by 2024 as measured by KSA.	KCWP 1: Design and Deploy Standards KCWP 2: Design and Deliver Instruction	MTSS Plan: Intentional scheduling of interventionist in each grade level to meet the reading and math needs of students. Instruction will be differentiated and scaffolded to meet the needs of students.	Interventionist Progress Monitoring Master Schedule	RTI data will be reviewed and monitored during the PLC process.	Title 1
	KCWP 4: Review, Analyze and Apply Data	PLCs: A 6-week rotation is used with the Plan, Do, Study and Act structure. The work focuses on standards planning and pacing, creating rigorous and aligned assessments, formative assessments, quality instruction focused on feedback, RTI and Data Analysis.	Classroom Assessment Data Teacher Data Tracking Forms Quarterly Vertical PLCs during faculty meetings	Review and monitor PLC products and teacher data tracking forms.	NA
		Data Analysis: Classroom assessment data will be reviewed during each PLC cycle. Teachers will name and claim students in order to plan instruction to meet the needs of students.	Formative Assessment Summative Assessment Teacher Data Tracking Forms PLCs agenda	Classroom Assessment Data	NA
Objective 2					

4: English Learner Progress

Goal 4: Each EL student will progress at least 2 levels on the ACCESS assessment by May 2026.					
Objective	**Strategy**	**Activities**	**Measure of Success**	**Progress Monitoring**	**Funding**
Objective 1 Each EL student will progress at least 1 level on the ACCESS assessment by May 2024.	KCWP 1: Design and Deploy Standards KCWP 2: Design and Deliver Instruction KCWP 4: Review, Analyze and Apply Data	**Literacy Curriculum:** Continue to implement Into Reading which is a comprehensive evidenced based reading program that includes instruction in phonemic awareness, phonics, fluency, vocabulary, comprehension and writing. Our English Learners will be immersed in rich text based instruction through Into Reading.	All certified reading teachers and special education teachers received training in the Into Reading program. Building leaders receive support through Building Instructional Leadership Team meetings and bi-weekly Into Reading Q & A sessions. Monitor implementation through classroom observations. Coaching provided to individual teachers through the school coaching model. Plan/Do/Study/Act PLC Data Disaggregation	Universal Screener (MAP)-3x a year in K-2 MAP Reading Fluency-3x a year for students scoring below 30%ile in MAP Into Reading Progress Monitoring Assessments-Weekly/Bi-Weekly Growth Measure Assessment-3x a year Weekly and Module Assessments Benchmark Assessments (Mastery Connect)-3x a year in grades 3-6 Kentucky Summative Assessments District Instructional Reviews	District Title 1
		ELL Instruction: Students identified as ELL will meet monthly with district personnel to work on specific goals.	Improved participation in classroom setting	District personnel to debrief with admin or guidance to discuss progress of students.	No funding needed

Goal 4: Each EL student will progress at least 2 levels on the ACCESS assessment by May 2026.

Objective	Strategy	Activities	Measure of Success	Progress Monitoring	Funding
		Translation of newsletters and other important information in home language to be sent home.			

5: Quality of School Climate and Safety

Goal 5 Increase the score on the Quality of School Climate and Safety Student Survey from 76.8 to 82.0 by 2026.					
Objective	**Strategy**	**Activities**	**Measure of Success**	**Progress Monitoring**	**Funding**
Objective 1 Increase the score on the Quality of School Climate and Safety Student survey from 76.8 to 78.5 by 2023.	KCWP 6: Establishing Learning Culture and Environment	**Student Groups:** Continue to utilize a Student Advisory Council (Synergize Team) to give students a voice in the activities done throughout the year. These students will be selected by their peers to represent their classes. These students will be tasked with returning to their class with feedback and looking for suggestions.	Improved classroom interactions between students and staff. Students make suggestions to peers which are acted upon by school administration such as student selected PBIS rewards and field trips. Increased score on Quality of School Climate and Safety Student Survey.	Monthly meeting with Synergize Team Decreased number of Office referrals from previous years.	No funding needed
		Student Mentoring: School staff with be paired with a student identified as high risk. School counselor will utilize small social groups. Castle Club (Chess) will be started after school to mentor a small targeted group of boys.	Improvement in behavior and school performance in students identified as Tier 2.	Weekly Check in Check Out data	No funding needed

Freedom Elementary School Improvement / Turnaround Plan 2022-2026

Rationale

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

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

Please note that the objectives (short-term targets) set by your school under the Achievement Gap section of this planning template will be used by the district's superintendent to determine whether or not your school met its targets to reduce the gap in student achievement for any student group for two consecutive years as required by KRS 158.649. Likewise, operational definitions for each required planning component can be found on page 2 of the planning template.

For those schools operating a Title I Schoolwide Program, this plan meets the requirements of Section 1114 of the Every Student Succeeds Act as well as state requirements under 703 KAR 5:225. **No separate Schoolwide Program Plan is required**.

Requirements for Building an Improvement Plan

- The required goals for elementary/middle schools include the following:
    - State Assessment Results in reading and mathematics
    - State Assessment Results in science, social studies and writing
    - Achievement Gap
    - English Learner Progress
    - Quality of School Climate and Safety

- The required goals for high schools include the following:
    - State Assessment Results in reading and mathematics
    - State Assessment Results in science, social studies and writing
    - Achievement Gap
    - English Learner Progress

- o Quality of School Climate and Safety
- o Postsecondary Readiness
- o Graduation Rate

Improvement Priorities from Diagnostic Review

Each priority standard (Cognia Standard) is aligned to activities listed in the Turnaround Plan.

The Turnaround Team is responsible for the development, implementation, monitoring, and evaluation of this plan.

Improvement Priority #1 **- Implement and monitor the use of differentiated learning opportunities that use evidence-based strategies and meet the rigor of the Kentucky Academic Standards (KAS).** (Standard 21)

Improvement Priority #2 **- Build teacher capacity through the PLC process to drive, monitor, and adjust instruction based on analyzed student data.** (Standard 22)

Alignment to Needs:

Results of the Phase Two needs assessment process should inform the development of the comprehensive school improvement plan. List the identified priorities below to be addressed in order to build staff capacity and increase student achievement.

Priorities/Concerns from Needs Assessment for Schools

List two or three of the greatest areas of weakness identified in question #5 of the Needs Assessment for Schools that will be thoroughly addressed in the strategies and activities outlined in this template.

More than 80% of the students in all grades are performing below grade level as identified using multiple data points. Students with disabilities are consistently scoring below their grade level peers with only 10% performing at proficiency in any one content area. Overall only 27% of students at Freedom Elementary are scoring in the proficient/distinguished range on KSA reading and only 17% in math. Other points of data collected and analyzed, including but not limited to MAP, common formative assessments, MasteryConnect assessments (benchmark testing), etc are consistent with KSA data.

Processes, Practices, or Conditions to be Addressed from Key Elements Template

List two or three of the processes, practices, or conditions identified on the School Key Elements Template that the school will focus its resources and efforts upon and thoroughly address in the strategies and activities outlined in this template.

KCWP 1: Design and Deploy Standards

KCWP 2: Design and Deliver Instruction

KCWP 4: Review, Analyze and Apply Data

Indicator Scores

List the overall scores of status and change for each indicator.

Indicator	Status	Change
State Assessment Results in reading and mathematics	35.6	9.1
State Assessment Results in science, social studies and writing	41.2	15.3
English Learner Progress	N/A	N/A
Quality of School Climate and Safety	67.7	3.4
Postsecondary Readiness (high schools and districts only)	N/A	N/A
Graduation Rate (high schools and districts only)	N/A	N/A

1: State Assessment Results in reading and mathematics

Goal 1: Freedom Elementary will increase the number of students scoring proficient or above in reading and mathematics KSA data.
      -Reading: 24% as measured by Spring 2023 KSA data to 41.3% by Spring 2026 as determined by Kentucky Standards Assessment .
      -Math: 16% as measured by Spring 2023 KSA data to 37.8% by Spring 2026 as determined by Kentucky Standards Assessment .

Objective	Strategy	Activities	Measure of Success	Progress Monitoring	Funding
Objective 1 **In the spring of 2023, 24% of the students at FES scored proficient or distinguished in Reading on KSA. Our goal is to increase that percentage to 30% by 2024.** **In the spring of 2023, 16% of the students at FES scored proficient or distinguished in Math on KSA. Our goal is to increase that percentage to 27% by 2024.**	Develop a systematic approach for the design and deployment of standards in order to ensure that all students are being taught the Kentucky Academic Standards at appropriate levels of rigor in Reading and Mathematics. KCWP 1: Design and Deploy Standards KCWP 2: Design and Deliver Instruction	Implement guaranteed viable curriculum in the areas of reading and math aligned to Kentucky Academic Standards. ● Standards deconstruction including learning intentions and success criteria ● Aligned and rigorous instruction, including Tier 2-3 instruction ● Aligned formative and summative assessments ● Scaffolded learning progressions and tasks ● Paced with accuracy Ensure ongoing professional learning and coaching in the areas of high yield instructional strategies to aid in differentiated learning when students fail to reach mastery: ● Clarity for Learning ● HMH Into Reading ● Eureka Math ● IXL ● Amplify ● Explicit Instruction Modeling & Coaching ● Kagan Cooperative learning ● Continuous Improvement Summit ● Shipley Systems Training ● FES New Teacher Academy Establish a schoolwide process for using Plan, Do, Study, Act (PDSA) within Professional Learning Communities (PLCs) to ensure: ● Congruence between standards, learning intentions, success criteria, tasks, and assessments with fidelity in instructional delivery ● Collaborative learning/planning to ensure curricular alignment	Progress toward annual objective monitored through disaggregated student data Curriculum documents for reading and math Professional Learning Plan includes targeted learning opportunities for KAS, Clarity for Learning, Into Reading, Eureka Math, Kagan Cooperative Learning Strategies. Materials to ensure adequate, reliable resources for reading and math instruction. PLC protocols to ensure analysis of student mastery of KAS Classroom learning walk data and feedback to ensure expectations and fidelity	Direct Instruction Coaching Plan PDSA (weekly by School Improvement Administrator) 30-60-90 day plan will be monitored and updated (monthly by Instructional Leadership Team) PLC Agendas & Minutes (weekly by School Intervention Coach & Teacher Ambassadors) Professional Learning Session Agendas & Surveys including use of plus/deltas (as scheduled by School Intervention Coach) Content Area Vertical Planning Agendas & Minutes (bi-weekly by the principal)	Instructional Budget Title I Title II ESSER 320JC SIF *Clarity for Learning books* *Clarity for Learning book studies pay* *Professional Learning trainers* *Professional Learning teacher pay* *Continuous Improvement Summit* *School Intervention Coach* *Teacher Ambassadors* *Eureka Teacher & Study Guides* *Eureka student workbooks* *New Teacher Academy*

Goal 1: Freedom Elementary will increase the number of students scoring proficient or above in reading and mathematics KSA data.

-Reading: 24% as measured by Spring 2023 KSA data to 41.3% by Spring 2026 as determined by Kentucky Standards Assessment .

-Math: 16% as measured by Spring 2023 KSA data to 37.8% by Spring 2026 as determined by Kentucky Standards Assessment .

Objective	Strategy	Activities	Measure of Success	Progress Monitoring	Funding
		● Data analysis of student work and progress monitoring to evaluate instructional effectiveness *IP 1: Implement and monitor the use of differentiated learning opportunities that use evidence-based strategies and meet the rigor of the Kentucky Academic Standards (KAS).* *IP2: Build teacher capacity through the PLC process to drive, monitor, and adjust instruction based on analyzed student data.*			
Objective 2 **RDG**- In the fall of 2023, 47% of our students scored novice on MAP. We will decrease our novice to 30% on MAP by spring of 2024. **Math**-In the spring of 2023 Freedom Elementary had 38% of students perform at or below the 20th percentile on the MAP reading assessment. In the spring of 2024, our goal is to reduce that number to **28%**.	Implement a system to drive, monitor, and adjust instruction based on the ongoing analysis of relevant student data from a variety of assessments. KCWP 3: Design and Deliver Assessment Literacy KCWP 4: Review, Analyze and Interpret Data	Assessment plan was developed in collaboration with the district to include a variety of assessment measures including, but not limited to MAP and KSA. Data is analyzed in PLCs and next steps reteaching plans are created. Implementation of a **Novice Reduction Plan** to include: ● Name and Claim "Bubble Students" ● Identification of Triple Threats/Tiered SPED ● District KSA-like Scrimmages in January, and March, 2023 ● Intentional PLCs to ensure standards-aligned lessons and assessments ● Targeted small group and spiral teaching opportunities ● ESS with a focus on Bubble Students ● KSA Testing Strategies (Blueprints, rubrics, school-wide response strategies, etc.) ● Ongoing teacher professional development based on assessments, walkthroughs, and other school-wide trend data. *IP2: Build teacher capacity through the PLC process to drive, monitor, and adjust instruction based on analyzed student data.*	MAP Goal Setting (3rd-6th Grade using Linking Study for Projected Proficiency) CCPS KSA Calculator to monitor 30/30/40 on monthly module assessments & Scrimmages ESS attendance PLC agendas and minutes Mastery Connect Data Analysis	FES KSA Calculator CCPS Growth Day Name and Claim data analysis CCPS KSA-like Scrimmages (MasteryConnect) MasteryConnect data analysis 30-60-90 day plan will be monitored and updated (monthly by Instructional Leadership Team) PLC Agendas & Minutes (3x per year by School Intervention	320JC SIF *Teacher Extra Service for data analysis*

Goal 1: Freedom Elementary will increase the number of students scoring proficient or above in reading and mathematics KSA data.

   -Reading: 24% as measured by Spring 2023 KSA data to 41.3% by Spring 2026 as determined by Kentucky Standards Assessment .
   -Math: 16% as measured by Spring 2023 KSA data to 37.8% by Spring 2026 as determined by Kentucky Standards Assessment .

Objective	Strategy	Activities	Measure of Success	Progress Monitoring	Funding
				Coach & Teacher Ambassadors) Content Area Vertical Planning Agendas & Minutes (bi-weekly by the principal)	

2: State Assessment Results in science, social studies and writing

Goal 2: By May 2026 and evidenced through state summative assessment results, Freedom Elementary School will increase the percentage of students scoring proficient/distinguished in Science, Social Studies, and Writing, across the school's grade spans, as follows:

   -Science: Increase the number of students scoring proficient or above in Science from 7% to 20% in May 2026.
   -Social Studies: Increase the number of students scoring proficient or above in Social Studies from 4% to 20% in May 2026.
   -Writing: Increase the number of students scoring proficient or above in Writing from 31% to 50% in May 2026.

Objective	Strategy	Activities	Measure of Success	Progress Monitoring	Funding
Objective 1 Increase the percentage of elementary students scoring proficient or above in **science** from 7% Spring of 2022 to 15% Spring 2023.	Develop a systematic approach for the design and deployment of standards in order to ensure that all students are being taught the Kentucky Academic Standards at appropriate levels of rigor in Science. KCWP 1: Design and Deploy Standards KCWP 2: Design and Deliver Instruction	Implement guaranteed viable curriculum in the area of science aligned to Kentucky Academic Standards. ● Standards deconstruction including learning intentions and success criteria ● Aligned and rigorous instruction ● Aligned formative and summative assessments ● Scaffolded learning progressions and tasks ● Paced with accuracy Ensure ongoing professional learning and coaching in the areas of high yield instructional strategies to aid in differentiated learning when students fail to reach mastery: ● Clarity for Learning ● Amplify Science	Progress toward annual objective monitored through disaggregated student data Curriculum documents for science Professional Learning Plan includes targeted learning opportunities for KAS, Clarity for Learning, Amplify Science, Kagan	Direct Instruction Coaching Plan PDSA (weekly by School Improvement Administrator) 30-60-90 day plan will be monitored and updated (monthly by Instructional Leadership Team) PLC Agendas & Minutes (weekly by School	General Fund Title I 320JC SIF *Amplify Professional Learning Professional Learning teacher pay* *Amplify student investigation workbooks* *Amplify Resource Kits*

		● Explicit Instruction Modeling & Coaching ● Kagan Cooperative learning ● Shipley Systems Training ● FES New Teacher Academy *IP 1: Implement and monitor the use of differentiated learning opportunities that use evidence-based strategies and meet the rigor of the Kentucky Academic Standards (KAS).*	Cooperative Learning Strategies. Materials to ensure adequate, reliable resources for science. PLC protocols to ensure analysis of student mastery of KAS Classroom learning walk data and feedback to ensure expectations and fidelity	Intervention Coach & Teacher Ambassadors) Professional Learning Session Agendas & Surveys including use of plus/deltas (as scheduled by School Intervention Coach) Content Area Vertical Planning Agendas & Minutes (bi-weekly by the principal)	*School Intervention Coach* *Teacher Ambassadors*
Objective 2 Increase the percentage of elementary students scoring proficient or above in **social studies** from 18%	Develop a systematic approach for the design and deployment of standards in order to ensure that all students are being taught the Kentucky	Implement guaranteed viable curriculum in the area of social studies aligned to Kentucky Academic Standards. ● Standards deconstruction including learning intentions and success criteria ● Aligned and rigorous instruction ● Aligned formative and summative assessments	Progress toward annual objective monitored through disaggregated student data	Direct Instruction Coaching Plan PDSA (weekly by School Improvement Administrator)	General Fund Title I 320JC SIF *Teacher Extra Service*

Spring of 2023 to 30% by Spring 2024.	Academic Standards at appropriate levels of rigor in Social Studies. KCWP 1: Design and Deploy Standards KCWP 2: Design and Deliver Instruction	• Scaffolded learning progressions and tasks • Paced with accuracy Ensure ongoing professional learning and coaching in the areas of high yield instructional strategies to aid in differentiated learning when students fail to reach mastery: • Clarity for Learning • Explicit Instruction Modeling & Coaching • Kagan Cooperative learning • FES New Teacher Academy *IP 1: Implement and monitor the use of differentiated learning opportunities that use evidence-based strategies and meet the rigor of the Kentucky Academic Standards (KAS).*	Curriculum documents for social studies Professional Learning Plan includes targeted learning opportunities for KAS, Clarity for Learning, and Kagan Cooperative Learning Strategies PLC protocols to ensure analysis of student mastery of KAS Classroom learning walk data and feedback to ensure expectations and fidelity	30-60-90 day plan will be monitored and updated (monthly by Instructional Leadership Team) PLC Agendas & Minutes (weekly by School Intervention Coach & Teacher Ambassadors) Professional Learning Session Agendas & Surveys including use of plus/deltas (as scheduled by School Intervention Coach) Content Area Vertical Planning Agendas & Minutes (bi-weekly by the principal)	*School Intervention Coach* *Teacher Ambassadors*
Objective 3 Increase the percentage of elementary students scoring proficient or above in **writing** from 31% in Spring of 2023 to 40% by Spring 2024.	Develop a systematic approach for the design and deployment of standards in order to ensure that all students are being taught the Kentucky Academic Standards at appropriate levels of rigor in Writing. KCWP 1: Design and Deploy Standards KCWP 2: Design and Deliver Instruction	Freedom Elementary will revise a writing plan to ensure that students at all grade levels and across the curriculum engage in developing complex communication skills for a variety of purposes and audience in a variety of real-world forms/modes (including written and oral text as well as communications using visuals, media, and technology) using high quality instructional resources. Implementation of schoolwide expectation (such as CER - Claim, Evidence and Reason) to answer short answer and extended response prompts in all content areas across all grade levels. Ensure ongoing professional learning and coaching in the areas of high yield instructional strategies to aid in differentiated learning when students fail to reach mastery: • HMH Intro Reading	School Writing Plan System-wide implementation of School Writing Plan with attention to disciplinary writing Classroom learning walk data and feedback to ensure expectations and fidelity	Direct Instruction Coaching Plan PDSA (weekly by School Improvement Administrator) 30-60-90 day plan will be monitored and updated (monthly by Instructional Leadership Team) PLC Agendas & Minutes (weekly by School	General Fund Title I 320JC SIF *Teacher Extra Service* *School Intervention Coach* *Teacher Ambassadors*

		● FES New Teacher Academy *IP 1: Implement and monitor the use of differentiated learning opportunities that use evidence-based strategies and meet the rigor of the Kentucky Academic Standards (KAS).*		Intervention Coach & Teacher Ambassadors) Professional Learning Session Agendas & Surveys including use of plus/deltas (as scheduled by School Intervention Coach) Content Area Vertical Planning Agendas & Minutes (bi-weekly by the principal)	

3: Achievement Gap

KRS 158.649 requires the school-based decision making (SBDM) council, or the principal if no council exists, to set the school's yearly targets for eliminating any achievement gap. The targets should be established with input from parents, faculty, and staff and submitted to the superintendent for consideration and the local board of education for adoption. In addition to being a statutory requirement, intentionally focusing on the achievement gaps that exist among a school's underserved student populations is also a vital component of the continuous improvement process. Schools should use a variety of measures and analysis when conducting its review of its achievement gaps, including a review of the school's climate and culture. Schools are not required to establish long term achievement gap goals; however, schools must establish yearly targets (objectives).

Goal 3 - Achievement Gap: Decrease the number of students with disabilities scoring novice in Reading and Math by 40% established goal as determined by 2026 KSA data.					
Objective	**Strategy**	**Activities**	**Measure of Success**	**Progress Monitoring**	**Funding**
Objective 1: In the spring of 2023, 73% of students with disabilities at FES scored novice in Math and 60% of students with disabilities scored novice in Reading on KSA. By Spring of 2024, our goal is to reduce that number to 60% novice in both areas.	Implement a system for designing and delivering instruction to ensure high fidelity implementation of Tier 1 instruction as well as Specially Designed Instruction (SDI) as stated on individualized IEPs.	Co-Teaching and Co-Planning will be utilized after student Individual Education Plans (IEPs) are revised to reflect least restrictive learning environment access AND all staff has received adequate training for implementation and ongoing support. PLCs will include whole-staff involvement in a process of intensive reflection upon instructional practices and desired student benchmarks, as well as monitoring of outcomes to ensure success. Refine the master schedule to ensure the individual needs identified in the students' IEPs are met.	Professional Learning Plan Master Schedule MAP Data analysis IEP Progress Monitoring PLC Minutes	CCPS Growth Day for ECE practices (2/21/23) 30-60-90 day plan will be monitored and updated (monthly by Instructional Leadership Team) PLC Agendas & Minutes (weekly by School Intervention	General Fund IDEA B

Goal 3 - Achievement Gap: Decrease the number of students with disabilities scoring novice in Reading and Math by 40% established goal as determined by 2026 KSA data.						
Objective	**Strategy**	**Activities**	**Measure of Success**	**Progress Monitoring**	**Funding**	
		Ensure appropriate accommodations and/or modifications are being used throughout the school year for students with disabilities to provide equal access to the general curriculum. *IP 1: Implement and monitor the use of differentiated learning opportunities that use evidence-based strategies and meet the rigor of the Kentucky Academic Standards (KAS).* *IP2: Build teacher capacity through the PLC process to drive, monitor, and adjust instruction based on analyzed student data.*		Coach & Teacher Ambassadors) Professional Learning Session Agendas & Surveys including use of plus/deltas (as scheduled by School Intervention Coach) Content Area Vertical Planning Agendas & Minutes (bi-weekly by the principal)		

4: English Learner Progress

Goal 4: Each EL student will progress at least 1.5 levels on the ACCESS assessment by May 2026.						
Objective	**Strategy**	**Activities**	**Measure of Success**	**Progress Monitoring**	**Funding**	
Objective 1 Each EL student will progress at least .5 level on the ACCESS assessment by May 2024.	Implement a system to drive, monitor, and adjust instruction based on the ongoing analysis of relevant student data. KCWP3: Design and Deliver Assessment Literacy	Establish a process to ensure teaching and learning in the area of best practice/high yield instructional strategies to aid in curricular adjustments when students fail to meet mastery including but not limited to: ● Clarity for Learning (core instruction aligned to KAS) ● Explicit Instruction (Gradual release model for teaching and learning) ● PDSA (data analysis to monitor and adjust instruction) *IP 1: Implement and monitor the use of differentiated learning opportunities that use evidence-based strategies and meet the rigor of the Kentucky Academic Standards (KAS).*	Differentiated Tier 1 Units Plans aligned to KAS Classroom learning walk data and feedback to ensure expectations and fidelity of Clarity for Learning and Explicit Instruction Student Program Service Plan (PSP) review	30-60-90 day plan will be monitored and updated (monthly by Instructional Leadership Team) PLC Minutes of data analysis and student work review (weekly by School Intervention Coach & Teacher Ambassadors) Content Area Vertical Planning Minutes of	No funding required

Goal 4: Each EL student will progress at least 1.5 levels on the ACCESS assessment by May 2026.

Objective	Strategy	Activities	Measure of Success	Progress Monitoring	Funding
		IP2: Build teacher capacity through the PLC process to drive, monitor, and adjust instruction based on analyzed student data.		data analysis and student work review (bi-weekly by the principal) Individual PSP Review (annually by District EL teacher)	

5: Quality of School Climate and Safety

Goal 5: By May 2026 and evidenced through state summative assessment results, Freedom Elementary School will increase the overall index of the Quality of School Climate and Safety from 64.3 (very low) to 75.

Objective	Strategy	Activities	Measure of Success	Progress Monitoring	Funding
Objective 1 Freedom Elementary will increase the overall score on the QSCS survey from 67.7% to 71% by Spring of 2024.	Implement a system to monitor the ongoing analysis of relevant survey data. KCWP 6: Establishing Learning Culture and Environment	BRTI will include evidence-based strategies and systems (including PBIS) to assist in decreasing problem behavior while increasing academic performance, increasing safety, and establishing positive school culture. Consistent implementation of PBIS and CHAMPs throughout whole/small group instruction, common areas, and transitions to ensure positive behavior. Develop, implement and analyze a schoolwide survey to be implemented at least once a year *IP2: Build teacher capacity through the PLC process to drive, monitor, and adjust instruction based on analyzed student data.*	BRTI Plan Meeting Agendas from The Student Advisory Council Survey results Bi-monthly data analysis of major and minor behavior referrals	BRTI Meeting Minutes (1/23) 30-60-90 day plan will be monitored and updated (monthly by Instructional Leadership Team) Professional Learning Session Agendas & Surveys including use of plus/deltas (as scheduled by School Intervention Coach) MTSS Meeting Agendas & Minutes (quarterly by School Intervention Coordinator)	General Funds SBDM Funds

8: OTHER: Multi-Tiered Systems of Support (MTSS)

Goal 8 (State your separate goal.): By May 2026 and evidenced through state summative assessment results, Freedom Elementary School will decrease the percentage of all students scoring Novice in Reading and Math by 30%.

Objective	Strategy	Activities	Measure of Success	Progress Monitoring	Funding
Objective 1 By May 2024 and evidenced through state summative assessment results, Freedom Elementary School will decrease the percentage of all students scoring Novice in Reading and Math by 10%.	Implement a system for designing and delivering instruction to ensure high fidelity implementation of tiered intervention services in Reading and Mathematics instruction, based on Kentucky Academic Standards. KCWP4: Review, Analyze and Apply Data KCPW 5: Design, Align and Deliver Support	Coordinate work with University of Louisville CIBRS to complete a MTSS Needs Assessment & Training Sessions. Develop a clearly defined MTSS school wide process with checklists, and documentation tools, including such information as service frequency, intervention programs/strategies, SMART goal measurement, and progress monitoring checks. Ensure ongoing professional learning and coaching in the areas of high yield instructional strategies to aid in differentiated learning when students fail to reach mastery: ● IXL Courseware ● FES New Teacher Academy Utilize IXL Courseware to support individualized skills based teaching and learning in Reading and Math and to support tiered interventions. *IP 1: Implement and monitor the use of differentiated learning opportunities that use evidence-based strategies and meet the rigor of the Kentucky Academic Standards (KAS).* *IP2: Build teacher capacity through the PLC process to drive, monitor, and adjust instruction based on analyzed student data.*	Disaggregated assessment and learning data MTSS Plan MTSS Meeting Minutes MTSS Needs Assessment Master Schedule IXL Reports	30-60-90 day plan will be monitored and updated (monthly by Instructional Leadership Team) PLC Agendas & Minutes (weekly by School Intervention Coach & Teacher Ambassadors) Professional Learning Session Agendas & Surveys including use of plus/deltas (as scheduled by School Intervention Coach) Content Area Vertical Planning Agendas & Minutes (bi-weekly by the principal) MTSS Meeting Agendas & Minutes (quarterly by School Intervention Coordinator)	320JC SIF *Continuous Improvement Summit* *IXL Professional Learning* *Teacher Extra Service* *School Intervention Coach* *Teacher Ambassadors* *New Teacher Academy*
Objective 2 By May 2024, reduce the number of Behavioral incidences and chronic absenteeism rate by 10%.	Implement a system for designing and delivering instruction to ensure high fidelity implementation of tiered intervention services in	Implement, monitor, and adjust the FES Attendance Plan to reduce chronic absenteeism.	Attendance Records with a daily attendance rate goal of 96% Incentivization records	MTSS Meeting Agendas & Minutes (quarterly by School Intervention Coordinator)	SBDM Funds General Fund

Goal 8 (State your separate goal.): By May 2026 and evidenced through state summative assessment results, Freedom Elementary School will decrease the percentage of all students scoring Novice in Reading and Math by 30%.

Objective	Strategy	Activities	Measure of Success	Progress Monitoring	Funding
	behavior, including attendance. KCWP4: Review, Analyze and Apply Data KCWP 6: Establishing Learning Culture and Environment	Support teachers in implementing Positive Behavioral Interventions and Supports (PBIS) to minimize the impact of negative behaviors impacting instructional time. *IP2: Build teacher capacity through the PLC process to drive, monitor, and adjust instruction based on analyzed student data.*	PBIS data Discipline records BRTI Plan BRTI agendas and minutes	Behavior & Attendance reports at (weekly by APs at Leadership Meetings) PBIS Rewards activities & documentation (Weekly & Monthly by School Improvement Coordinator)	

Special Considerations for Comprehensive Support and Improvement (CSI) Schools

Schools identified for Comprehensive Support and Improvement (CSI) must complete the CSIP process and meet all applicable deadlines while identified for Comprehensive Support and Improvement (CSI). Following the completion of the school audit, CSI schools must revise their CSIP to account for the improvement priorities identified by the audit team. The newly revised CSIP, referred to as a Turnaround Plan, must include the following items: (1) evidence-based interventions to be utilized to increase student performance and address the critical needs identified in the school audit, (2) a comprehensive list of persons and entities involved in the turnaround efforts and the specific roles each shall play in the school's turnaround process, and (3) a review of resource inequities, which shall include an analysis of school level budgeting to ensure resources are adequately channeled towards school improvement (703 KAR 5:280). Each of the three aforementioned requirements must be embedded throughout the CSIP document. Once the CSIP has been revised, the turnaround plan must be submitted to the LEA for approval before it is submitted to the Commissioner of Education for final approval.

Provide narrative information regarding the additional requirements for CSI schools in the following chart:

Turnaround Team:

Consider: Provide a comprehensive list of persons and entities involved in the turnaround efforts and the specific roles each shall play in the school's turnaround process
Response:
Freedom Elementary's instructional leadership / turnaround team includes:
Principal: Leslie Lancaster
Assistant Principals: Monique Butler, Kim Lint, Jonathan Grabara
Counselors: Amanda Baxter, Raiona Henderson
School Intervention Coach: Heather Carden (MTSS)
KDE ER Staff: Donna Bumps, Clint Graham
Teachers: Laura Jeffords (K), Michelle Nichols (1st), Raye Latham (2nd), Katie Hash (3rd), Jaye Wilkins (ELA), Tonya Wright (4th), Cilishia Dawson (5th), Sara Oglsby (Media Specialist),
Classified staff: Derrick Tuck (Community Liaison)
Parent: Paula Snorton
Additional district support is provided by Superintendent: Chris Bentzel, Assistant Superintendent: Jessica Addison, and Instructional Directors.

The Instructional Leadership Team (ILT) was responsible for the first breakdown of the School Report Card data following the public release. Following the data analysis, we began planning data analysis sessions to address the deficiencies identified. District Support Team Meetings (held twice per month) as well as monthly ILT Meetings consistently reviewed multiple forms of academic data (i.e., KSA, MAP, Tableau Visualization, Survey data, Student Progress Monitoring Report, Brigance, ACCESS, common assessment data, observations, and data from instructional rounds and learning walks) to evaluate the overall performance of our school. Non-academic data reviewed includes: attendance, school culture survey, discipline (overall & PBIS), school safety, parent involvement, survey data, suspensions/expulsions, and bus referrals.

The ILT and District Support Team identified priority performance concerns for every indicator for which the school did not meet federal, state and/or local expectations. This led to the hypothesized potential root causes for each priority performance concern. District data protocols were used to analyze grade level and individual student performance data. Reflection explicitly considers broad, systemic root causes with ongoing themes from both school level and district level team meetings indicating a strong deficiency regarding teacher capacity. Once the ILT and District Support Team reviewed the Diagnostic Review report findings, it confirmed the need for differentiated learning opportunities using evidence-based strategies that are aligned to the Kentucky Academic Standards as well as a need to build teacher capacity through the PLC process to drive, monitor, and adjust instruction based on analyzed student data. Further analysis of personnel reports by the Principal and Superintendent indicating a need for additional highly qualified teachers instructing the high-risk learners at Freedom. From this, the evidence based practices of Teacher Clarity, Plan - Do - Study - Act (PDSA), and Teacher Recruitment and Retention were selected. For the remainder of this school year, professional development sessions as well as personalized feedback and coaching models are planned to address immediate concerns.

Identification of Critical Resources Inequities:

Consider: Describe the process used to review the allocation and use of resources (people, time, and money), any resource inequities that were identified that may contribute to underperformance, and how identified resource inequities will be addressed.

Response:

Through reflection, teacher feedback, researching best practices, etc., we discovered some concerning resource inequities. The leadership team including administrators, classified and certified staff members at Freedom Elementary reviewed KSA and MAP data to identify trends and needs of the school to complete a school based Needs Assessment. Using the data, a CSIP has been created and is being monitored using a variety of measures, including the district School Scorecard. Previous CSIP work informed improvement priorities and initiatives to evaluate the use of time, money, and resources that have been ongoing work at Freedom Elementary. During Freedom Elementary's turnaround efforts, additional support structures such as District Instructional Supervisors, District Special Education Director and Consultant, District Literacy and Writing Consultants, and the District School Improvement Administrator have been provided to identify inequities and address concerns.

A review of IEP's and Special Education schedules revealed that the majority of our students with disabilities were being taught their core classes in Resource Settings, which inhibited their access to the curriculum. In response to this, Freedom is in the process of creating a system for more co-teaching and less resource classes in an effort to provide a collaborative approach for students to gain better access to the curriculum in which they will be assessed.

The district review of personnel data revealed Freedom Elementary currently has fifteen teachers with alternate and/or emergency teacher certification credentials. This leads to a need for ongoing professional learning in high yield instructional strategies, standards deconstruction and resource alignment, and systems for continuous improvement.

Evidence-based Practices

The Every Student Succeeds Act (2015) created new expectations for evidence-based decision making at school and district levels. More specific information regarding evidence-based practices and requirements can be found on the Kentucky Department of Education's Evidence-based Practices website. While evidence documentation in the CSIP is only required for schools identified for Targeted Support and Improvement (TSI) including Additional Targeted Support and Improvement (ATSI) and Comprehensive Support and Improvement (CSI), KDE encourages all

school leaders to review evidence related to new programs, practices, or interventions being implemented in the school. In addition to documenting the evidence below, TSI, ATSI and CSI schools are expected to upload a description of their evidence review process, the findings of their evidence review, and a discussion of the local implications into eProve. Specific directions regarding the documentation requirements can be found in the "Compliance Requirements" resource available on KDE's Evidence-based Practices website.

Complete the table below to document the evidence that supports the Activities outlined in this plan. Additional rows may be added to accommodate additional pieces of evidence.

Evidence-based Activity	Evidence Citation	Uploaded in eProve
Teacher Clarity	Jackson-Hubbard, Precious. (2023). Teacher Clarity & Equity in the Classroom: An Investigation of the Relationship Between Equitable Instructional Intent and Instructional Practice. *San Diego State University ProQuest Dissertations Publishing.* https://www.proquest.com/openview/	☐
Plan-Do-Study-Act (PDSA)	Park, S., Hironaka, S., Carver, P., & Nordstrum, L. (2013). Continuous Improvement in Education. Advancing Teaching--Improving Learning. White Paper. *Carnegie Foundation for the Advancement of Teaching.* www.carnegiefoundation.org	☐
Teacher Recruitment and Retention	Maranto, R. (2018). How do we get them on the farm? efforts to improve rural teacher recruitment and retention in Arkansas. *The Rural Educator*, *34*(1). https://doi.org/10.35608/ruraled.v34i1.406	☐

Challenge: Students lack a clear understanding of their expected learning outcomes and when they are successful.

Evidence Citation: Jackson-Hubbard, Precious. (2023). Teacher Clarity & Equity in the Classroom: An Investigation of the Relationship Between Equitable Instructional Intent and Instructional Practice. *San Diego State University ProQuest Dissertations Publishing.* https://www.proquest.com/openview/

Estimated Evidence Level: The study is level 1 (strong), because it used Qualtrics software for generating and reporting.

Study Discussion: The study cited above was conducted in Southern California middle schools to support the need for equitable, specific and measurable strategies to ensure clarity of learning of all. There is a mindset by the practitioners blaming poverty, families lacking value of education as well as students failure to try are reasons for low academic performance. Since Freedom Elementary School's triangle is upside down, there is a need to build a stronger Tier 1 instruction by ensuring students and teachers have and share clarity of learning the content standards. Freedom Elementary will conduct a book study using Clarity for Learning written by John Almarode and Kara Vandas and utilize the steps as prescribed to write clearer success criteria and learning intentions. At the conclusion of the book study, teachers will revise their current success criteria and learning intentions as provided by their district's pacing documents to ensure they are clear, concise, and written in student friendly language without lowing the rigor of intended outcome(s). Since many of our certified staff members are new to the building and/or teaching profession, it was indicated the district map didn't provide clear success criteria and/or learning intentions so the Turnaround Team agreed this was a need to move Freedom forward.

Intervention	Outputs	Short-term Outcomes (0-1 year)	Mid-term Outcomes (2-3 years)	Long-term Outcomes (4+ years)	Monitoring Data
The Turnaround Team will complete at least 12 hours of training on Clarity for Learning. Continuous Improvement methodologies as outlined in the study above. Additional support will be embedded throughout the year. (IP1)

Freedom Elementary School is partnering with KDE's Continuous Improvement Coach to assist with facilitating the book study and the creation of next steps needed for revision of success criteria and learning intentions. Each instructional staff member will be required to attend 12 hours of training above and beyond their required PD hours. Freedom Elementary school will establish a fundamental process in collaboration with KDE to ensure ongoing professional development around best practice/high yield instructional strategies to aid in curricular adjustments when students fail to meet mastery including Direct/Explicit Instruction | Forty-five certified staff members will attend several Clarity for Learning, book study sessions. At the conclusion of the sessions, they will complete a reflection or a plus/delta. Future professional learning sessions will be focused on vertical and horizontal alignment of curriculum, where they will revise any unclear learning intentions and success criteria.

Other professional learning sessions to be held during school, after school and/or summer months include but not limited to: **data analysis of KSA, HMH (ELA Tier I instruction), Eureka (math Tier I instruction), Lexia (Tier II/III instruction and progress monitoring), MAP Fluency (Tier II/III and progress monitoring), IXL (Tier II/III and progress monitoring) and/or Reflex (Tier II and progress monitoring)**

Schedules will be created. | Increase teacher knowledge of KAS

Increase in teacher clarity of KAS and how students should demonstrate mastery

Increase student reading and math fluency

Increase student reading comprehension

Exit TSI status

Decrease the number of students scoring novice on KSA reading and math | Increase the number of students scoring proficient or distinguished on KSA in reading and math

Decrease the number of students requiring Tier 2 or 3 interventions | Increase effectiveness of strong core Tier 1 instruction

Increase the number of students who need only Tier 1 instruction to 75%

Increase the number of students who are on grade level or above on reading and/or math skills | Professional Development Plan and sign-in sheets

Lesson plans

MAP Assessment

MAP Fluency Assessment

IXL Assessment

Lexia Assessment

MasterConnect Assessment in grades 3-6

KSA reading and math |

and PDSA. (IP 2)

The Turnaround Team will create a monitoring system to ensure recommendations are implemented effectively and with fidelity. All relevant issues of the school will be examined using Shipley's 6 steps to improvement by the administration. *(refer to EBP#2)* Data will be closely monitored by the team to ensure adequate progress is achieved. Components of the monitoring system include the following:

- Agendas with next steps
- 30/60/90 plans to organize in manageable steps
- Plus/Deltas for feedback and reflection
- Establishing roles and responsibilities throughout the organization
- Walkthrough and observations with specific, timely feedback around the implementation of the above. (IP 1)

Challenge: The lack of school wide processes and systems in creating high quality instruction in the classroom.

Evidence Citation: Park, S., Hironaka, S., Carver, P., & Nordstrum, L. (2013). Continuous Improvement in Education. Advancing Teaching--Improving Learning. White Paper. *Carnegie Foundation for the Advancement of Teaching*. www.carnegiefoundation.org

Estimated Evidence Level: The study is level 3 (promising) because it had statistical controls for bias, and it was not overridden by statistically significant and negative findings from other studies.

Study Discussion: The study cited above was conducted with two school districts and a community partnership to learn, in a preliminary and exploratory way, how continuous improvement has been implemented. Freedom Elementary School will be using the model that is found in Case Study 1 from the school district of Menomonee Falls, Wisconsin as they implemented the PDSA cycles with their state standards. The steps to the PDSA cycle are as follows: "teachers choose a standard on which to focus, break the standard down to its component parts, set an aim with their students about what they would like to achieve as it relates to the sub-standard (e.g., 100 percent of students will learn how to…) and then identify and test different instructional approaches to help students reach the aim. Students are also asked to identify and test different learning strategies they think might be helpful. Each learning cycle runs approximately seven to ten days, during which time teachers collect student data to track their progress toward the aim as well as feedback from students about which instructional strategies were helpful, which need to be tweaked, or which need to be abandoned altogether. The data is posted in the classroom and motivates students to focus not only on their own learning but also to support that of their peers." Staff agreed there was a great deal of data collected; however, there wasn't much being done with the data to determine curriculum and assessment adjustments. The Turnaround Team, comprised of school leadership as well as classified and certified teachers, and parents , indicated training in a PDSA cycle to help sustain systems were a need at Freedom Elementary.

Intervention	Outputs	Short-term Outcomes (0-1 year)	Mid-term Outcomes (2-3 years)	Long-term Outcomes (4+ years)	Monitoring Data
The Leadership Team will complete 12 hours of intensive training on the Jim Shipley Continuous Improvement methodologies as outlined in the study above. Additional support will be embedded throughout the year.

Freedom Elementary School is partnering with KDE and The University of Louisville's Center for Instructional and Behavioral Research in Schools (CIBRS) organization. CIBRS provides assistance in the basics of effective instruction and classroom management that formulate the universal level of PBIS and RTI in the school and classroom. CIBRS is structured to provide state-wide access to support with the emphasis on creating an infrastructure toward sustainability and capacity building. Each instructional staff member will | Administration/teachers will use the PDSA model through the PLC platform, turnaround team meetings, professional development, and curriculum development and design.

Administration attended Shipley Training to model the PDSA model in multiple processes.

The administration and teachers will complete the book study Clarity for Learning to set expectations for processes and systems through the PDSA model. | Increase teacher knowledge of KAS

Increase staff understanding and use of systems and how effective they are when utilized often (PDSA)

Increase student reading and math fluency

Increase student reading comprehension

Exit TSI status

Decrease the number of students scoring novice on KSA reading and math | Increase the number of students scoring proficient or distinguished on KSA in reading and math

Decrease the number of students requiring Tier 2 or 3 interventions

Development and implementation of a long term and short PDSA cycle to assess various systems in place, i.e., PBIS, mastery of standards, etc. | Increase effectiveness of strong core Tier 1 instruction

Increase the number of students who need only Tier 1 instruction to 75%

Increase the number of students who are on grade level or above on reading and/or math skills | Professional Development Plan and sign-in sheets

Lesson plans

MAP Assessment

MAP Fluency Assessment

IXL Assessment

Lexia Assessment

MasterConnect Assessment in grades 3-6

KSA reading and math |

be required to attend 12 hours of training above and beyond their required PD hours. Freedom Elementary school will establish a fundamental process in collaboration with KDE and ABRI to ensure ongoing professional development in the area of best practice/high yield instructional strategies to aid in curricular adjustments when students fail to meet mastery including Direct/Explicit Instruction and PDSA. (IP2) The Turnaround Team will create a monitoring system to ensure recommendations are implemented effectively and with fidelity. The Shipley categories and organizational best practices will be used to develop, evaluate, and monitor an organizational structure that ensures processes and protocols will be sustainable over time. All relevant issues of the school will be examined using Shipley's 6 steps to improvement by the administration. Data will be closely monitored by the team to ensure adequate progress is achieved. Components of the monitoring system include the following: • Agendas with next steps • 30/60/90 plans to organize in manageable steps • Plus/Deltas for feedback and reflection • Establishing roles and responsibilities throughout the organization • Walkthrough and observations with specific, timely feedback around the implementation of the above.					

Hopkinsville High School
Comprehensive School Improvement Plan
2023-2024

Comprehensive School Improvement Plan (CSIP)

Rationale

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

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

Please note that the objectives (short-term targets) set by your school under the Achievement Gap section of this planning template will be used by the district's superintendent to determine whether or not your school met its targets to reduce the gap in student achievement for any student group for two consecutive years as required by KRS 158.649. Likewise, operational definitions for each required planning component can be found on page 2 of the planning template.

For those schools operating a Title I Schoolwide Program, this plan meets the requirements of Section 1114 of the Every Student Succeeds Act as well as state requirements under 703 KAR 5:225. **No separate Schoolwide Program Plan is required**.

Requirements for Building an Improvement Plan

- The required goals for **elementary/middle schools** include the following:
    - State Assessment Results in reading and mathematics
    - State Assessment Results in science, social studies and writing
    - Achievement Gap
    - English Learner Progress
    - Quality of School Climate and Safety

- The required goals for **high schools** include the following:
    - State Assessment Results in reading and mathematics
    - State Assessment Results in science, social studies and writing
    - Achievement Gap
    - English Learner Progress
    - Quality of School Climate and Safety
    - Postsecondary Readiness
    - Graduation Rate

Alignment to Needs:

Results of the Phase Two needs assessment process should inform the development of the comprehensive school improvement plan. List the identified priorities below to be addressed in order to build staff capacity and increase student achievement.

Priorities/Concerns from Needs Assessment for Schools

List two or three of the greatest areas of weakness identified in question #5 of the Needs Assessment for Schools that will be thoroughly addressed in the strategies and activities outlined in this template.

-63% of our 10th Grade students scored below proficiency in Reading on the 2023 KSA

-77% of our 10th Grade students in 2023 scored below proficiency in Math on the 2023 KSA

-96% of our 11th Grade students in 2023 scored below proficiency in Science on the 2023 KSA

Processes, Practices, or Conditions to be Addressed from Key Elements Template

List two or three of the processes, practices, or conditions identified on the School Key Elements Template that the school will focus its resources and efforts upon and thoroughly address in the strategies and activities outlined in this template.

Processes
- PLCs review standards and alignment to daily learning targets and assessment measures for each unit of instruction
- In PLCs, teachers will collaborate to design instructional activities and use KDE assignment protocols to check for alignment to the standards
- A routine part of each PLC cycle will be to analyze data following both formative and summative assessments

Practices
- Core Content teachers will participate in district Cohort Teams and through professional development gain further insight into their content standards.
- Teachers will participate in District Cohort Teams and be given training on HQIRs
- Teachers in the tested content areas will administer 3 district benchmark assessments throughout the year (one each 9 weeks). These assessments are designed by MasteryConnect.

Indicator Scores

List the overall scores of status and change for each indicator.

Indicator	Status	Change
State Assessment Results in reading and mathematics	49.1	-2.4
State Assessment Results in science, social studies and writing	50.9	+4.3
English Learner Progress	N/A	N/A
Quality of School Climate and Safety	54.5	+2.1
Postsecondary Readiness (high schools and districts only)	95.5	+31.8
Graduation Rate (high schools and districts only)	92.5	-1.6

1: State Assessment Results in Reading and Mathematics

Goal 1: Hopkinsville High School will decrease the number of high school students scoring Novice on reading and math as measured on the KSA by at least 25% by May of 2026.

Objective	Strategy	Activities	Measure of Success	Progress Monitoring	Funding
Objective 1: By May 2024, HHS will increase the percentage of 10th grade students scoring proficient or above in reading to 51% or higher as measured by the 2024 KSA.	KCWP 1: Design and Deploy Standards KCWP 2: Design and Deliver Instruction KCWP 3: Design and Deliver Assessment Literacy KWCP 4: Review, Analyze and Apply Data KCWP 5: Design, Align and Deliver Support	•Use KSA blueprint and all released items to plan common assessments. •Formative will be used to mimic KSA format. • Analyze Canvas plans for use of IXL, NoRedInk, & passage based activities focused on specific reading skills • PLC focus on Plan, Do, Study, Act • Utilize MTSS plan for reading based on MAP testing for Flex Period: Intervention • Goal Setting-Novice Reduction • Name and Claim Students • KDE Novice Reduction Strategies • Gifted and Talented Students: Students who are identified as gifted and talented will be provided services in alignment with their Gifted Student Services Plan (GSSP).	• Walk-thru observations • PLC Evidence • Canvas Lesson Plan Overview • Common Assessment data • MTSS data which includes MAP data • Differentiation through content, process, and product occurring within the classroom and through pull out programs. • Cluster leaders provide assistance with identification and coaching teachers in providing individualized services. • Opportunities for students to participate in extracurricular activities or clubs.	• Monitor walk-thru data-Divided amongst Admin Team using Observation Schedule • Weekly Administrative analysis of Canvas lesson plans (Each class linked to spreadsheet that is checked weekly) • Report Common Assessment data in PLCs for each unit of study (Each teacher will update the data in their PLC workbook) • MTSS Google Tracking Sheets • Map Data: Progress monitoring for KSA (10th Grade Reading/Math). Goals are to reduce novice levels and increase levels of P/D • KSA Calculator-Utilized at the school level after each unit assessment • Linking Study for MAP (if available) can be put in calculator after assessment. • Used for scrimmages • Benchmark Assessments-given in October, December, and February • Standards aligned lessons • Data put into KSA calculator (school level and district level) • Instruction adjustment based on data schedules of GT enrichment specialists • Professional learning sign in sheets from staff trainings led by cluster leaders	•District Level Funding, Title 1, Safe Grant •GT state grant, GT district match

				• Cluster leader trainings • Progress reports for individual students • Assessment data for students who are gifted and talented	
Objective 2: HHS will increase the percentage of 10th grade students scoring proficient or above in math to 32.9% as measured by the 2024 KSA.	KCWP 1: Design and Deploy Standards KCWP 2: Design and Deliver Instruction KCWP 3: Design and Deliver Assessment Literacy KWCP 4: Review, Analyze and Apply Data KCWP 5: Design, Align and Deliver Support	• Use KSA blueprint and all released items to plan common assessments. • Formative will be used to mimic KSA format. • Analyze Canvas plans for use of IXL activities that are intentional and focused on needs of students • PLC focus on Plan, Do, Study, Act • Utilize MTSS plan for math based on MAP testing for Flex Period: Intervention • Implementation of Illustrative Math, and an intentional professional learning plan to support implementation (by coaches, Instructional Supervisor, and IM coach) High-Quality Instructional Resource • Goal Setting-Novice Reduction o Name and Claim Students o KDE Novice Reduction Strategies • Gifted and Talented Students: Students who are identified as gifted and talented will be provided services in alignment with their Gifted Student Services Plan (GSSP).	• Walk-thru observations • PLC Evidence • Canvas Lesson Plan Overview • Common Assessment and MTSS data • Differentiation through content, process, and product occurring within the classroom and through pull out programs. • Cluster leaders provide assistance with identification and coaching teachers in providing individualized services. • Opportunities for students to participate in extracurricular activities or clubs.	• Monitor walk-thru data- Divided amongst Admin Team using Observation Schedule • Weekly Administrative analysis of Canvas lesson plans (Each class linked to spreadsheet that is checked weekly) • Report Common Assessment data in PLCs for each unit of study (Each teacher will update the data in their PLC workbook) • MTSS Google Tracking Sheets • Map Data: Progress monitoring for KSA (10th Grade Reading/Math). Goals are to reduce novice levels and increase levels of P/D • KSA Calculator-Utilized at the school level after each unit assessment • Linking Study for MAP (if available) can be put in calculator after assessment. • Benchmark Assessments-given in October, December, and February • Standards aligned lessons • Data put into KSA calculator (school level and district level) • Instruction adjustment based on data • Schedules of GT enrichment specialists • Professional learning sign in sheets from staff trainings led by cluster leaders	• District Level Funding, Title 1, Safe Grant • GT state grant, GT district match

				• Cluster leader trainings • Progress reports for individual students • Assessment data for students who are gifted and talented	

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

Goal 2: Hopkinsville High School will decrease the number of high school students scoring Novice Science, Social Studies, and On Demand Writing as measured on the KSA by at least 25% by May of 2026.

Objective	Strategy	Activities	Measure of Success	Progress Monitoring	Funding
Objective 1: HHS will increase the percentage of 11th grade students scoring proficient or above in Science to 32.9% or higher as measured by the 2024 KSA.	KCWP 1: Design and Deploy Standards KCWP 2: Design and Deliver Instruction KCWP 3: Design and Deliver Assessment Literacy KWCP 4: Review, Analyze and Apply Data KCWP 5: Design, Align and Deliver Support	• Use KSA blueprint and all released items to plan common assessments • Teachers develop daily data extraction of graphs/charts/models to determine implications and trends of data • Teachers develop daily reviews of scientific vocabulary and terminology associated with the KSA • Use StemScopes as a high quality resource • Utilize regular TCT and common assessment student work protocol to monitor student progress (built into PLC process) • Benchmark Assessments-given in October, December, and February • Standards aligned lessons • Data put into KSA calculator (school level and district level) • Instruction adjustment based on data • Goal Setting-Novice Reduction o Name and Claim Students o KDE Novice Reduction Strategies	• Walk-thru observations • PLC Evidence • Canvas Lesson Plan Overview • Common Assessment data • Differentiation through content, process, and product occurring within the classroom and through pull out programs. • Cluster leaders provide assistance with identification and coaching teachers in providing individualized services. • Opportunities for students to participate in extracurricular activities or clubs.	• Monitor walk-thru data-Divided amongst Admin Team using Observation Schedule • Weekly Administrative analysis of Canvas lesson plans (Each class linked to spreadsheet that is checked weekly) • Report Common Assessment data in PLCs for each unit of study (Each teacher will update the data in their PLC workbook) • KSA Calculator-Utilized at the school level after each unit assessment Benchmark Assessments-given in October, December, and February • Standards aligned lessons • Data put into KSA calculator (school level and district level) • Instruction adjustment based on data • Schedules of GT enrichment specialists • Professional learning sign in sheets from staff trainings led by cluster leaders • Cluster leader trainings • Progress reports for individual students • Assessment data for students who are gifted and talented	• District Level Funding, Title 1, Safe Grant • GT state grant, GT district match

Goal 2: Hopkinsville High School will decrease the number of high school students scoring Novice Science, Social Studies, and On Demand Writing as measured on the KSA by at least 25% by May of 2026.

Objective	Strategy	Activities	Measure of Success	Progress Monitoring	Funding
		• Gifted and Talented Students: Students who are identified as gifted and talented will be provided services in alignment with their Gifted Student Services Plan (GSSP).			
Objective 2: HHS will increase the percentage of 11th grade students scoring proficient or above in Social Studies to 40% or higher as measured by the 2024 KSA.	KCWP 1: Design and Deploy Standards KCWP 2: Design and Deliver Instruction KCWP 3: Design and Deliver Assessment Literacy KWCP 4: Review, Analyze and Apply Data KCWP 5: Design, Align and Deliver Support	• Use KSA blueprint and all released items to plan common assessments • Teachers will collaborate to prepare test items for the new state assessment in Social Studies with level of rigor met per standard • Review kystandards.org assessment design resources • Review and implement Pearson Released Items for Common Assessment development • Use DBQ as a high-quality resource (1 per 9 Weeks) • Benchmark Assessments-given in October, December, and February • Standards aligned lessons • Data put into KSA calculator (school level and district level) • Instruction adjustment based on data • Goal Setting-Novice Reduction o Name and Claim Students o KDE Novice Reduction Strategies • Gifted and Talented Students: Students who are identified as gifted and	• Walk-thru observations • PLC Evidence • Canvas Lesson Plan Overview • Common Assessment data • Differentiation through content, process, and product occurring within the classroom and through pull out programs. • Cluster leaders provide assistance with identification and coaching teachers in providing individualized services. • Opportunities for students to participate in extracurricular activities or clubs.	• Monitor walk-thru data- Divided amongst Admin Team using Observation Schedule • Weekly Administrative analysis of Canvas lesson plans (Each class linked to spreadsheet that is checked weekly) • Report Common Assessment data in PLCs for each unit of study (Each teacher will update the data in their PLC workbook) • KSA Calculator-Utilized at the school level after each unit assessment • Benchmark Assessments-given in October, December, and February • Standards aligned lessons • Data put into KSA calculator (school level and district level) • Instruction adjustment based on data • Schedules of GT enrichment specialists • Professional learning sign in sheets from staff trainings led by cluster leaders • Cluster leader trainings • Progress reports for individual students	• District Level Funding, Title 1, Safe Grant • GT state grant, GT district match

Goal 2: Hopkinsville High School will decrease the number of high school students scoring Novice Science, Social Studies, and On Demand Writing as measured on the KSA by at least 25% by May of 2026.

Objective	Strategy	Activities	Measure of Success	Progress Monitoring	Funding
		talented will be provided services in alignment with their Gifted Student Services Plan (GSSP).		• Assessment data for students who are gifted and talented	
Objective 3: HHS will increase the percentage of 11th grade students scoring proficient or above in Writing to 54.3% or higher as measured by the 2024 KSA.	KCWP 1: Design and Deploy Standards KCWP 2: Design and Deliver Instruction KCWP 3: Design and Deliver Assessment Literacy KWCP 4: Review, Analyze and Apply Data KCWP 5: Design, Align and Deliver Support	• Use KSA blueprint and all released items to plan common assessments • Implementation of school writing plan by teachers with administrative oversight of the process and submission of digital pieces • District Writing Coach will work with all ELA teachers on On Demand Writing process for school-wise use • Focus on Argumentative Writing based on a passage based text • Modeling of on-demand writing & speaking common language throughout all ELA classes • Writing Coach to meet with Instructional admin to discuss monthly calendar and teacher needs for modeling/help Goal Setting-Novice Reduction o Name and Claim Students o KDE Novice Reduction Strategies • Gifted and Talented Students: Students who are identified as gifted and	• Walk-thru observations • PLC Evidence • Canvas Lesson Plan Overview • Common Assessment data • Differentiation through content, process, and product occurring within the classroom and through pull out programs. • Cluster leaders provide assistance with identification and coaching teachers in providing individualized services. • Opportunities for students to participate in extracurricular activities or clubs.	Monitor walk-thru data-Divided amongst Admin Team using Observation Schedule • Weekly Administrative analysis of Canvas lesson plans (Each class linked to spreadsheet that is checked weekly) • Report Common Assessment data in PLCs for each unit of study (Each teacher will update the data in their PLC workbook) • KSA Calculator-Utilized at the school level after each unit assessment • Benchmark Assessments-given in October, December, and February • Standards aligned lessons • Data put into KSA calculator (school level and district level) • Instruction adjustment based on data • Schedules of GT enrichment specialists • Professional learning sign in sheets from staff trainings led by cluster leaders • Cluster leader trainings • Progress reports for individual students • Assessment data for students who are gifted and talented	• District Level Funding, Title 1, Safe Grant • GT state grant, GT district match

Goal 2: Hopkinsville High School will decrease the number of high school students scoring Novice Science, Social Studies, and On Demand Writing as measured on the KSA by at least 25% by May of 2026.

Objective	Strategy	Activities	Measure of Success	Progress Monitoring	Funding
		talented will be provided services in alignment with their Gifted Student Services Plan (GSSP).			

3: Achievement Gap

KRS 158.649 requires the school-based decision making (SBDM) council, or the principal if no council exists, to set the school's yearly targets for eliminating any achievement gap. The targets should be established with input from parents, faculty, and staff and submitted to the superintendent for consideration and the local board of education for adoption. In addition to being a statutory requirement, intentionally focusing on the achievement gaps that exist among a school's underserved student populations is also a vital component of the continuous improvement process. Schools should use a variety of measures and analysis when conducting its review of its achievement gaps, including a review of the school's climate and culture. Schools are not required to establish long term achievement gap goals; however, schools must establish yearly targets (objectives).

Objective	Strategy	Activities	Measure of Success	Progress Monitoring	Funding
Objective 1: HHS will increase the percentage of 10th grade students with disabilities scoring proficient in Reading to 38.3% and Math to 30.0% as measured by the 2024 KSA.	KCWP 1: Design and Deploy Standards KCWP 2: Design and Deliver Instruction KCWP 3: Design and Deliver Assessment Literacy KWCP 4: Review, Analyze and Apply Data KCWP 5: Design, Align and Deliver Support	• Use KSA blueprint and all released items to plan common assessments. • Formative assessments will be used to mimic KSA format. • Analyze Canvas plans for use of IXL, NoRedInk, & passage based activities focused on specific reading skills • Analyze Canvas plans for use of IXL activities that are intentional and focused on needs of students • PLC focus on Plan, Do, Study, Act • Utilize MTSS plan for math and reading based on MAP testing for Flex Intervention • High-Quality Instructional Resource usage • Utilize MTSS plan for reading based on MAP testing for Flex Period: Intervention • Goal Setting-Novice Reduction • Name and Claim Students • KDE Novice Reduction Strategies • Practice usage of accommodations with Testing Buddies	• Walk-thru observations • PLC Evidence • Canvas Lesson Plan Overview • Common Assessment data • MTSS data which includes MAP data	• Monitor walk-thru data-Divided amongst Admin Team using Observation Schedule • Weekly Administrative analysis of Canvas lesson plans (Each class linked to spreadsheet that is checked weekly) • Report Common Assessment data in PLCs for each unit of study (Each teacher will update the data in their PLC workbook) • MTSS Google Tracking Sheets • Map Data: Progress monitoring for KSA (10th Grade Reading/Math). Goals are to reduce novice levels and increase levels of P/D • KSA Calculator-Utilized at the school level after each unit assessment • Linking Study for MAP (if available) can be put in calculator after assessment. • Benchmark Assessments-given in October, December, and February • Standards aligned lessons • Data put into KSA calculator (school level and district level) • Instruction adjustment based data	• District Level Funding, Title 1, Safe Grant • GT state grant, GT district match

Objective	Strategy	Activities	Measure of Success	Progress Monitoring	Funding
				• Weekly meetings with Students with Disabilities Department	
Objective 2: HHS will increase the percentage of 10th grade African American students scoring proficient in Reading to 34.2% and Math to 20.9% as measured by the 2024 KSA.	KCWP 1: Design and Deploy Standards KCWP 2: Design and Deliver Instruction KCWP 3: Design and Deliver Assessment Literacy KWCP 4: Review, Analyze and Apply Data KCWP 5: Design, Align and Deliver Support	• Use KSA blueprint and all released items to plan common assessments. • Formative assessments will be used to mimic KSA format. • Analyze Canvas plans for use of IXL, NoRedInk, & passage based activities focused on specific reading skills • Analyze Canvas plans for use of IXL activities that are intentional and focused on needs of students • PLC focus on Plan, Do, Study, Act • Utilize MTSS plan for math and reading based on MAP testing for Flex Intervention • High-Quality Instructional Resource usage • Utilize MTSS plan for reading based on MAP testing for Flex Period: Intervention • Goal Setting-Novice Reduction • Name and Claim Students • KDE Novice Reduction Strategies	• Walk-thru observations • PLC Evidence • Canvas Lesson Plan Overview • Common Assessment data • MTSS data which includes MAP data	• Monitor walk-thru data-Divided amongst Admin Team using Observation Schedule • Weekly Administrative analysis of Canvas lesson plans (Each class linked to spreadsheet that is checked weekly) • Report Common Assessment data in PLCs for each unit of study (Each teacher will update the data in their PLC workbook) • MTSS Google Tracking Sheets • Map Data: Progress monitoring for KSA (10th Grade Reading/Math). Goals are to reduce novice levels and increase levels of P/D • KSA Calculator-Utilized at the school level after each unit assessment • Linking Study for MAP (if available) can be put in calculator after assessment. • Benchmark Assessments-given in October, December, and February • Standards aligned lessons • Data put into KSA calculator (school level and district level) • Instruction adjustment based data	• District Level Funding, Title 1, Safe Grant • GT state grant, GT district match

4: English Learner Progress

Goal 4: Each EL student at Hopkinsville High School will progress at least 2 levels on the ACCESS assessment by May 2026.

Objective	Strategy	Activities	Measure of Success	Progress Monitoring	Funding
Objective 1: HHS will increase the percentage of 10th grade EL students scoring proficient in Reading to 51.3 as measured by the 2024 KSA.	KCWP 1: Design and Deploy Standards KCWP 2: Design and Deliver Instruction KCWP 3: Design and Deliver Assessment Literacy KWCP 4: Review, Analyze and Apply Data KCWP 5: Design, Align and Deliver Support	• Use KSA blueprint and all released items to plan common assessments. • Formative assessments will be used to mimic KSA format. • Analyze Canvas plans for use of IXL, NoRedInk, & passage based activities focused on specific reading skills • Analyze Canvas plans for use of IXL activities that are intentional and focused on needs of students • PLC focus on Plan, Do, Study, Act • Utilize MTSS plan for math and reading based on MAP testing for Flex Intervention • High-Quality Instructional Resource usage • Utilize MTSS plan for reading based on MAP testing for Flex Period: Intervention • Goal Setting-Novice Reduction • Name and Claim Students • KDE Novice Reduction Strategies • EL District Teacher will work with students on testing strategies in an EL Advisory class	• Walk-thru observations • PLC Evidence • Canvas Lesson Plan Overview • Common Assessment data • MTSS data which includes MAP data	• Monitor walk-thru data-Divided amongst Admin Team using Observation Schedule • Weekly Administrative analysis of Canvas lesson plans (Each class linked to spreadsheet that is checked weekly) • Report Common Assessment data in PLCs for each unit of study (Each teacher will update the data in their PLC workbook) • MTSS Google Tracking Sheets • Map Data: Progress monitoring for KSA (10th Grade Reading/Math). Goals are to reduce novice levels and increase levels of P/D • KSA Calculator-Utilized at the school level after each unit assessment • Linking Study for MAP (if available) can be put in calculator after assessment. • Benchmark Assessments-given in October, December, and February • Standards aligned lessons • Data put into KSA calculator (school level and district level) • Instruction adjustment based data	• District Level Funding, Title 1, Safe Grant • GT state grant, GT district match

5: Quality of School Climate and Safety

Goal 5: The Quality of School Climate and Safety Survey indicator score will increase to at least 75 by May 2026.					
Objective	**Strategy**	**Activities**	**Measure of Success**	**Progress Monitoring**	**Funding**
Objective 1: The Quality of School Climate and Safety Survey indicator score will increase to at least 65 by May 2024.	KCWP 1: Design and Deploy Standards KCWP 2: Design and Deliver Instruction KCWP 3: Design and Deliver Assessment Literacy KWCP 4: Review, Analyze and Apply Data KCWP 5: Design, Align and Deliver Support	• Discussion of Survey items during bi-weekly Leadership Team Meetings • Discussion of Survey items in Advisory Classes • Student Voice Committee Meetings to analyze each Survey item	• Weekly Advisory Plans • Student feedback from Student Voice Committee	• Weekly Advisory Plans • Student feedback from Student Voice Committee	• District Level Funding, Title 1, Safe Grant • GT state grant, GT district match

6: Postsecondary Readiness (High School Only)

Goal 6: HHS will increase the Post-Secondary readiness score to 96% or higher by May 2026.

Objective	Strategy	Activities	Measure of Success	Progress Monitoring	Funding
Objective 1: HHS will increase the Post-Secondary readiness score to 94% or higher by May 2024.	KCWP 1: Design and Deploy Standards KCWP 2: Design and Deliver Instruction KCWP 3: Design and Deliver Assessment Literacy KWCP 4: Review, Analyze and Apply Data KCWP 5: Design, Align and Deliver Support	• Utilization of Sandra Hancock in review of master schedule to ensure student pathways are equitable • Incorporate *Talent Pipeline/CCSS Fusion* processes to increase TR students • Electronic Google Form monitoring of Postsecondary Readiness • Implementation and use of ILPs to effectively plan for student pathways through guidance dept. and advisory classes • Monitor ACT & EdReady data for students meeting academic readiness benchmark • Monitor all EOPA and Industry Certifications through Flex Period for students meeting career benchmark • Individual core teacher feedback via lesson plan feedback, observations, and PLC feedback • Use of Flex Period to maximize feedback time for ACT skills.	• Walk-thru observations • PLC Evidence • Canvas Lesson Plan Overview • Common Assessment data • MTSS data which includes MAP data • ACT scores • EdReady scores • EOPA scores	• Bi-weekly Leadership Team meetings to include updates on Post-Secondary Readiness numbers for seniors • Bi-weekly Leadership Team meeting to discuss ACT and EdReady progress • Use *HHS Post-Secondary Readiness Google Sheets- Classes of 2024-2027* spreadsheet to highlight students on monitor in the lobby • Monitor ILP Progress • As-needed CTE meetings to include updates on Post Secondary Readiness rates and upcoming opportunities and methods to prepare • Monitor ACT-like bell-ringers in English classes using walk-thru data • Monthly Leadership Team meetings to include ACT Plan updates • Analysis of Google Tracking sheet with all Postsecondary Readiness information that includes ACT for all students	• District Level Funding, Title 1, Safe Grant • GT state grant, GT district match

7: Graduation Rate (High School Only)

Goal 7: HHS will increase the Graduation Indicator from 90.9% to 96% by 2026.

Objective	Strategy	Activities	Measure of Success	Progress Monitoring	Funding
Objective 1: HHS will increase the Graduation Indicator from 90.9% to 94% by May 2024.	KCWP 1: Design and Deploy Standards KCWP 2: Design and Deliver Instruction KCWP 3: Design and Deliver Assessment Literacy KWCP 4: Review, Analyze and Apply Data KCWP 5: Design, Align and Deliver Support	• Review failure report to identify students that need remediation • Attendance clerk will monitor monthly attendance for truancy • Attendance clerk will report to principal on a weekly basis possible truancy issues • Guidance & Transition Coaches will analyze if students are on track to graduate with cohort Tableau report based on student needs for graduation requirements • Addison & guidance will monitor progress of students in credit recovery classes	• Weekly Failure Reports • Guidance Check ins with failing Seniors • Weekly Teacher Student Failure Meeting Progress Monitoring Sheets • 4 Yr. and 5 Yr. Cohort Grade Checks	• Grade level school counselor will present failure report at each leadership meeting • Weekly Monitoring of Failure Report Google Sheet by Barnes • Bi-weekly Leadership Team meetings to include updates on failures and high risk seniors • Attendance clerk meets with students that have accumulated 4 + unexcused absences (documented and shared weekly with admin) • Report on progress of students using Acellus for Credit Recovery	• District Level Funding, Title 1, Safe Grant • GT state grant, GT district match

Addendum for Schools Identified for Targeted or Comprehensive Support

In accordance with 703 KAR 5:280, a school improvement plan means the plan created by schools identified for targeted support and improvement (TSI) or additional targeted support and improvement (ATSI) pursuant to KRS 160.346(4)-(5) and embedded in the comprehensive school improvement plan required pursuant to 703 KAR 5:225. A turnaround plan means the plan created by schools identified for comprehensive support and improvement (CSI) pursuant to KRS 160.346(8)(g) and embedded in the comprehensive school improvement plan required pursuant to 703 KAR 5:225.

All TSI/ATSI improvement plans and CSI turnaround plans are required to address all components of the comprehensive school improvement plan (CSIP), including all diagnostics associated with the development of that plan, as well as additional specific requirements. The following pages outline specific requirements to be addressed by identified schools that must be embedded in the strategies and activities detailed within the indicator goals developed throughout the previous pages of this goal template. Evidence-based practices and activities chosen to address any goal area or additional requirement must be informed by the Needs Assessment for Schools and feedback from any on-site review conducted by the Kentucky Department of Education (KDE).

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

TSI schools (including ATSI schools) must embed their subgroup(s) plan for improvement within their CSIPs. TSI stakeholders, including the principal and other school leaders, teachers, and parents, should carefully consider what must be done to ensure the subgroup(s) perform(s) at high levels in the state accountability system. In addition to identifying strategies and activities within the CSIP that address the specific needs of underperforming groups, provide narrative information regarding the additional requirements for TSI schools in the following chart:

Components of Turnaround Leadership Development and Support:
Consider: How will you ensure that school leadership has or develops the skills and disposition to achieve accelerated, meaningful, and sustainable increases in student achievement for underperforming subgroups?
Response: School leadership will develop the skills and dispositions to achieve accelerated meaningful and sustainable increases in underperforming subgroups by:
1. Attending monthly Instructional Leadership Team Meetings (ILT). Instructional Leadership Team meetings will feature a dedicated workspace and time for the Special Education department to work with principals and leadership teams around new and/or existing strategies and methods to ensure our students with disabilities receive the latest evidence-based instruction. In addition, work time and collaboration time will be provided each month during ILT meetings.
2. Monthly meetings with the administration and the assigned special education consultant and/or DoSE will be held to discuss building level concerns, education on issues and or specialized information about students with disabilities will be shared.
3. Weekly meeting with school level SPED consultant and SPED department and building Instructional Leaders to discuss updates and progress monitoring.
4. **SPED Strategic Plan.docx**

Identification of Critical Resources Inequities:
Consider: Describe the process used to review the allocation and use of resources (people, time, and money), any resource inequities that were identified that may contribute to underperformance, and how identified resource inequities will be addressed.
Response: <u>Students with Disabilities</u>
Through an examination of resource inequities, it was discovered that there was not enough support for implementing and utilizing IEP accommodations for our teachers of students with disabilities. As a result, it could be that our population of students with disabilities underperformed on KSA and did not meet performance expectations. To remedy this situation, our teachers of students with disabilities will have more access to district Special Education Consultants with one specifically assigned to our school. The Consultant will be available to teachers of students with disabilities on a weekly basis. During this

time together, the Consultant will coach, monitor, and observe in order to provide classroom support for our teachers as they work with students to implement and practice accommodations. Additionally, this time will allow the Consultant to provide our teachers with classroom support related to evidence-based practices for students with disabilities.

After conducting an instructional resource audit of reading and math instructional materials, it was determined that some teachers of students with disabilities were not utilizing high quality instructional materials during resource instruction. Additionally, teachers of students with disabilities demonstrated professional learning needs related to the implementation of HQIRs used in the resource education setting. To address this instructional inequity, the HQIRs will be provided to all SPED staff along with implementation, professional learning, and support.

Additional Actions That Address the Causes of Consistently Underperforming Subgroups of Students

Consider: Describe the process used to review the learning culture related to your targeted subgroup(s) and any additional actions that were determined to address the causes of underperformance.
Response:

The process used to review the learning culture related to students with disabilities was an examination of observations, resources, and student work. As a result, it was found that students in this subgroup in resource settings were less likely to have access to standards-based instruction and assessments, which could have been a contributing factor to the subgroup's underperformance on KSA. As a result, the following actions will be implemented to ensure students with disabilities have access to grade level standards instruction and are assessed using fully aligned grade-assessments:

• Engage Special Education teachers and Core Content teachers in PLCs and other professional learning to develop their capacity to teach and assess grade-level standards
• Conduct observations of students with disabilities that will include analysis of instructional and assessment tasks, with an expectation that there should be a balance of IEP skills, differentiation, and grade-level work
• Implement standards based benchmark assessments at least 3x per year to monitor and inform student learning for students with disabilities
• Establish and regularly utilize "assessment buddies" to ensure approved assessment accommodations are provided for students with disabilities

Targeted Subgroups and Evidence-Based Interventions:

Consider: Identify the areas of need revealed by the analysis of academic and non-academic data that will be addressed through CSIP activities for your targeted subgroup(s). What evidence-based practice(s) will the school incorporate that specifically targets the subgroup(s) achievement that contributed to the TSI identification? How will we monitor the evidence-based practice to ensure it is implemented with fidelity?
Response:

The area of need revealed by the analysis of academic and non-academic data that is addressed through CSIP activities is reading and math proficiency for both students with disabilities. The evidence-based practice that will target reading and math for our students with disabilities is Clarifying and Sharing Clear Learning Goals (KDE Evidence Based Instructional Practice #2). This will be monitored through weekly PLC meetings, through data analysis following each round of MAP/Benchmark testing at least 3x per year, and through classroom observations.

Complete the table on the next page to document the evidence that supports the Activities outlined in this plan. Additional rows may be added to accommodate additional pieces of evidence.

TSI/ATSI Evidence-based Practices

The Every Student Succeeds Act (2015) created new expectations for evidence-based decision making at school and district levels. More specific information regarding evidence-based practices (EBP) and requirements can be found on the Kentucky Department of Education's Evidence-based Practices website. While evidence documentation in the CSIP is only required for schools identified for Targeted Support and Improvement (TSI) including Additional Targeted Support and Improvement (ATSI) and Comprehensive Support and Improvement (CSI), KDE encourages all school leaders to review evidence related to new programs, practices, or interventions being implemented in the school. In addition to documenting the evidence below, TSI, ATSI and CSI schools are expected to upload a description of their evidence review process, the findings of their evidence review, and a discussion of the local implications into the CIP.

Specific directions regarding documentation requirements for each chosen EBP can be found in the "Compliance Requirements" resource available on KDE's Evidence-based Practices website. Marking the "Uploaded in CIP" box indicates that you have uploaded required documentation along with this goal template into the platform.

Complete the table below to document the evidence that supports the Activities outlined in this plan. Additional rows may be added to accommodate additional pieces of evidence.

Evidence-based Activity	Evidence Citation	Uploaded in CIP
Co-Teaching	Miller, C., & Oh, K. (2013). The Effects of Professional Development on Co-Teaching for Special and General Education Teachers and Students. Journal of Special Education Apprenticeship, 2(1).	☐
Teachers help students gain this clarity by consistently clarifying and sharing the learning goals, relevance and success criteria as a part of ongoing instruction each day.	Fisher, D., Frey, N., Amador, O., & Assof, J. (2019). The teacher clarity playbook: A hands-on guide to creating learning intentions and success criteria for organized, effective instruction. Thousand Oaks, CA: Corwin.	☐
		☐
		☐
		☐

Challenge: The lack of school wide processes and systems in creating high quality instruction in the classroom for students with disabilities

Evidence Citation: Park, S., Hironaka, S., Carver, P., & Nordstrum, L. (2013). Continuous Improvement in Education. Advancing Teaching--Improving Learning. White Paper. *Carnegie Foundation for the Advancement of Teaching*. www.carnegiefoundation.org

Estimated Evidence Level: The study is level 3 (promising) because it had statistical controls for bias, and it was not overridden by statistically significant and negative findings from other studies.

Study Discussion: The study cited above was conducted with two school districts and a community partnership to learn, in a preliminary and exploratory way, how continuous improvement has been implemented. Hopkinsville High School will be using the model that is found in Case Study 1 from the school district of Menomonee Falls, Wisconsin as they implemented the PDSA cycles with their state standards. The steps to the PDSA cycle are as follows: "teachers choose a standard on which to focus, break the standard down to its component parts, set an aim with their students about what they would like to achieve as it relates to the sub-standard (e.g., 100 percent of students will learn how to…) and then identify and test different instructional approaches to help students reach the aim. Students are also asked to identify and test different learning strategies they think might be helpful. Each learning cycle runs approximately seven to ten days, during which time teachers collect student data to track their progress toward the aim as well as feedback from students about which instructional strategies were helpful, which need to be tweaked, or which need to be abandoned altogether. The data is posted in the classroom and motivates students to focus not only on their own learning but also to support that of their peers." Staff agreed there was a great deal of data collected; however, there wasn't much being done with the data to determine curriculum and assessment adjustments. The school Leadership Team, comprised of school administrators, a special education consultant, intervention coach, as well as classified and certified teachers, indicated training in a PDSA cycle to help sustain and improve our systems in place for novice reduction of students with disabilities were a need at Hopkinsville High School.

Intervention	Outputs	Short-term Outcomes (0-1 year)	Mid-term Outcomes (2-3 years)	Long-term Outcomes (4+ years)	Monitoring Data
Members of the Leadership Team will complete 12 hours of intensive training on the Jim Shipley Continuous Improvement methodologies as outlined in the study above. Additional support will be embedded throughout the year. District instructional leaders, including special education consultants, are working with the Leadership Team to embed the PDSA cycle into the PLC process. This includes documenting modifications and accommodations of classroom lessons for students with disabilities. The Leadership Team will create a monitoring system to ensure that accommodations and modifications are implemented effectively and with fidelity. The Shipley categories and organizational best practices will be used to develop, evaluate, and monitor an organizational structure that ensures processes and protocols will be sustainable over time. All relevant issues of the school will be examined using Shipley's 6 steps to improvement by the administration. Data will be closely monitored by the team to ensure adequate progress is achieved. Components of the monitoring system include the following: • Agendas with next steps • 30/60/90 plans to organize in manageable steps • Plus/Deltas for feedback and reflection	Administration/teachers will use the PDSA model through the PLC platform, leadership team meetings, professional development, and curriculum development and design. Members of the administrative team attended Shipley Training to model the PDSA model in multiple processes. The administration and teachers will complete work with district leaders to set expectations for processes and systems through the PDSA model.	Increase teacher knowledge of KAS Increase staff understanding and use of systems and how effective they are when utilized often (PDSA) Increase student reading and math fluency Increase student reading comprehension Exit TSI status Decrease the number of students with disabilities scoring novice on KSA reading and math	Increase the number of students with disabilities scoring proficient or distinguished on KSA in reading and math Decrease the number of all students requiring Tier 2 or 3 interventions Development and implementation of a long term and short PDSA cycle to assess various systems in place, i.e., PBIS, mastery of standards, etc.	Increase effectiveness of strong core Tier 1 instruction Increase the number of students who need only Tier 1 instruction to 75% Increase the number of students who are on grade level or above on reading and/or math skills	Professional Development Plan and sign-in sheets Lesson plans MAP Assessment IXL Assessment MasterConnect Assessment in grades 10 and 11 KSA reading and math

• Establishing roles and responsibilities throughout the organization • Walkthrough and observations with specific, timely feedback around the implementation of the above.					

HMS Comprehensive School Improvement Plan (CSIP)

Rationale

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

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

Please note that the objectives (short-term targets) set by your school under the Achievement Gap section of this planning template will be used by the district's superintendent to determine whether or not your school met its targets to reduce the gap in student achievement for any student group for two consecutive years as required by KRS 158.649. Likewise, operational definitions for each required planning component can be found on page 2 of the planning template.

For those schools operating a Title I Schoolwide Program, this plan meets the requirements of Section 1114 of the Every Student Succeeds Act as well as state requirements under 703 KAR 5:225. **No separate Schoolwide Program Plan is required**.

Requirements for Building an Improvement Plan

- The required goals for **elementary/middle schools** include the following:
    - State Assessment Results in reading and mathematics
    - State Assessment Results in science, social studies and writing
    - Achievement Gap
    - English Learner Progress
    - Quality of School Climate and Safety

- The required goals for **high schools** include the following:
    - State Assessment Results in reading and mathematics
    - State Assessment Results in science, social studies and writing
    - Achievement Gap
    - English Learner Progress
    - Quality of School Climate and Safety
    - Postsecondary Readiness
    - Graduation Rate

Alignment to Needs:

Results of the Phase Two needs assessment process should inform the development of the comprehensive school improvement plan. List the identified priorities below to be addressed in order to build staff capacity and increase student achievement.

Priorities/Concerns from Needs Assessment for Schools

List two or three of the greatest areas of weakness identified in question #5 of the Needs Assessment for Schools that will be thoroughly addressed in the strategies and activities outlined in this template.

> **76% of students with disabilities scored novice in reading**
> **79% of students with disabilities scored novice in math**
> **53% of African American students scored novice in math**
> **44% of White students and economically disadvantaged students scored novice in reading**

Processes, Practices, or Conditions to be Addressed from Key Elements Template

List two or three of the processes, practices, or conditions identified on the School Key Elements Template that the school will focus its resources and efforts upon and thoroughly address in the strategies and activities outlined in this template.

> **KCWP 1 – Design & Deploy Standards:** PLC meetings, BILT, Curriculum documents, team planning,
>
> Standards deconstruction, HQIR, peer & formal observations
>
> Standards mastery check
> **KCWP 2 – Design & Deliver Instruction:** PLC meetings, BILT, observations
>
> Unpack standards, success criteria, learning targets, assignment review, formative assessment, Standards deconstruction, HQIR, peer & formal observations, Standards mastery check
>
> Ensure congruency is present between standards, learning target, & assessment measures
>
> Ongoing professional development in the area of best practices/high yield instructional strategies
> **KCWP 3- Design & Deliver Assessment Literacy:** PLC Meetings
>
> Ensure that assessments are designed to best evaluate student learning.
>
> Use classroom assessments to inform teacher's instructional decisions.
> **KCWP 4 – Review, Analyze, Apply Data Results:** Ensure that all assessments evolve from high quality content standards.
> Monitor & evaluate the validity of assessments, standards, & learning targets.

Use assessment data to help students assess and adjust their own learning

Indicator Scores

List the overall scores of status and change for each indicator.

Indicator	Status	Change
State Assessment Results in reading and mathematics	44.3/ORANGE	-3.0
State Assessment Results in science, social studies and writing	43.9/ORANGE	-0.2
English Learner Progress		
Quality of School Climate and Safety	54.1	-0.8
Postsecondary Readiness (high schools and districts only)		
Graduation Rate (high schools and districts only)		

1: State Assessment Results in Reading and Mathematics

Goal 1 (State your reading and math goal.): Goal 1: Hopkinsville Middle School will increase the number of students scoring proficient or above by 10% in reading and math by Spring 2027 as determined by the Kentucky Summative Assessment (KSA). Reading proficiency will increase from 38% to 48% and Math proficiency will increase from 28% to 38%

Objective	Strategy	Activities	Measure of Success	Progress Monitoring	Funding
Objective 1 Increase the number of 7th and 8th grade students scoring proficient or above in reading on the May 2024 KSA by 5% from 38% to 43%	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	Use of Learning Continuum to support differentiated instruction PLC meetings, Curriculum documents, team planning, Standards deconstruction, HQIR, peer & formal observations, Standards mastery check Ensure curricular alignment reviews are an ongoing action of the PLC's planning process. Ensure that curricular delivery and assessment measures provide for all pertinent information needs for students. Support high leverage instructional and assessment practices in all content areas through regular support of the PDSA model for PLCs and teacher coaching. Behavior and Mental Health systems are in place to protect the learning environment. Attendance protocols are implemented, reviewed, and monitored to ensure students are in school to receive services. ● New teacher induction program to build capacity in newer staff. Agendas	● Monitor all student data with an additional emphasis on Mastery Connect ● Weekly feedback from Instructional Supervisor ● Feedback from Instructional Reviews ● Bi-Weekly Leadership Meetings to review short and long term teacher supports ● Employee Experience Survey ● Pulse Survey using Google Forms (Staff & Students) Differentiation through content, process, and product occurring within the classroom and through pull out programs. -Cluster leaders provide assistance with identification and coaching teachers in providing	● Prioritize time for classroom observations ● Increase feedback to teachers ● Monitor instruction in Intervention classes ● Implement ESS plans (recruit tutors, identify students & schedule dates) ● MTSS: small groups (behavior) ● Continue with coaching and new teacher mentor model ● Review Employee Experience survey with leadership team and identify ● Communicate events to all stakeholders ● Review Annual Title I Parent Experience Survey results and revise Action Plan based on survey responses Monitor reading and math Mastery Connect growth, fall to winter, winter to spring, fall to spring Adhoc report for missing assignments (bi-weekly)-Advisory teachers will conference with students KSA Prediction Calculator Teacher Coaching Use of early warning report in IC Tableau – Behavior Analysis CCPS District Pacing Guide HMS Scorecard Weekly PLC meetings with feedback Observations/Instructional Reviews CANVAS Lesson Plans Rounding with Staff Schedules of GT enrichment specialists Professional learning sign in sheets from staff trainings led by cluster	District Title I ESS Budge SAFE Grant

Goal 1 (State your reading and math goal.): Goal 1: Hopkinsville Middle School will increase the number of students scoring proficient or above by 10% in reading and math by Spring 2027 as determined by the Kentucky Summative Assessment (KSA). Reading proficiency will increase from 38% to 48% and Math proficiency will increase from 28% to 38%

Objective	Strategy	Activities	Measure of Success	Progress Monitoring	Funding
		• District Teacher Coach model to be implemented at HMS for all teachers in order to provide specific, regular, and timely feedback. **Teacher Coaching Tracking** • Develop and implement a recognition system for employees RTI classes in reading-Reading Interventionist Student Mastery Connect goal setting sheets Data chats with bubble students Extended School Services (ESS)-Tiger Challenge Gifted and Talented Students: Students who are identified as gifted and talented will be provided services in alignment with their Gifted Student Services Plan (GSSP).	individualized services. -Opportunities for students to participate in extracurricular activities or clubs.	leaders Cluster leader trainings Progress reports for individual students Assessment data for students who are gifted and talented	GT State Grant GT District Match
Objective 2 Increase the number of 7th and 8th grade students scoring proficient or above in Math on the May 2024 KSA by 5% from 28% to 33%	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	Use of Learning Continuum to support differentiated instruction PLC meetings, Curriculum documents, team planning, Standards deconstruction, HQIR, peer & formal observations, Standards mastery check Ensure curricular alignment reviews are an ongoing action of the PLC's planning process.	• Monitor all student data with an additional emphasis on Mastery Connect • Weekly feedback from Instructional Supervisor • Feedback from Instructional Reviews • Bi-Weekly Leadership Meetings to review short and	• Prioritize time for classroom observations • Increase feedback to teachers • Monitor instruction in Intervention classes • Implement ESS plans (recruit tutors, identify students & schedule dates) • MTSS: small groups (behavior) • Continue with coaching and new teacher mentor model • Review Employee Experience survey with leadership team and identify	District Title I ESS Budge SAFE Grant

Goal 1 (State your reading and math goal.): Goal 1: Hopkinsville Middle School will increase the number of students scoring proficient or above by 10% in reading and math by Spring 2027 as determined by the Kentucky Summative Assessment (KSA). Reading proficiency will increase from 38% to 48% and Math proficiency will increase from 28% to 38%

Objective	Strategy	Activities	Measure of Success	Progress Monitoring	Funding
		Ensure that curricular delivery and assessment measures provide for all pertinent information needs for students. Support high leverage instructional and assessment practices in all content areas through regular support of the PDSA model for PLCs and teacher coaching. Behavior and Mental Health systems are in place to protect the learning environment. Attendance protocols are implemented, reviewed, and monitored to ensure students are in school to receive services. ● New teacher induction program to build capacity in newer staff. Agendas ● District Teacher Coach model to be implemented at HMS for all teachers in order to provide specific, regular, and timely feedback. **Teacher Coaching Tracking** ● Develop and implement a recognition system for employees RTI classes in reading-Reading Interventionist Student Mastery Connect goal setting sheets	long term teacher supports ● Employee Experience Survey ● Pulse Survey using Google Forms (Staff & Students) Differentiation through content, process, and product occurring within the classroom and through pull out programs. -Cluster leaders provide assistance with identification and coaching teachers in providing individualized services. -Opportunities for students to participate in extracurricular activities or clubs.	● Communicate events to all stakeholders ● Review Annual Title I Parent Experience Survey results and revise Action Plan based on survey responses Monitor reading and math Mastery Connect growth, fall to winter, winter to spring, fall to spring Adhoc report for missing assignments (bi-weekly)-Advisory teachers will conference with students KSA Prediction Calculator Teacher Coaching Use of early warning report in IC Tableau – Behavior Analysis CCPS District Pacing Guide HMS Scorecard Weekly PLC meetings with feedback Observations/Instructional Reviews CANVAS Lesson Plans Rounding with Staff Schedules of GT enrichment specialists Professional learning sign in sheets from staff trainings led by cluster leaders Cluster leader trainings Progress reports for individual students Assessment data for students who are gifted and talented	GT State Grant GT District Match

Goal 1 (State your reading and math goal.): Goal 1: Hopkinsville Middle School will increase the number of students scoring proficient or above by 10% in reading and math by Spring 2027 as determined by the Kentucky Summative Assessment (KSA). Reading proficiency will increase from 38% to 48% and Math proficiency will increase from 28% to 38%

Objective	Strategy	Activities	Measure of Success	Progress Monitoring	Funding
		Data chats with bubble students Extended School Services (ESS)- Tiger Challenge Gifted and Talented Students: Students who are identified as gifted and talented will be provided services in alignment with their Gifted Student Services Plan (GSSP).			

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

Goal 2 (State your science, social studies, and writing goal.):
Hopkinsville Middle School will increase the number of students scoring proficient or above in the separate academic indicators of Writing, Science, and Social Studies by Spring 2027 as determined by the Kentucky Summative Assessment. Writing proficiency will increase from 35% to 45%, Science proficiency will increase from 12% to 22%, Social Studies proficiency will increase from 26% to 36%

Objective	Strategy	Activities	Measure of Success	Progress Monitoring	Funding
Objective 1 Increase the number of students scoring proficient or above on the KSA in Writing from 35% to 40% by May of 2024.	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	Writing Scrimmage (Winter & Spring) Increase writing opportunities in all content areas in grades 7th and 8th Writing Plan	CANVAS-Lesson Plans Observations/Instructional Reviews Student Writing Samples Writing Plan	Student Writing samples with feedback Lesson Plans Monitor Writing Plan	District Title I Instructional Budget
Objective 2 Increase the number of students scoring proficient or above on the KSA in Science from 12% to 17% by May of 2024.	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	Stem Scopes Professional Learning – Additional professional development support for Science Growth days for curriculum and unit planning Professional Learning on Vocabulary through Kentucky Literacy Intervention Project (KLIP) teachers will train HMS staff of effective literacy practices using strong vocabulary strategies and writing implementation.	Participation Logs PLC meetings Visible evidence of literacy work through vocabulary and writing practices in the science classroom.	PLC's process with data and instructional planning in science Task review during growth days. Reflection and revision of task	District Title I Instructional Budget
Objective 3 Increase the number of students scoring proficient or above on the KSA in Social	KCWP 1: Design and Deploy Standards KCWP 2: Design and Deliver Instruction	DBQ Growth days for curriculum and unit planning	Participation Logs PLC meetings Visible evidence of literacy work through vocabulary and writing	PLC's process with data and instructional planning in science Task review during growth days. Reflection and revision of tasks.	District Title I Instructional Budget

Goal 2 (State your science, social studies, and writing goal.):
Hopkinsville Middle School will increase the number of students scoring proficient or above in the separate academic indicators of Writing, Science, and Social Studies by Spring 2027 as determined by the Kentucky Summative Assessment. Writing proficiency will increase from 35% to 45%, Science proficiency will increase from 12% to 22%, Social Studies proficiency will increase from 26% to 36%

Objective	Strategy	Activities	Measure of Success	Progress Monitoring	Funding
Studies from 26% to 31% by May 2024.	KCWP 3: Design and Deliver Assessment Literacy KCWP 4: Review, Analyze, and Apply data		practices in the social studies classrooms.		

3: Achievement Gap

KRS 158.649 requires the school-based decision making (SBDM) council, or the principal if no council exists, to set the school's yearly targets for eliminating any achievement gap. The targets should be established with input from parents, faculty, and staff and submitted to the superintendent for consideration and the local board of education for adoption. In addition to being a statutory requirement, intentionally focusing on the achievement gaps that exist among a school's underserved student populations is also a vital component of the continuous improvement process. Schools should use a variety of measures and analysis when conducting its review of its achievement gaps, including a review of the school's climate and culture. Schools are not required to establish long term achievement gap goals; however, schools must establish yearly targets (objectives).

Objective	Strategy	Activities	Measure of Success	Progress Monitoring	Funding
Objective 1 Decrease the achievement gap in Reading and Math for Students with Disabilities by reducing novice scores by 5% as measured by KSA 2024.	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	Remove Barriers: Provide resources and support to address barriers to learning, including but not limited to transience, healthcare, and social workers in collaboration Involve FRYSC Equity: Teacher quality is the school factor that makes the greatest impact on student achievement. Consistent exposure to effective teachers can overcome obstacles to learning and close achievement gap with stakeholders Co-teaching – Special education teachers collaborating with general education teachers. Priority Scheduling – refine the process for priority scheduling for students with disabilities to ensure the master schedule meets the individual needs identified in a student's Individual Education Plan (IEP) Reading and Math Intervention classes Professional Learning and Coaching Support Tiger Challenge (ESS) MTSS – Tier I – Instructional strategies for all students, Tier II & III differentiated instructional strategies	Increase access to support structures Equitable distribution of effective teachers. SPED teachers are becoming more involved in general education instruction co-teaching classes. Schedule changes are fluid and move based on the needs of the student Improve in test scores (MAP & Mastery Connect) Number of missing assignments decreases or students have no missing assignments	Teacher Coaching Tracking Monitor reading and math MAP growth – fall to winter, winter to spring, fall to spring AdHoc reports for missing assignments (bi-weekly) KSA Prediction Calculator HMS SPED testing data tracker Teacher Coaching Use of early warning report in IC Tableau – Behavior Analysis CCPS District Pacing Guide HMS Scorecard Weekly PLC meetings-review of data Observations/Instructional Reviews CANVAS Lesson Plans	General Funding Title I Title III Homeless, Migrant IDEA-B District IC funding

4: English Learner Progress

Goal 4 (State your English Learner goal.):Hopkinsville Middle School will increase two levels on ACCESS by 2027.

Objective	Strategy	Activities	Measure of Success	Progress Monitoring	Funding
Objective 1 Hopkinsville Middle will increase by one level on ACCESS by 2024.	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	Support and Strategies from district assigned ESS teacher Remove Barriers: Provide resources and support to address barriers to learning, including but not limited to transience, healthcare, and social workers in collaboration Involve FRYSC Equity: Teacher quality is the school factor that makes the greatest impact on student achievement. Consistent exposure to effective teachers can overcome obstacles to learning and close the achievement gap with stakeholders. Priority Scheduling -: Refine the process for priority scheduling for students receive ESL accommodations	Increased access to support structures Equitable distribution of effective teachers SPED teachers are becoming more involved in general education instruction co-teaching classes Schedule changes are fluid and move based on the needs of the student. Improve in Lexile scores Number of missing assignments decreases or students have no missing assignments. IC Gradebook	Teacher Coaching Tracking Monitor reading and math MAP growth – fall to winter, winter to spring, fall to spring AdHoc reports for missing assignments (bi-weekly) KSA Prediction Calculator Teacher Coaching Use of early warning report in IC Tableau – Behavior Analysis CCPS District Pacing Guide HMS Scorecard Weekly PLC meetings-review of data Observations/Instructional Reviews CANVAS Lesson Plans	General Funding Title I Title III Homeless, Migrant District IC funding
Objective 2					

5: Quality of School Climate and Safety

Goal 5 (State your climate and safety goal.):Hopkinsville Middle School will increase the score on the Quality of School Climate and Safety Survey by 10% on the Kentucky Summative Assessment by 2027

Objective	Strategy	Activities	Measure of Success	Progress Monitoring	Funding
Objective 1 Increase by one level, moving from very low to low as determined by the May 2024 KSA	KCWP 2: Design & Deliver Instruction	Review survey questions with students during Advisory – Google Announcements Monthly Q & A with Student Advisory Council	During the 2nd semester, administer survey questions using Google form to all students, twice a month during Advisory	Analyze data from surveys and provide feedback.	N/A
Objective 2					

Addendum for Schools Identified for Targeted or Comprehensive Support

In accordance with 703 KAR 5:280, a school improvement plan means the plan created by schools identified for targeted support and improvement (TSI) or additional targeted support and improvement (ATSI) pursuant to KRS 160.346(4)-(5) and embedded in the comprehensive school improvement plan required pursuant to 703 KAR 5:225. A turnaround plan means the plan created by schools identified for comprehensive support and improvement (CSI) pursuant to KRS 160.346(8)(g) and embedded in the comprehensive school improvement plan required pursuant to 703 KAR 5:225.

All TSI/ATSI improvement plans and CSI turnaround plans are required to address all components of the comprehensive school improvement plan (CSIP), including all diagnostics associated with the development of that plan, as well as additional specific requirements. The following pages outline specific requirements to be addressed by identified schools that must be embedded in the strategies and activities detailed within the indicator goals developed throughout the previous pages of this goal template. Evidence-based practices and activities chosen to address any goal area or additional requirement must be informed by the Needs Assessment for Schools and feedback from any on-site review conducted by the Kentucky Department of Education (KDE).

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

TSI schools (including ATSI schools) must embed their subgroup(s) plan for improvement within their CSIPs. TSI stakeholders, including the principal and other school leaders, teachers, and parents, should carefully consider what must be done to ensure the subgroup(s) perform(s) at high levels in the state accountability system. In addition to identifying strategies and activities within the CSIP that address the specific needs of underperforming groups, provide narrative information regarding the additional requirements for TSI schools in the following chart:

Components of Turnaround Leadership Development and Support:
Consider: How will you ensure that school leadership has or develops the skills and disposition to achieve accelerated, meaningful, and sustainable increases in student achievement for underperforming subgroups?
Response:
Masteryconnect scores – 3 times a year, NWEA MAP RIT scores (GT students & students enrolled in reading or math intervention classes) for reading and math – 3 times a year Observations Instructional Reviews Common Assessment Data Formative Assessments HMS Data Tracking 23/24 Visible evidence of literacy work through vocabulary and writing practices LDC logs Multi-Tier Support Systems (Monthly PBIS meetings, Monthly MTSS Academic & Behavior meetings, Student Intervention Matching Form KSA Prediction Calculator Teacher Coaching Use of early warning report in IC Tableau – Behavior Analysis CCPS District Pacing Guide HMS Scorecard Weekly PLC meetings with feedback Observations/Instructional Reviews CANVAS Lesson Plans Rounding with Staff Principal Coaching

Identification of Critical Resources Inequities:
Consider: Describe the process used to review the allocation and use of resources (people, time, and money), any resource inequities that were identified that may contribute to underperformance, and how identified resource inequities will be addressed.
Response:
My staffing allocation informs me of the number of general education certified teachers that are allocated to HMS based on student enrollment. Special education teachers are distributed by the Director of Special Education to each school based on the number of special education students. The following curriculum is used: Common Lit, Illustrative Mathematics, Stem Scope, and DBQ. Additional resources include MAP Accelerator IXL, Scholastic. We also have a reading and math interventionist teacher. Our intervention coach helps to disaggregate the data, provide interventions and monitors student progress.

Additional Actions That Address the Causes of Consistently Underperforming Subgroups of Students
Consider: Describe the process used to review the learning culture related to your targeted subgroup(s) and any additional actions that were determined to address the causes of underperformance.
Response:
Students with Disabilities: Mentoring program, CCPS Equity Plan, Data tracking document, Behavior analysis in Tableau, use of early warning report in IC, progress monitoring from special education teachers for special education students on their caseload, observations

Targeted Subgroups and Evidence-Based Interventions:

Consider: Identify the areas of need revealed by the analysis of academic and non-academic data that will be addressed through CSIP activities for your targeted subgroup(s). What evidence-based practice(s) will the school incorporate that specifically targets the subgroup(s) achievement that contributed to the TSI identification? How will we monitor the evidence-based practice to ensure it is implemented with fidelity?

Response:

Remove Barriers: Provide resources and support to address barriers to learning, including but not limited to transience, healthcare, and social workers in collaboration Involve FRYSC Equity: Teacher quality is the school factor that makes the greatest impact on student achievement. Consistent exposure to effective teachers can overcome obstacles to learning and close the achievement gap with stakeholders. Co-teaching – Special education teachers collaborating with general education teachers Priority Scheduling -: Refine the process for priority scheduling for students with disabilities to ensure the master schedule meets the individual needs identified in a student's Individual Education Plan (IEP) It will be measured by the following: Monitor reading and math MAP growth, fall to winter, winter to spring, fall to spring Adhoc report for missing assignments (bi-weekly)-Advisory teachers will conference with students KSA Prediction Calculator Teacher Coaching Use of early warning report in IC Tableau – Behavior Analysis CCPS District Pacing Guide

HMS Scorecard Weekly PLC meetings with feedback Observations/Instructional Reviews CANVAS Lesson Plans Rounding with Staff Minute meetings & Groups –School Counselor

Complete the table on the next page to document the evidence that supports the Activities outlined in this plan. Additional rows may be added to accommodate additional pieces of evidence.

TSI/ATSI Evidence-based Practices

The Every Student Succeeds Act (2015) created new expectations for evidence-based decision making at school and district levels. More specific information regarding evidence-based practices (EBP) and requirements can be found on the Kentucky Department of Education's Evidence-based Practices website. While evidence documentation in the CSIP is only required for schools identified for Targeted Support and Improvement (TSI) including Additional Targeted Support and Improvement (ATSI) and Comprehensive Support and Improvement (CSI), KDE encourages all are expected to upload a description of their evidence review process, the findings of their evidence review, and a discussion of the local implications into the CIP.

Specific directions regarding documentation requirements for each chosen EBP can be found in the "Compliance Requirements" resource available on KDE's Evidence-based Practices website. Marking the "Uploaded in CIP" box indicates that you have uploaded required documentation along with this goal template into the platform.

Complete the table below to document the evidence that supports the Activities outlined in this plan. Additional rows may be added to accommodate additional pieces of evidence.

Evidence-based Activity	Evidence Citation	Uploaded in CIP
Clarifying Learning Goals KDE EBIP Clarifying and Sharing Clear Learning Goals	In order to improve student outcomes, the teacher needs to ensure that students have clarity in what they are learning. Research shows that when teachers help students understand what they are learning, why they are learning it and how they will know if they have learned, student achievement increases (Fisher, Frey, Amador, & Assof, 2019). Teachers help students gain this clarity by consistently clarifying and sharing the learning goals, relevance and success criteria as a part of ongoing instruction each day. In order for students to commit to learning, research shows they must first understand what they are supposed to learn and why they are being asked to learn it. Then, once students see the value in the learning, they must believe they can actually learn it and know what it looks like when they get there. Ultimately, to commit to learning, students need to tell themselves two things: (1) This is interesting and important, and (2) I believe I can learn/master it (Goodwin, 2020)	☒
PLC and Teacher Coaching	We will use PLCs to create a collaborative culture of continuous improvement that produces evidence, including measurable results of improving student learning. https://ies.ed.gov/ncee/edlabs/regions/midatlantic/app/Docs/TechnicalAssistance/3_32_8_EE4_Creating_and_Sustaining_Professional_Learning_Communities.pdf Professional Development Create a collaborative culture of continuous improvement that produces evidence, including measurable results of improving professional practice.https://ies.ed.gov/ncee/edlabs/regions/southwest/pdf/rel_2007033.pdf	☐
Co-teaching	Miller, C., & Oh, K. (2013). The Effects of Professional Development on Co-Teaching for Special and General Education Teachers and Students. Journal of Special Education Apprenticeship, 2(1). X	☐
		☐

Evidence-based Activity	Evidence Citation	Uploaded in CIP
	Teacher Coaching Create a collaborative culture of continuous improvement that produces evidence, including measurable results of improving professional practice. https://scholar.harvard.edu/files/mkraft/files/kraft_blazar_hogan_2016_teacher_coaching_meta-analysis_wp_w_appendix.pdf Teacher Coaching Create a collaborative culture of continuous improvement that produces evidence, including measurable results of improving professional practice. https://pdfs.semanticscholar.org/20df/fba41f9f32afaf0f2f75f15e2523317e3084.pdf?_ga=2.92918046.2057072060.1580493694-2106497335.1580493694 A correlation exists between efficient professional learning communities and teacher coaching. "The report finds that teachers who receive substantial professional development—an average of 49 hours in the nine studies—can boost their students' achievement by about 21 percentile points." PLCs influence positive culture amongst teachers. "....in schools with higher levels of collaborative activities [teachers] are more likely than others to have high levels of career satisfaction (68% vs. 54% very satisfied)." "More specific attention to the school's culture for collaboration and continuous improvement and necessary structures are likely to increase the effects of coaching." Thus, teacher coaching will impact instruction, student achievement, and at-large the culture of collaboration.	☐

Challenge:Hopkinsville Middle school students need interventions in reading to improve reading fluency and reading comprehension.

Evidence Citation: Vaughn, S., Gersten, R., Dimono, J., Taylor, M. J., Newman-Gonchar, R., Krowka, S., Kieffer, M. J., McKeown, M., Reed, D., Sanchez, M., St , Martin, K., Wexler, J., Morgan, S., Yañez, A., & Jayanthi, M. (2022). Providing Reading Interventions for Students in Grades 4–9 (WWC 2022007). Washington, DC: National Center for Education Evaluation and Regional Assistance (NCEE), Institute of Education Sciences, U.S. Department of Education. Retrieved from
https://whatworks.ed.gov/ .

Estimated Evidence Meta-Analysis that includes randomized controlled trials across grade levels – Level I

Study Discussion: This meta-analysis found that Small-group reading interventions are commonly used in schools but the components that make them effective are still debated or unknown. The current study meta-analyzed 26 small-group reading intervention studies that resulted in 27 <u>effect sizes</u>. Findings suggested a moderate overall effect for small-group reading interventions (weighted $g = 0.54$). Interventions were more effective if they were targeted to a specific skill ($g = 0.65$), then as part of a comprehensive intervention program that addressed multiple skills ($g = 0.35$). There was a small correlation between intervention effects and group size ($r = 0.21$) and duration ($r = 0.11$). Small-group interventions led to a larger median effect size ($g = 0.64$) for elementary-aged students than for those in middle or high school ($g = 0.20$), but the two confidence intervals overlapped. Implications for research and practice are discussed.

Intervention	Outputs	Short-term Outcomes (0-1 year)	Mid-term Outcomes (2-3 years)	Long-term Outcomes (4+ years)	Monitoring Data
Tier 2 & 3 reading interventions provided daily for students Provide purposeful fluency building activities Apply a set of comprehension building strategies that incorporate real world and word knowledge 14:1 student ratio 50 minutes daily (according to student's schedule)	Intervention Coach and reading intervention teacher attend professional development trainings specifically for improving reading achievement Build teacher capacity Observe teachers and provide strategic feedback to improve student reading achievement in all subject areas.	Increase teacher awareness of skill gaps Increase interventionist and classroom teacher knowledge and skill in reading fluency and reading comprehension, Increase student reading fluency Increase student reading comprehension	Decrease the number of students scoring novice in reading on the Kentucky Summative Assessment (KSA). Decrease the number of students with disabilities scoring novice in reading on KSA. Increase the number of students scoring proficient in reading on KSA. Decrease number of students requiring Tier 2 & 3 reading intervention classes Exit TSI status	Increase number of students requiring Tier 1 interventions to 80%.	MTSS Progress Monitoring MTSS meetings to discuss data ELA Formative & Common Assessments Student performance in ELA classes Mastery Connect – Winter & Spring results MAP – Winter & Spring results KSA reading results

Indian Hills Comprehensive School Improvement Plan (CSIP)

Rationale

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

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

Please note that the objectives (short-term targets) set by your school under the Achievement Gap section of this planning template will be used by the district's superintendent to determine whether or not your school met its targets to reduce the gap in student achievement for any student group for two consecutive years as required by KRS 158.649. Likewise, operational definitions for each required planning component can be found on page 2 of the planning template.

For those schools operating a Title I Schoolwide Program, this plan meets the requirements of Section 1114 of the Every Student Succeeds Act as well as state requirements under 703 KAR 5:225. **No separate Schoolwide Program Plan is required**.

Requirements for Building an Improvement Plan

- The required goals for **elementary/middle schools** include the following:
    - State Assessment Results in reading and mathematics
    - State Assessment Results in science, social studies and writing
    - Achievement Gap
    - English Learner Progress
    - Quality of School Climate and Safety

- The required goals for **high schools** include the following:
    - State Assessment Results in reading and mathematics
    - State Assessment Results in science, social studies and writing
    - Achievement Gap
    - English Learner Progress
    - Quality of School Climate and Safety
    - Postsecondary Readiness
    - Graduation Rate

Alignment to Needs:

Results of the Phase Two needs assessment process should inform the development of the comprehensive school improvement plan. List the identified priorities below to be addressed in order to build staff capacity and increase student achievement.

Priorities/Concerns from Needs Assessment for Schools

List two or three of the greatest areas of weakness identified in question #5 of the Needs Assessment for Schools that will be thoroughly addressed in the strategies and activities outlined in this template.

African Americans scoring novice in Reading and Math
Students with disabilities scoring novice in Math
Overall index (all students) Math

Processes, Practices, or Conditions to be Addressed from Key Elements Template

List two or three of the processes, practices, or conditions identified on the School Key Elements Template that the school will focus its resources and efforts upon and thoroughly address in the strategies and activities outlined in this template.

Design and Deploy Standards

*District Pacing
*PLC (PDSA Model)
*Vertical Planning
*Teachers "unpacking" standards

 Design and Deliver Instruction

*Congruencey of standards and rigor of the tasks
*Guided planning for new teachers
*Ensure ongoing professional development of best practice
*Vertical Curriculum Mapping
*Tier I Instruction

Indicator Scores

List the overall scores of status and change for each indicator.

Indicator	Status	Change
State Assessment Results in reading and mathematics	62.0	3.8
State Assessment Results in science, social studies and writing	71.2	16.0
English Learner Progress	N/A	N/A
Quality of School Climate and Safety	78.6	1.4
Postsecondary Readiness (high schools and districts only)	N/A	N/A
Graduation Rate (high schools and districts only)	N/A	N/A

1: State Assessment Results in Reading and Mathematics

Goal 1 By May 2026, and evidenced through state summative assessment results, Indian Hills Elementary School will increase the percentage of students scoring proficient/distinguished in reading and mathematics, across the school's grade spans, as follows:

Reading: Increase the number of students scoring proficient or above in reading from 46% to 60.7%

Math: Increase the number of students scoring proficient or above in math from 39% to 65.5%.

Objective	Strategy	Activities	Measure of Success	Progress Monitoring	Funding
Objective 1 By May 2024, Indian Hills Elementary School will increase the percentage of students scoring proficient/distinguished in Reading from 46% to 56.1%.	KCWP 1: Design and Deploy Standards KCWP 2: Design and Deliver Instruction KCWP 4: Review, Analyze, and Interpret Data	**Professional Learning Communities -** continue to implement the PDSA model in which all teachers focus on standards, rigorous instruction for Tiers 1, 2, and 3, formative and summative assessment, data trackers, and student work samples. **Teacher Coaching Model -** implement a schedule for leadership to be in classrooms each week utilizing the PGES framework and provide feedback to teachers. Leadership will conduct guided planning sessions with new teachers and host bi-weekly success sessions to ensure new teacher support. **Standards based instruction -** follows district pacing curriculum documents and common assessments that support the evidence of Into Reading implementation. **KYCL Cohorts -** All content teachers will implement literacy strategies learned through KYCL cohort meetings and will share strategies during PLC meetings. Literacy strategies will be used in all related arts classes as demonstrated in their Disciplinary Literacy cohort meetings. **Student goal setting/Data tracking -** All staff utilizes data trackers to progress monitor individual student performance on	All students at Indian Hills Elementary will be successfully completing classwork on or above grade level.	● Student data trackers ● MAP Growth/MAP Fluency reports ● Common/formative assessments ● Student grades ● KSA Data Calculator ● Lesson plans ● Teacher Coaching model feedback ● Guided Planning ● Schedules of GT enrichment specialists ● Assessment data for students who are gifted and talented ● RTI Progress Monitoring data ● Progress reports for individual students	● District Title I ● General Fund ● ESS funds ● GT state grant ● GT district match

Goal 1 By May 2026, and evidenced through state summative assessment results, Indian Hills Elementary School will increase the percentage of students scoring proficient/distinguished in reading and mathematics, across the school's grade spans, as follows:

Reading: Increase the number of students scoring proficient or above in reading from 46% to 60.7%

Math: Increase the number of students scoring proficient or above in math from 39% to 65.5%.

Objective	Strategy	Activities	Measure of Success	Progress Monitoring	Funding
		MAP/Mastery Connect and classroom assessments. **MTSS -** Tiered services are determined and provided after RTI committee meetings. These meetings take place every 6 weeks. Committee members review multiple pieces of data to determine intervention needs or adjustments that need to be made (remediation/enrichment). Reading Improvement Plans are developed for those students in K-3 who fall below the 30%ile in MAP growth. These plans are reviewed and monitored during MTSS meetings. **Gifted and Talented -** Students who are identified as gifted and talented will be provided services in alignment with their Gifted Student Services Plan (GSSP) **Extended School Services** - ESS provides for additional support of students identified from MAP testing, Mastery Connect data, classroom formative and summative data, as well as classroom observations.			
Objective 2 By May 2024, Indian Hills Elementary School will increase the percentage of students scoring proficient/distinguished in Math from 39% to 61.5%.	KCWP 1: Design and Deploy Standards KCWP 2: Design and Deliver Instruction KCWP 4: Review, Analyze, and Interpret Data	**Professional Learning Communities -** continue to implement the PDSA model in which all teachers focus on standards, rigorous instruction for Tiers 1, 2, and 3, formative and summative assessment, data trackers, and student work samples. **Teacher Coaching Model -** implement a	All students at Indian Hills Elementary will be successfully completing classwork on or above grade level.	● Student data trackers ● MAP Growth/MAP Fluency reports ● Common/formative assessments ● Student grades ● KSA Data Calculator	● District Title I ● General Fund ● ESS funds ● GT state grant ● GT district match

Goal 1 By May 2026, and evidenced through state summative assessment results, Indian Hills Elementary School will increase the percentage of students scoring proficient/distinguished in reading and mathematics, across the school's grade spans, as follows:

Reading: Increase the number of students scoring proficient or above in reading from 46% to 60.7%

Math: Increase the number of students scoring proficient or above in math from 39% to 65.5%.

Objective	Strategy	Activities	Measure of Success	Progress Monitoring	Funding
		schedule for leadership to be in classrooms each week utilizing the PGES framework and provide feedback to teachers. Leadership will conduct guided planning sessions with new teachers and host bi-weekly success sessions to ensure new teacher support. **Standards based instruction -** follows district pacing curriculum documents and common assessments **KYCL Cohorts -** All content teachers will implement literacy strategies learned through KYCL cohort meetings and will share strategies during PLC meetings. Literacy strategies will be used in all related arts classes as demonstrated in their Disciplinary Literacy cohort meetings. **Student goal setting/Data tracking -** All staff utilizes data trackers to progress monitor individual student performance on MAP/Mastery Connect and classroom assessments. **MTSS -** Tiered services are determined and provided after RTI committee meetings. These meetings take place every 6 weeks. Committee members review multiple pieces of data to determine intervention needs or adjustments that need to be made (remediation/enrichment).		• Lesson plans • Teacher Coaching model feedback • Guided Planning • Schedules of GT enrichment specialists • Assessment data for students who are gifted and talented • RTI Progress Monitoring data • Progress reports for individual students	

Goal 1 By May 2026, and evidenced through state summative assessment results, Indian Hills Elementary School will increase the percentage of students scoring proficient/distinguished in reading and mathematics, across the school's grade spans, as follows:

Reading: Increase the number of students scoring proficient or above in reading from 46% to 60.7%

Math: Increase the number of students scoring proficient or above in math from 39% to 65.5%.

Objective	Strategy	Activities	Measure of Success	Progress Monitoring	Funding
		Gifted and Talented - Students who are identified as gifted and talented will be provided services in alignment with their Gifted Student Services Plan (GSSP) **Extended School Services** - ESS provides for additional support of students identified from MAP testing, Mastery Connect data, classroom formative and summative data, as well as classroom observations.			

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

Goal 2 By May 2026, and evidenced through state summative assessment results, Indian Hills Elementary School will increase the percentage of students scoring proficient/distinguished in Science, Social Studies, and Writing, across the school's grade spans, as follows:

Science: Increase the number of students scoring proficient or above in Science from 43% to 45%
Social Studies: Increase the number of students scoring proficient or above in Social Studies from 59% to 70.2%
Writing: Increase the number of students scoring proficient or above in writing from 47% to 70.2%

Objective	Strategy	Activities	Measure of Success	Progress Monitoring	Funding
Objective 1 By May 2024, Indian Hills Elementary School will increase the percentage of students scoring proficient/distinguished in Science from 43% to 45%.	KCWP 1: Design and Deploy Standards KCWP 2: Design and Deliver Instruction KCWP 4: Review, Analyze, and Interpret Data	**Professional Learning Communities -** continue to implement the PDSA model in which all teachers focus on standards, rigorous instruction for Tiers 1, 2, and 3, formative and summative assessment, data trackers, and student work samples. **Teacher Coaching Model -** implement a schedule for leadership to be in classrooms each week utilizing the PGES framework and provide feedback to teachers. Leadership will conduct guided planning sessions with new teachers and host bi-weekly success sessions to ensure new teacher support. **Standards based instruction -** follows district pacing curriculum documents and common assessments that support the evidence of KAS implementation. **Use of High Quality Instructional Resource -** implement the use of Amplify Science in all science classrooms, grades K-5. **KYCL LDC Cohort -** LDC Anchor modules are implemented in science classrooms with a focus on literacy in science. Ongoing professional learning occurs through LDC training and growth day opportunities.	All students at Indian Hills Elementary will be successfully completing classwork on or above grade level.	● Content area student data trackers ● Data protocol in PLC's ● Lesson plans ● Teacher Coaching model feedback ● Student grades	District Title I General Fund
Objective 2 By May 2024, Indian Hills Elementary School will	KCWP 1: Design and Deploy Standards	**Professional Learning Communities -** continue to implement the PDSA model in which all teachers focus on standards, rigorous instruction for Tiers 1,	All students at Indian Hills Elementary will be successfully completing	● Content area student data trackers	District Title I General Fund

Goal 2 By May 2026, and evidenced through state summative assessment results, Indian Hills Elementary School will increase the percentage of students scoring proficient/distinguished in Science, Social Studies, and Writing, across the school's grade spans, as follows:

Science: Increase the number of students scoring proficient or above in Science from 43% to 45%
Social Studies: Increase the number of students scoring proficient or above in Social Studies from 59% to 70.2%
Writing: Increase the number of students scoring proficient or above in writing from 47% to 70.2%

Objective	Strategy	Activities	Measure of Success	Progress Monitoring	Funding
increase the percentage of students scoring proficient/distinguished in Social Studies from 59% to 66.7%.	KCWP 2: Design and Deliver Instruction KCWP 4: Review, Analyze, and Interpret Data	2, and 3, formative and summative assessment, data trackers, and student work samples. **Teacher Coaching Model** - implement a schedule for leadership to be in classrooms each week utilizing the PGES framework and provide feedback to teachers. Leadership will conduct guided planning sessions with new teachers and host bi-weekly success sessions to ensure new teacher support. **Standards based instruction -** follows district pacing curriculum documents and common assessments that support the evidence of KAS implementation. **KYCL LDC Cohort** - LDC Anchor modules are implemented in social studies classrooms with a focus on inquiry and literacy in social studies. Ongoing professional learning occurs through LDC training and growth day opportunities.	classwork on or above grade level.	● Common assessments ● Lesson plans ● Teacher Coaching model feedback ● Student grades ● Schedules of GT enrichment specialists ● Progress reports for individual students ● Assessment data for students who are gifted and talented	
Objective 3 By May 2024, Indian Hills Elementary School will increase the percentage of students scoring proficient/distinguished in Writing from 47% to 66.7%.	KCWP 1: Design and Deploy Standards KCWP 2: Design and Deliver Instruction KCWP 4: Review, Analyze, and Interpret Data	**Professional Learning Communities -** continue to implement the PDSA model in which all teachers focus on standards, rigorous instruction for Tiers 1, 2, and 3, formative and summative assessment, data trackers, and student work samples. **Teacher Coaching Model -** implement a schedule for leadership to be in classrooms each week utilizing the PGES framework and provide feedback to teachers. Leadership will conduct guided planning sessions with new teachers and host bi-weekly success sessions to ensure new teacher	All students at Indian Hills Elementary will be successfully completing classwork on or above grade level.	● Student writing products with feedback ● Teacher Coaching model feedback ● Writing scrimmages ● Constructed Response samples/scores/feedback	District Title I General Fund

Goal 2 By May 2026, and evidenced through state summative assessment results, Indian Hills Elementary School will increase the percentage of students scoring proficient/distinguished in Science, Social Studies, and Writing, across the school's grade spans, as follows:

Science: Increase the number of students scoring proficient or above in Science from 43% to 45%
Social Studies: Increase the number of students scoring proficient or above in Social Studies from 59% to 70.2%
Writing: Increase the number of students scoring proficient or above in writing from 47% to 70.2%

Objective	Strategy	Activities	Measure of Success	Progress Monitoring	Funding
		support. **Standards based instruction -** follows district pacing curriculum documents and common assessments that support the evidence of KAS implementation. **Writing Cohort** - attend and implement strategies gained from district led writing cohort meetings.		● Student writing folders	

3: Achievement Gap

KRS 158.649 requires the school-based decision making (SBDM) council, or the principal if no council exists, to set the school's yearly targets for eliminating any achievement gap. The targets should be established with input from parents, faculty, and staff and submitted to the superintendent for consideration and the local board of education for adoption. In addition to being a statutory requirement, intentionally focusing on the achievement gaps that exist among a school's underserved student populations is also a vital component of the continuous improvement process. Schools should use a variety of measures and analysis when conducting its review of its achievement gaps, including a review of the school's climate and culture. Schools are not required to establish long term achievement gap goals; however, schools must establish yearly targets (objectives).

Objective	Strategy	Activities	Measure of Success	Progress Monitoring	Funding
Objective 1 By May 2024, Indian Hills Elementary School will decrease the number of African American students scoring novice in reading from 42% to 40%.	KCWP 1: Design and Deploy Standards KCWP 2: Design and Deliver Instruction KCWP 4: Review, Analyze, and Interpret Data	**Professional Learning Communities -** continue to implement the PDSA model in which all teachers focus on standards, rigorous instruction for Tiers 1, 2, and 3, formative and summative assessment, data trackers, and student work samples. **Standards based instruction -** follows district pacing curriculum documents and common assessments that support the evidence of Into Reading implementation. **Student goal setting/Data tracking -** All staff utilizes data trackers to progress monitor individual student performance on MAP/Mastery Connect and classroom assessments. **MTSS -** Tiered services are determined and provided after RTI committee meetings. These meetings take place every 6 weeks. Committee members review multiple pieces of data to determine intervention needs or adjustments that need to be made (remediation/enrichment). Reading Improvement Plans are developed for those students in K-3 who fall below the 30%ile in MAP growth. These plans are reviewed and monitored during MTSS meetings.	• Achievement Gap closure • Increase in proficiency and student achievement • Novice reduction • Increase in MAP and MasteryConnect scores	• PLC Meetings • Lesson Plans with standards • Data Trackers (name and claim our AA gap group of students) • Guided planning for new teacher support plan	District Title I General Fund

Objective	Strategy	Activities	Measure of Success	Progress Monitoring	Funding
		Extended School Services - ESS provides for additional support of students identified from MAP testing, Mastery Connect data, classroom formative and summative data, as well as classroom observations.			
Objective 2 By May 2024, Indian Hills Elementary School will decrease the number of African American students scoring novice in math from 43% to 41%.	KCWP 1: Design and Deploy Standards KCWP 2: Design and Deliver Instruction KCWP 4: Review, Analyze, and Interpret Data	**Professional Learning Communities -** continue to implement the PDSA model in which all teachers focus on standards, rigorous instruction for Tiers 1, 2, and 3, formative and summative assessment, data trackers, and student work samples. **Standards based instruction -** follows district pacing curriculum documents and common assessments. **Student goal setting/Data tracking -** All staff utilizes data trackers to progress monitor individual student performance on MAP/Mastery Connect and classroom assessments. **MTSS -** Tiered services are determined and provided after RTI committee meetings. These meetings take place every 6 weeks. Committee members review multiple pieces of data to determine intervention needs or adjustments that need to be made (remediation/enrichment). Reading Improvement Plans are developed for those students in K-3 who fall below the 30%ile in MAP growth. These plans are reviewed and monitored during MTSS meetings. **Extended School Services** - ESS provides for additional support of students identified from MAP testing, Mastery Connect data, classroom formative and summative data, as well as classroom observations.	● Achievement Gap closure ● Increase in proficiency and student achievement ● Novice reduction ● Increase in MAP and MasteryConnect scores	● PLC Meetings ● Lesson Plans with standards ● Data Trackers (name and claim our AA gap group of students) ● Guided planning for new teacher support plan	District Title I General Fund

4: English Learner Progress

Goal 4: By May 2026 and evidenced through state summative assessment results, Indian Hills Elementary will increase the number of students at EL proficient or above from 47.7% to 55%

Objective	Strategy	Activities	Measure of Success	Progress Monitoring	Funding
Objective 1 By May 2024, Indian Hills Elementary School will increase the number of student at EL proficient or above from 47.7% to 50%	KCWP 1: Design and Deploy Standards KCWP 2: Design and Deliver Instruction KCWP 5: Design, Align, Deliver Support Processes	● **Professional Learning Communities -** continue to implement the PDSA model in which all teachers focus on standards, development of formative and summative assessments to meet the cognitive demand of the standards, use of data trackers, analyzing student work samples, and utilizing ESL strategies shared monthly by our district ESL teacher (serves full time at Indian Hills). ● **Standards based instruction -** follows district pacing curriculum documents and common assessments that support the evidence of KAS implementation. ● **MTSS -** Tiered services are determined and provided after RTI committee meetings. These meetings take place every 6 weeks. Committee members review multiple pieces of data to determine intervention needs or adjustments that need to be made (remediation/enrichment). ● **Student goal setting/Data tracking -** All staff utilizes data trackers to progress monitor individual student performance on MAP/MasteryConnect and classroom assessments.	● Completion of grade level course work ● Classroom assessment data ● Growth in MAP and MasteryConnect scores ● Growth in ACCESS scores	● MAP data ● MasteryConnect data ● MTSS data ● Grade level data trackers ● ESL progress reports ● ACCESS data	District Title I General Fund

5: Quality of School Climate and Safety

By May 2026 and evidenced through state summative assessment results, Indian Hills Elementary School will increase the overall index of the Quality of School Climate and Safety from 80 to 100 (very high)

Objective	Strategy	Activities	Measure of Success	Progress Monitoring	Funding
Objective 1 By May 2024, Indian Hills Elementary School will increase the overall index from 80.0 (Green status) to 90.0 (Blue status)	KCWP 6: Establish Learning Culture and Environment	• **PBIS -** continue to implement PBIS in the classrooms, transitions, arrival/dismissal and all common areas. • **BRTI -** hold meetings every 6 weeks to discuss BRTI data collected weekly on Tier 2 and Tier 3 students. • **Student Advisory Council -** Meets monthly with the principal to discuss any recent survey results and ways to improve our school. These items are followed up on during the next meeting. • **Quality of School Climate and Safety Survey -** During bellringers and special classes, 3rd-6th grade students will discuss the Quality of School Climate and Safety survey questions to ensure that all students understand the question and what the question is asking of the students.	• PBIS walkthrough results • PBIS rewards • MTSS • Student Advisory Council agenda • Survey data	• Major/Minor referrals • BRTI list • Advisory council feedback • Question/Discussion during bellringers	No funding required

Millbrooke CSIP

SCHOOL YEAR 2023-2024

Comprehensive School Improvement Plan
(CSIP)

Comprehensive School Improvement Plan (CSIP)

Comprehensive School Improvement Plan (CSIP)

Rationale

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

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

Please note that the objectives (short-term targets) set by your school under the Achievement Gap section of this planning template will be used by the district's superintendent to determine whether or not your school met its targets to reduce the gap in student achievement for any student group for two consecutive years as required by KRS 158.649. Likewise, operational definitions for each required planning component can be found on page 2 of the planning template.

For those schools operating a Title I Schoolwide Program, this plan meets the requirements of Section 1114 of the Every Student Succeeds Act as well as state requirements under 703 KAR 5:225. **No separate Schoolwide Program Plan is required**.

Requirements for Building an Improvement Plan

- The required goals for **elementary/middle schools** include the following:
  - State Assessment Results in reading and mathematics
  - State Assessment Results in science, social studies and writing
  - Achievement Gap
  - English Learner Progress
  - Quality of School Climate and Safety

- The required goals for **high schools** include the following:
  - State Assessment Results in reading and mathematics
  - State Assessment Results in science, social studies and writing
  - Achievement Gap
  - English Learner Progress
  - Quality of School Climate and Safety
  - Postsecondary Readiness
  - Graduation Rate

Alignment to Needs:

Results of the Phase Two needs assessment process should inform the development of the comprehensive school improvement plan. List the identified priorities below to be addressed in order to build staff capacity and increase student achievement.

Priorities/Concerns from Needs Assessment for Schools

List two or three of the greatest areas of weakness identified in question #5 of the Needs Assessment for Schools that will be thoroughly addressed in the strategies and activities outlined in this template.

- **32.6% of students with disabilities scored at proficiency in Reading and Math on KSA Spring 2023 test.**
- **Reading Proficiency Rate: 45.75%**
- **Science Proficiency Rate: 30%**
- **Social Studies Proficiency Rate: 40%**

Processes, Practices, or Conditions to be Addressed from Key Elements Template

List two or three of the processes, practices, or conditions identified on the School Key Elements Template that the school will focus its resources and efforts upon and thoroughly address in the strategies and activities outlined in this template.

KCWP 1: Design and Deploy Standards:

Millbrooke holds weekly PLC meetings to discuss Standards, lesson plans, and assessments to ensure curricular alignment. Teachers will be a part of looking at priority standards to ensure delivery and assessment measures provide for all pertinent information needs for students. We are checking lesson plans weekly to ensure they are aligned with state standards as well as the district pacing and identify high-quality instructional resources (HQIR). Intentional conversations are taking place during PLCs to ensure that standards are being taught at the correct pace with a focus on Priority Standards. Teachers discuss student progress and maintain accurate records to review skills as needed. The Plan-Do-Study-Act model is followed during PLC. Teachers reflect on where they currently are in the plan and where their next steps are. Time is given to reflect on formative, summative, and interim assessments given to students. Teachers need to look a little closer at assessments during PLC time to understand where they are going, where they currently are, and how they can close the gap. Teachers are a part of teaching cycles where they work with the Curriculum specialist to ensure that they are checking for student attainment of knowledge as indicated by the Kentucky Academic Standards. Teachers also monitor reading levels by administering the MAP assessment in order to determine which students would be identified as needing a Reading Improvement Plan. In addition, teachers monitor student reading levels by using the HMH Growth Measure Assessment. Vertical PLCs allow teachers to review skills and curricula that build upon one another in order to close gaps in certain areas. Time is given to content teachers across grade levels to compare strategies and data. After these conversations, we will ensure effective communication guides instructional planning and student grouping. Provide the students opportunities to unpack standards.

KCWP 2: Design and Deliver Instruction:

The instructional leadership team has scheduled to follow to "push" into classrooms weekly and provide feedback. While using the "push" schedule leadership looks for things that have been targeted as areas that need work as indicated by district feedback. The district will also conduct instructional walkthroughs of our classrooms and provide feedback. The instructional leadership team takes time each week to review classrooms visited and collaborate to discuss what is seen in the classroom with standards, learning targets, and assessment measures in their design and delivery. There is a need for some teachers to improve in this area. Feedback is shared with those teachers using the Danielson Framework. Monitoring measures are in place through the RTI system and specially designed instruction. This includes our special education population and how they are serviced as well as monitored. Data is shared through our MTSS meetings and within the special education department. Students who show a continued need for help are also offered tutoring through Extended School Services (ESS).

 Each month all teachers are given a high-yield instructional practice to implement in their classroom and are then asked to share out those strategies and how the instruction impacted learning during weekly PLCs. The school implements the CCPS Instructional Framework making sure that the following are used in lesson planning; authentic learning, differentiated learning, student engagement, technology, 21st century learning techniques, authentic learning experiences, and supportive learning environments. A lesson plan checklist is utilized to check for highly effective planning. During the PLC meeting both vertically and grade level-wise, item analysis methods will be in place in order to evaluate instructional effectiveness and determine if instructional adjustments need to be made.

The principal meets monthly with the student voice group to discuss any strategies and areas of improvement to receive student feedback.

Indicator Scores
List the overall scores of status and change for each indicator.

Indicator	Status	Change
State Assessment Results in reading and mathematics	63.5	0.3
State Assessment Results in science, social studies and writing	63.4	0.3
English Learner Progress	N/A	N/A
Quality of School Climate and Safety	68.9	-0.8
Postsecondary Readiness (high schools and districts only)	N/A	N/A
Graduation Rate (high schools and districts only)	N/A	N/A

1: State Assessment Results in Reading and Mathematics

Goal 1: By May 2026 and evidenced through state summative assessment results, Millbrooke Elementary School will increase the percentage of students scoring proficient/distinguished in reading and mathematics, across the school's grade spans, as follows:

Reading- Increase the number of students scoring proficient or above in reading from 45% to 61.5%.

Math- Increase the number of students scoring proficient or above in Math from 47% to 66%:

Objective	Strategy	Activities	Measure of Success	Progress Monitoring	Funding
Objective 1 2024 Increase the percentage of 3rd-6th grade students scoring proficient or above in **Reading** from 45% to 50.5% as measured by state testing.	KCWP 1: Design and Deploy Standards KCWP 2: Design and Deliver Instruction KCWP 3: Design and Deliver Assessment KCWP 4: Review, Analyze, and Interpret Data	Teacher active participation in weekly content-focused PLCs following the PDSA model. Monthly Vertical PLCs will serve as a formative analysis of student work allowing teachers to discuss levels of student work, identify possible explanations for student performance, and determine options for adjusting and strengthening instruction.	All students at Millbrooke Elementary will be able to successfully complete classwork on or above grade level.	MAP data(3Xs a year), data tracker review of data tracker monthly at PLC meetings	Grant Funded; KDE Supported(Title I) Instructional Budget Title II General Fund KYCL Grant
		Implementation of the District Response to Intervention Plan to identify Reading and Math Tier 2 and 3 students and to provide academic support through intentional scheduling. MTS: Intervention and Enrichment opportunities are provided during SURGE time through 6-week RTI/Data chats with teachers. A Lesson Plan Checklist will be utilized each week to monitor and provide feedback to teachers on standards-aligned, differentiated, and RTI instruction. Ongoing training that centers around the Into Reading Program.			
		Teachers to discuss levels of student work, identify possible explanations for student performance, and determine options for adjusting and strengthening instruction. Implementation of the District Response to Intervention Plan			

Goal 1: By May 2026 and evidenced through state summative assessment results, Millbrooke Elementary School will increase the percentage of students scoring proficient/distinguished in reading and mathematics, across the school's grade spans, as follows:
Reading- Increase the number of students scoring proficient or above in reading from 45% to 61.5%.
Math- Increase the number of students scoring proficient or above in Math from 47% to 66%:

Objective	Strategy	Activities	Measure of Success	Progress Monitoring	Funding
Objective 2 **Math** from 47% to 53.3% as measured by state testing.		to identify Reading and Math Tier 2 and 3 students and to provide academic support through intentional scheduling.	All students at Millbrooke Elementary will be able to successfully complete classwork on and above grade level.	MAP data(3Xs a year), data tracker review of data tracker monthly at PLC meetings	Grant Funded; KDE Supported(Title I) Instructional Budget Title II General Fund KYCL Grant

Goal 1: By May 2026 and evidenced through state summative assessment results, Millbrooke Elementary School will increase the percentage of students scoring proficient/distinguished in reading and mathematics, across the school's grade spans, as follows:
Reading- Increase the number of students scoring proficient or above in reading from 45% to 61.5%.
Math- Increase the number of students scoring proficient or above in Math from 47% to 66%:

Objective	Strategy	Activities	Measure of Success	Progress Monitoring	Funding
		MTSS: Intervention and Enrichment opportunities are provided during SURGE through 6-week RTI/Data chats with teachers. A Lesson Plan Checklist will be utilized each week to monitor and provide feedback to teachers on standards-aligned, differentiated, and instruction through RTI			

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

Goal 2 Goal 2:By May 2026 and evidenced through state summative assessment results, Millbrooke Elementary School will increase the percentage of students scoring proficient/distinguished in Science, Social Studies, and Writing, across the school's grade spans, as follows:

Science: Increase the number of students scoring proficient or above in Science from 30% to 33.5%

Writing: Increase the number of students scoring proficient or above in writing from 59.0% to 63.7%

Social Studies: Increase the number of students scoring proficient or above in Social Studies from 41% to 65.3%

Objective	Strategy	Activities	Measure of Success	Progress Monitoring	Funding
Objective 1: By Spring 2024, Millbrooke Elementary will increase the number of students scoring proficient /distinguished in **Science** from 30% to 32%.	KCWP 1: Design and Deploy Standards	Teacher active participation in weekly content-focused PLCs following the PDSA model.	All students at Millbrooke Elementary will be able to successfully complete classwork on or above grade level.	MAP data(3Xs a year), data tracker review of data tracker monthly at PLC meetings	Grant Funded; KDE Supported(Title I) Instructional Budget Title II General Fund KYCL Grant
	KCWP 2: Design and Deliver Instruction	Monthly Vertical PLCs will serve as a formative analysis of student work allowing teachers to discuss levels of student work, identify possible explanations for student performance, and determine options for adjusting and strengthening instruction.			
	KCWP 4: Review, Analyze, and Interpret Data	Implementation of the District Response to Intervention Plan to identify Reading and Math Tier 2 and 3 students and to provide academic support through intentional scheduling.			
		MTSS: Intervention and Enrichment opportunities are provided during SURGE time through 6-week RTI/Data chats with teachers. A Lesson Plan Checklist will be utilized each week to monitor and provide feedback to teachers on standards-aligned, differentiated, and RTI instruction.			
Objective 2: By Spring 2024, Millbrooke Elementary will increase the number of students scoring proficient /distinguished in **Writing** from 30% to 35%.	KCWP 1: Design and Deploy Standards	Teacher active participation in weekly content-focused PLCs following the PDSA model.	All students at Millbrooke Elementary will be able to successfully complete classwork on or above grade	Common assessments, data tracker review of data tracker monthly at PLC meetings	Grant Funded; KDE Supported(Title I) Instructional Budget Title II General Fund
	KCWP 2: Design and Deliver Instruction	Monthly Vertical PLCs will serve as a formative analysis of student work allowing teachers to discuss levels of student work, identify possible explanations for student performance, and determine options			

Goal 2 Goal 2:By May 2026 and evidenced through state summative assessment results, Millbrooke Elementary School will increase the percentage of students scoring proficient/distinguished in Science, Social Studies, and Writing, across the school's grade spans, as follows:

Science: Increase the number of students scoring proficient or above in Science from 30% to 33.5%

Writing: Increase the number of students scoring proficient or above in writing from 59.0% to 63.7%

Social Studies: Increase the number of students scoring proficient or above in Social Studies from 41% to 65.3%

Objective	Strategy	Activities	Measure of Success	Progress Monitoring	Funding
		for adjusting and strengthening instruction.	level.		
	KCWP 4: Review, Analyze, and Interpret Data	Implementation of the District Response to Intervention Plan to identify Reading and Math Tier 2 and 3 students and to provide academic support through intentional scheduling.			
		MTSS: Intervention and Enrichment opportunities are provided during SURGE time through 6 week RTI/Data chats with teachers. A Lesson Plan Checklist will be utilized each week to monitor and provide feedback to teachers on standards-aligned, differentiated, and RTI instruction.			
Objective 3: By Spring 2024, Millbrooke Elementary will increase the number of students scoring proficient /distinguished in **Social Studies** from 41% to 49.1%.	KCWP 1: Design and Deploy Standards	Teacher active participation in weekly content-focused PLCs following the PDSA model.	All students at Millbrooke Elementary will be able to successfully complete classwork on or above grade level.	Common assessments, data tracker review of data tracker monthly at PLC meetings	Grant Funded; KDE Supported(Title I) Instructional Budget Title II General Fund KYCL Grant
	KCWP 2: Design and Deliver Instruction	Monthly Vertical PLCs will serve as a formative analysis of student work allowing teachers to discuss levels of student work, identify possible explanations for student performance, and determine options for adjusting and strengthening instruction.			
	KCWP 4: Review, Analyze, and Interpret Data	Implementation of the District Response to Intervention Plan to identify Reading and Math Tier 2 and 3 students and to provide academic support through intentional scheduling. MTSS: Intervention and Enrichment opportunities are provided during SURGE time through 6-week RTI/Data chats with			

Goal 2 Goal 2:By May 2026 and evidenced through state summative assessment results, Millbrooke Elementary School will increase the percentage of students scoring proficient/distinguished in Science, Social Studies, and Writing, across the school's grade spans, as follows:

Science: Increase the number of students scoring proficient or above in Science from 30% to 33.5%

Writing: Increase the number of students scoring proficient or above in writing from 59.0% to 63.7%

Social Studies: Increase the number of students scoring proficient or above in Social Studies from 41% to 65.3%

Objective	Strategy	Activities	Measure of Success	Progress Monitoring	Funding
		teachers. A Lesson Plan Checklist will be utilized each week to monitor and provide feedback to teachers on standards-aligned, differentiated, and RTI instruction.			

3: Achievement Gap

KRS 158.649 requires the school-based decision-making (SBDM) council, or the principal if no council exists, to set the school's yearly targets for eliminating any achievement gap. The targets should be established with input from parents, faculty, and staff and submitted to the superintendent for consideration and the local board of education for adoption. In addition to being a statutory requirement, intentionally focusing on the achievement gaps that exist among a school's underserved student populations is also a vital component of the continuous improvement process. Schools should use a variety of measures and analysis when conducting its review of its achievement gaps, including a review of the school's climate and culture. Schools are not required to establish long-term achievement gap goals; however, schools must establish yearly targets (objectives).

Objective	Strategy	Activities	Measure of Success	Progress Monitoring	Funding
Objective 1 By Spring 2024 Millbrooke Elementary will reduce the percentage of **students with disabilities** scoring novice in Reading from 49% to 44%.	KCWP 1: Design and Deploy Standards KCWP 2: Design and Deliver Instruction KCWP 4: Review, Analyze, and Interpret Data	Teacher active participation in weekly content-focused PLCs following the PDSA model. Monthly Vertical PLCs will serve as a formative analysis of student work allowing teachers to discuss levels of student work, identify possible explanations for student performance, and determine options for adjusting and strengthening instruction. Implementation of the District Response to Intervention Plan to identify Reading and Math Tier 2 and 3 students and to provide academic support through intentional scheduling. MTSS: Intervention and Enrichment opportunities are provided during SURGE time through 6-week RTI/Data chats with teachers. A Lesson Plan Checklist will be utilized each week to monitor and provide feedback to teachers on standards-aligned, differentiated, and RTI instruction. Monthly meetings with the Special Education department and district	All students at Millbrooke Elementary will be able to complete classwork on or above grade level.	MAP data(at least 2Xs a year), data tracker review of data tracker monthly at PLC meetings	Grant Funded; KDE Supported(Title I) Instructional Budget Title II General Fund KYCL Grant

Objective	Strategy	Activities	Measure of Success	Progress Monitoring	Funding
		consultant.			
Objective 2 By Spring 2024 Millbrooke Elementary will reduce the percentage of **students with disabilities** scoring novice in Math from 68% to 63%.	KCWP 1: Design and Deploy Standards KCWP 2: Design and Deliver Instruction KCWP 4: Review, Analyze, and Interpret Data	Teacher active participation in weekly content-focused PLCs following the PDSA model. Monthly Vertical PLCs will serve as a formative analysis of student work allowing teachers to discuss levels of student work, identify possible explanations for student performance, and determine options for adjusting and strengthening instruction. Implementation of the District Response to Intervention Plan to identify Reading and Math Tier 2 and 3 students and to provide academic support through intentional scheduling. MTSS: Intervention and Enrichment opportunities are provided during SURGE time through 6-week RTI/Data chats with teachers. A Lesson Plan Checklist will be utilized each week to monitor and provide feedback to teachers on standards-aligned, differentiated, and RTI instruction. Monthly meetings with the Special Education department and district consultant.	All students at Millbrooke Elementary will be able to complete classwork on or above grade level.	MAP data(at least 2Xs a year), data tracker review of data tracker monthly at PLC meetings	Grant Funded; KDE Supported(Title I) Instructional Budget Title II General Fund KYCL Grant

4: English Learner Progress

Goal 4 (State your English Learner goal.): 4: By May 2026 and evidenced through state summative assessment results, Millbrooke Elementary School will increase the percentage of students scoring proficient/distinguished with
our English learners in Reading from 31% to 59.7%

Objective	Strategy	Activities	Measure of Success	Progress Monitoring	Funding
Objective 1 By Spring 2024, Millbrooke Elementary will increase the percentage of **English Learners** scoring proficient/distinguished in Reading from 31 % to 35 %.	KCWP 1: Design and Deploy Standards KCWP 2: Design and Deliver Instruction KCWP 4: Review, Analyze, and Interpret Data	Teacher active participation in weekly content-focused PLCs following the PDSA model. Monthly Vertical PLCs will serve as a formative analysis of student work allowing teachers to discuss levels of student work, and identify possible explanations for student performance, and determine options for adjusting and strengthening instruction. Implementation of the District Response to Intervention Plan to identify Reading and Math Tier 2 and 3 students and to provide academic support through intentional scheduling. MTSS: Intervention and Enrichment opportunities are provided during SURGE time through 6-week RTI/Data chats with teachers. A Lesson Plan Checklist will be utilized each week to monitor and provide feedback to teachers on standards-aligned, differentiated, and RTI instruction. Weekly work with the ESL teacher	All EL students at Millbrooke Elementary will be able to successfully score a 4.5 or higher on the yearly ACCESS test.	MAP data(at least 2Xs a year), data tracker review of data tracker monthly at PLC meetings	Title III General Fund KYCL Grant

5: Quality of School Climate and Safety

Goal 5 By May 2026 and evidenced through state summative assessment results, Millbrooke Elementary School will increase the overall index of the Quality of School Climate and Safety from 68.9(Low Orange Status) to 89 (Very High Blue Status):

Objective	Strategy	Activities	Measure of Success	Progress Monitoring	Funding
Objective 1 By May 2024, Millbrooke Elementary School will increase the overall index from 68.1(Low Orange Status) to 77.0 (Blue status)	KCWP 6: Establish Learning Culture and Environment	Monthly meetings with the student advisory committee. Monthly surveys pushed out and reviewed with students in January, February, and March. Data rollout to faculty and staff to ensure necessary adjustments are made after review of survey data. Monthly safety drills are conducted. Work with FRC to hold assemblies to promote safety and kindness to other.	All students at Millbrooke Elementary feel that the climate and safety is acceptable.	Monthly surveys to be pushed out and reviewed with students in January, February, and March.	General Fund Safe Schools Grants School Security Grant Funds

Addendum for Schools Identified for Targeted or Comprehensive Support

In accordance with 703 KAR 5:280, a school improvement plan means the plan created by schools identified for targeted support and improvement (TSI) or additional targeted support and improvement (ATSI) pursuant to KRS 160.346(4)-(5) and embedded in the comprehensive school improvement plan required pursuant to 703 KAR 5:225. A turnaround plan means the plan created by schools identified for comprehensive support and improvement (CSI) pursuant to KRS 160.346(8)(g) and embedded in the comprehensive school improvement plan required pursuant to 703 KAR 5:225.

All TSI/ATSI improvement plans and CSI turnaround plans are required to address all components of the comprehensive school improvement plan (CSIP), including all diagnostics associated with the development of that plan, as well as additional specific requirements. The following pages outline specific requirements to be addressed by identified schools that must be embedded in the strategies and activities detailed within the indicator goals developed throughout the previous pages of this goal template. Evidence-based practices and activities chosen to address any goal area or additional requirement must be informed by the Needs Assessment for Schools and feedback from any on-site review conducted by the Kentucky Department of Education (KDE).

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

TSI schools (including ATSI schools) must embed their subgroup(s) plan for improvement within their CSIPs. TSI stakeholders, including the principal and other school leaders, teachers, and parents, should carefully consider what must be done to ensure the subgroup(s) perform(s) at high levels in the state accountability system. In addition to identifying strategies and activities within the CSIP that address the specific needs of underperforming groups, provide narrative information regarding the additional requirements for TSI schools in the following chart:

Components of Turnaround Leadership Development and Support:
Consider: How will you ensure that school leadership has or develops the skills and disposition to achieve accelerated, meaningful, and sustainable increases in student achievement for underperforming subgroups? **Response:** 1. Attending monthly Instructional Leadership Team Meetings (ILT). Instructional Leadership Team meetings will feature a dedicated workspace and time for the Special Education department to work with principals and leadership teams around new and/or existing strategies and methods to ensure our students with disabilities receive the latest evidence-based instruction. In addition, work time and collaboration time will be provided each month during ILT meetings. 2. Monthly meetings with the administration and the assigned special education consultant and/or DoSE will be held to discuss building-level concerns, education on issues, and or specialized information about students with disabilities will be shared. 3. Attending monthly CCPS Equity Committee meetings to learn and apply equity practices for students with disabilities.

Identification of Critical Resources Inequities:
Consider: Describe the process used to review the allocation and use of resources (people, time, and money), any resource inequities that were identified that may contribute to underperformance, and how identified resource inequities will be addressed. **Response:** Through an examination of resource inequities, it was discovered that there was not enough support for evidence-based practices for our Special Education teachers. As a result, it could be that our special education population underperformed in KSA and did not meet performance expectations. To remedy this situation, special education staff will have more access to the Special Education Consultants. The Consultant will be available to special education staff weekly. During this time together, the Consultant will coach, monitor observe, and provide classroom support to Special Education teachers related to evidence-based practices for students with disabilities.

Additional Actions That Address the Causes of Consistently Underperforming Subgroups of Students
Consider: Describe the process used to review the learning culture related to your targeted subgroup(s) and any additional actions that were determined to address the causes of underperformance. **Response:** The process used to review the learning culture related to Special Education was an examination of observations, resources, and student work. As a result, it was found that students in resource settings were less likely to have access to standards-based instruction and assessments, which could have been a contributing factor to the special education student's underperformance on KSA. As a result, the following actions will be implemented to ensure students with disabilities have access to grade level standards instruction and are assessed used assessments aligned to grade-level assessments: Engage Special Education teachers in PLCs and other professional learning to develop their capacity to teach and assess grade-level standards Conduct observations of students with disabilities will include analysis of instructional and assessment tasks, with an expectation there should be a balance of IEP skills and grade-level work

Implement standards-based benchmark/MAP assessments 3x per year to monitor and inform student learning

Establish and regularly utilize "assessment buddies" to ensure approved assessment accommodations are provided for each student

Targeted Subgroups and Evidence-Based Interventions:

Consider: Identify the areas of need revealed by the analysis of academic and non-academic data that will be addressed through CSIP activities for your targeted subgroup(s). What evidence-based practice(s) will the school incorporate that specifically targets the subgroup(s) achievement that contributed to the TSI identification? How will we monitor the evidence-based practice to ensure it is implemented with fidelity?

Response:

The area of need revealed by the analysis of academic and non-academic data that is addressed through CSIP activities is reading proficiency for our Special Education population. The evidence-based practice that will target reading for our students with disabilities is

Complete the table on the next page to document the evidence that supports the Activities outlined in this plan. Additional rows may be added to accommodate additional pieces of evidence.

TSI/ATSI Evidence-based Practices

The Every Student Succeeds Act (2015) created new expectations for evidence-based decision making at school and district levels. More specific information regarding evidence-based practices (EBP) and requirements can be found on the Kentucky Department of Education's Evidence-based Practices website. While evidence documentation in the CSIP is only required for schools identified for Targeted Support and Improvement (TSI) including Additional Targeted Support and Improvement (ATSI) and Comprehensive Support and Improvement (CSI), KDE encourages all school leaders to review evidence related to new programs, practices, or interventions being implemented in the school. In addition to documenting the evidence below, TSI, ATSI and CSI schools are expected to upload a description of their evidence review process, the findings of their evidence review, and a discussion of the local implications into the CIP.

Specific directions regarding documentation requirements for each chosen EBP can be found in the "Compliance Requirements" resource available on KDE's Evidence-based Practices website. Marking the "Uploaded in CIP" box indicates that you have uploaded required documentation along with this goal template into the platform.

Complete the table below to document the evidence that supports the Activities outlined in this plan. Additional rows may be added to accommodate additional pieces of evidence.

Evidence-based Activity	Evidence Citation	Uploaded in CIP
Train staff to implement inductive teaching strategies.	Hattie, J. (2009). Visible Learning: a synthesis of over 800 meta-analyses relating to achievement. Routledge: New York, NY.	☒
Evidence-based instructor practices: Train staff on teaching self-efficacy to students	Fisher, et al., 2016; Mathisen & Bronnick, 2009; Silver & Stafford, 2017	☐
		☐
		☐
		☐

Challenge: The lack of systems in creating high quality instruction in the resource setting as well as collaborative teaching between the general education teachers and the special education teachers.

Evidence Citation: Miller, C., & Oh, K. (2013). The Effects of Professional Development on Co-Teaching for Special and General Education Teachers and Students. Journal of Special Education Apprenticeship, 2(1).

Estimated Evidence Level: This study is level 4(Demonstrates a Rationale)

Study Discussion: The study cited was conducted in a public middle school in California with 13% of their students receiving special education services, which is similar to our special education population. This study showed trends and data to support the theory that co-teach could benefit students. Millbrooke Elementary will utilize strategies suggested by The Effects of Professional Development on Co-Teaching for Special and General Education Teachers and Students from the Journal of Special Education Apprenticeship. Some strategies we will implement are- collect and analyze data, increase levels of rigor and reliability, and learn the basics of co-teaching. This could include, but is not limited to at risk or gifted groups of students. This process for Millbrooke Elementary started in the summer August 22023 with professional development around effective co-teaching. This will continue throughout the school year when meeting with teachers during PLCs, monthly meetings, and data analysis. This will be monitored through the RTI process by certified teachers, classified staff, school counselors, and the instructional leadership team.

Intervention	Outputs	Short-term Outcomes (0-1 year)	Mid-term Outcomes (2-3 years)	Long-term Outcomes (4+ years)	Monitoring Data

The Leadership Team will complete training on effective co-teaching between general educators and special educators as outlined in the study above. Additional support will be embedded throughout the year. Millbrooke Elementary School is partnering with KDE and The University of Louisville's Center for Instructional and Behavioral Research in Schools (CIBRS) organization. CIBRS provides assistance in the basics of effective instruction and classroom management that formulate the universal level of PBIS and RTI in the school and classroom. CIBRS is structured to provide state-wide access to support with the emphasis on creating an infrastructure toward sustainability and capacity building. Each instructional staff member will be required to attend training. Millbrooke Elementary will establish a fundamental process to ensure ongoing professional development in the area of best practice/high yield instructional strategies to aid in effective co-teaching. The Instructional Leadership Team will create a monitoring system to ensure recommendations are implemented effectively and with fidelity. All relevant issues of the school will be examined. Data will be closely monitored by the team to ensure adequate progress is achieved. Components of the	Administration/teachers will use the PDSA model through the PLC platform, instructional leadership team meetings, professional development, and curriculum development and design.	Increase teacher knowledge of KAS Increase staff understanding and use of systems and how effective they are when utilized often (PDSA) Increase reading and math fluency with our students with disabilities Exit TSI status Decrease the number of students with disabilities scoring novice on KSA reading and math	Increase the number of students with disabilities scoring proficient or distinguished on KSA in reading and math Decrease the number of students requiring Tier 2 or 3 interventions Development and implementation of a long term and short PDSA cycle to assess various systems in place, i.e., PBIS, mastery of standards, etc	Increase effectiveness of strong core Tier 1 instruction Increase the number of students who are on grade level or above on reading and/or math skills	Professional Development Plan and sign-in sheets Lesson plans MAP Assessment MAP Fluency Assessment IXL Assessment MasterConnect Assessment in grades 3-6 KSA reading and math

monitoring system include the following:					
● Agendas with next steps ● 30/60/90 plans to organize in manageable steps ● Plus/Deltas for feedback and reflection ● Establishing roles and responsibilities throughout the organization ● Walkthrough and observations with specific, timely feedback around the implementation of the above.					

Dr. Martin Luther King, Jr. Elementary - Comprehensive School Improvement Plan (CSIP)

Rationale

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

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

Please note that the objectives (short-term targets) set by your school under the Achievement Gap section of this planning template will be used by the district's superintendent to determine whether or not your school met its targets to reduce the gap in student achievement for any student group for two consecutive years as required by KRS 158.649. Likewise, operational definitions for each required planning component can be found on page 2 of the planning template.

For those schools operating a Title I Schoolwide Program, this plan meets the requirements of Section 1114 of the Every Student Succeeds Act as well as state requirements under 703 KAR 5:225. **No separate Schoolwide Program Plan is required**.

Requirements for Building an Improvement Plan

- The required goals for **elementary/middle schools** include the following:
  - State Assessment Results in reading and mathematics
  - State Assessment Results in science, social studies and writing
  - Achievement Gap
  - English Learner Progress
  - Quality of School Climate and Safety

- The required goals for **high schools** include the following:
  - State Assessment Results in reading and mathematics
  - State Assessment Results in science, social studies and writing
  - Achievement Gap
  - English Learner Progress
  - Quality of School Climate and Safety
  - Postsecondary Readiness
  - Graduation Rate

Alignment to Needs:

Results of the Phase Two needs assessment process should inform the development of the comprehensive school improvement plan. List the identified priorities below to be addressed in order to build staff capacity and increase student achievement.

Priorities/Concerns from Needs Assessment for Schools

List two or three of the greatest areas of weakness identified in question #5 of the Needs Assessment for Schools that will be thoroughly addressed in the strategies and activities outlined in this template.

79% of African American students are performing below proficiency in Reading.

79% of African American students are performing below proficiency in Mathematics.

85% of students with disabilities are performing below proficiency in Reading

92% of students with disabilities are performing below proficiency in Math.

Processes, Practices, or Conditions to be Addressed from Key Elements Template

List two or three of the processes, practices, or conditions identified on the School Key Elements Template that the school will focus its resources and efforts upon and thoroughly address in the strategies and activities outlined in this template.

KCWP 2: Design and Deliver Instruction   Christian County Public Schools has adopted Into Reading, a comprehensive reading program that includes phonemic awareness, phonics, vocabulary, comprehension, and fluency instruction. MLK is implementing Into Reading with fidelity in grades K-6th. MLK's math teachers are implementing Eureka Math. Eureka math is a holistic curriculum that carefully sequences mathematical progression. At MLK, we would like to ensure ongoing professional development in the area of best practice/high yield instructional strategies to aid in curricular adjustments when students fail to meet mastery. Reading teachers tend to receive more ongoing professional development than other subject areas. MLK would like to ensure that students understand the success criteria within each learning target. (Our learning target for today is _____, and we will know we are successful when we)_____.") MLK would like to increase collaboration in deconstructing standards and developing congruent learning targets.

KCWP 4: Review, Analyze and Apply Data   MLK follows the PDSA PLC protocol for analyzing data. Teachers have data meetings with the principal and curriculum specialist to discuss current data. Also, there are RTI meetings with the interventionist to discuss student progress or additional supports needed. In regards to the Special Education students, we would like to ensure assessment results are developmentally appropriate to meet the needs of the students. We would also like to ensure assessment data used benefit student learning

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Indicator Scores

List the overall scores of status and change for each indicator.

Indicator	Status	Change
State Assessment Results in reading and mathematics	45.7	0.3
State Assessment Results in science, social studies and writing	39.4	-0.2
English Learner Progress	N/A	N/A
Quality of School Climate and Safety	75.8	8.9
Postsecondary Readiness (high schools and districts only)	N/A	N/A
Graduation Rate (high schools and districts only)	N/A	N/A

1: State Assessment Results in Reading

Goal 1 (State your reading goal.): **MLK, Jr Elementary will increase the number of students scoring proficient or above in Reading from 28% as measured on Spring 2023 KSA to 39% by Spring 2024 as determined by Kentucky Standards Assessment.**

Objective	Strategy	Activities	Measure of Success	Progress Monitoring	Funding
Objective 1 - The percentage of students scoring proficient or distinguished in reading on KSA will increase from 28% in 2023 to 39% in 2024.	**KCWP 2: Design and Deliver Instruction**	Establish a schoolwide process for using Plan, Do, Study, Act (PDSA) within Professional Learning Communities (PLCs) to ensure: ● Alignment between standards, learning targets, success criteria, tasks, and assessments with fidelity in instructional delivery ● Collaborative learning/planning to ensure curricular alignment ● Data analysis of student work and progress monitoring to evaluate instructional effectiveness Implement guaranteed viable reading curriculum through the use of a HQIR aligned to Kentucky Academic Standards. ● Standards deconstruction including daily learning targets ● Aligned and rigorous instruction, including Tier 2-3 instruction ● Aligned formative and summative assessments ● Paced with accuracy using HMH Into Reading Ensure ongoing professional learning and coaching in the areas of high yield instructional strategies to aid in differentiated learning when students fail to reach mastery:	Progress toward annual objective monitored through disaggregated student data Curriculum documents for reading Professional Learning Plan includes targeted learning opportunities for KAS, Into Reading, MAP Fluency Materials to ensure adequate, reliable resources for reading and math instruction. PLC protocols to ensure analysis of student mastery of KAS Classroom learning walk thru data and feedback to ensure expectations and fidelity MAP Growth & MAP Fluency Scores Progress Monitoring Scores	Teacher Coaching Plan PDSA (weekly by School Leadership Team) MLK 23-24 Scorecard will be monitored and updated (monthly by School Leadership Team) PLC Agendas & Minutes (weekly by School Leadership Team) Professional Learning Session Agendas (as needed by School Leadership Team) Content Area Vertical Planning Agendas & Minutes (monthly by School Leadership Team) Students with reading goals will be progress monitored weekly to determine if they are making progress towards meeting their goal. MAP Growth data will be reviewed 3 times each year to determine students that need reading plan goals.	No funding

Goal 1 (State your reading goal.): **MLK, Jr Elementary will increase the number of students scoring proficient or above in Reading from 28% as measured on Spring 2023 KSA to 39% by Spring 2024 as determined by Kentucky Standards Assessment.**

Objective	Strategy	Activities	Measure of Success	Progress Monitoring	Funding
		- HMH Into Reading - Formative Assessment - MAP Fluency - MLK New Teacher Coaching Plan - Ensure that students who score below the 30th percentile on MAP Growth receive individualized instruction that matches the goals of their reading plan.			
	KCWP 4: Review, Analyze and Apply Data	Implementation of a **Novice Reduction Plan** to include: - Name and Claim "Bubble Students" - District KSA-like Scrimmages (Mastery Connect) in Fall & Winter 2023 and Spring 2024 - Intentional PLCs to ensure standards-aligned lessons and assessments - Targeted small group and spiral teaching opportunities - ESS with a focus on Bubble Students - KSA Testing Strategies (Blueprints, rubrics, school-wide response strategies, etc.) - Ongoing teacher professional development based on assessments, walkthroughs, and other school-wide trend data.	MAP Goal Setting (2nd-6th Grade using Linking Study for Project) CCPS KSA Calculator to monitor monthly module assessments & Scrimmages ESS attendance PLC agendas and minutes Mastery Connect Data Analysis	CCPS Growth Day Name and Claim data analysis (11/6/23) CCPS KSA-like Scrimmages (Fall/Winter/Spring) Mastery Connect data analysis Scorecard will be monitored and updated (monthly by Instructional Leadership Team) PLC Agendas & Minutes (3x per year by School Leadership Team) Content Area Vertical Planning Agendas & Minutes	No funding

2. State Assessment Results in Mathematics

Goal 2 (State your math goal.): **MLK, Jr Elementary will increase the number of students scoring proficient or above in Math from 26% as measured on Spring 2023 KSA to 40.4% by Spring 2024 as determined by Kentucky Standards Assessment.**

Objective	Strategy	Activities	Measure of Success	Progress Monitoring	Funding
Objective 1: The percentage of students scoring proficient or distinguished in math on KSA will increase from 26% in 2023 to 40.4% in 2024.	**KCWP 2: Design and Deliver Instruction**	Establish a schoolwide process for using Plan, Do, Study, Act (PDSA) within Professional Learning Communities (PLCs) to ensure: • Congruence between standards, learning targets, tasks, and assessments with fidelity in instructional delivery • Collaborative learning/planning to ensure curricular alignment • Data analysis of student work and progress monitoring to evaluate instructional effectiveness Implement guaranteed viable math curriculum through the use of a HQIR aligned to Kentucky Academic Standards. • Standards deconstruction including daily learning targets and success criteria • Aligned and rigorous instruction, including Tier 2-3 instruction • Aligned formative and summative assessments • Use of Hattie's Direct Instruction model • Paced with accuracy using Eureka Math	Progress toward annual objective monitored through disaggregated student data Curriculum documents for math Professional Learning Plan includes targeted learning opportunities for KAS, Direct Instruction, Eureka Math Materials to ensure adequate, reliable resources for reading and math instruction. PLC protocols to ensure analysis of student mastery of KAS Classroom learning walk thru data and feedback to ensure expectations and fidelity	Teacher Coaching Plan PDSA (weekly by School Leadership Team) MLK 23-24 Scorecard will be monitored and updated (monthly by School Leadership Team) PLC Agendas & Minutes (weekly by School Leadership Team Professional Learning Session Agendas (as needed by School Leadership Team) Content Area Vertical Planning Agendas & Minutes (monthly by School Leadership Team)	No funding

Goal 2 (State your math goal.): **MLK, Jr Elementary will increase the number of students scoring proficient or above in Math from 26% as measured on Spring 2023 KSA to 40.4% by Spring 2024 as determined by Kentucky Standards Assessment.**					
Objective	**Strategy**	**Activities**	**Measure of Success**	**Progress Monitoring**	**Funding**
		Ensure ongoing professional learning and coaching in the areas of high yield instructional strategies to aid in differentiated learning when students fail to reach mastery: ● Eureka Math ● Formative Assessment ● Manipulatives ● MAP Learning Continuum ● Direct Instruction ● MLK New Teacher Coaching Plan			
	KCWP 4: Review, Analyze and Apply Data	Implementation of a **Novice Reduction Plan** to include: ● Name and Claim "Bubble Students" ● District KSA-like Scrimmages (Mastery Connect) in Fall & Winter 2023 and Spring 2024 ● Intentional PLCs to ensure standards-aligned lessons and assessments ● Targeted small group and spiral teaching opportunities ● ESS with a focus on Bubble Students ● KSA Testing Strategies (Blueprints, rubrics, school-wide response strategies, etc.) ● Ongoing teacher professional development based on assessments, walkthroughs, and other school-wide trend data.	MAP Goal Setting (2nd-6th Grade using Linking Study for Project) CCPS KSA Calculator to monitor monthly module assessments & Scrimmages ESS attendance PLC agendas and minutes Mastery Connect Data Analysis	CCPS Growth Day Name and Claim data analysis (11/6/23) CCPS KSA-like Scrimmages (Fall/Winter/Spring) Mastery Connect data analysis Scorecard will be monitored and updated (monthly by Instructional Leadership Team) PLC Agendas & Minutes (3x per year by School Leadership Team) Content Area Vertical Planning Agendas & Minutes	No funding

3: State Assessment Results in Science, Social Studies and Writing

Goal 3 (State your science, social studies, and writing goal.): **MLK, Jr Elementary will increase the number of students scoring proficient or above in Science from 17% as measured on Spring 2023 KSA to 23%, SS from 23% to 46%, and On Demand from 15% to 22% by Spring 2024 as determined by Kentucky Standards Assessment.**

Objective	Strategy	Activities	Measure of Success	Progress Monitoring	Funding
Objective 1 The percent of students scoring proficient or higher in science will increase from 17% in 2023 to 23% in 2024 as measured by KSA.	**KCWP 2: Design and Deliver Instruction** **KCWP 4: Review, Analyze and Apply Data**	Through the PLC process teachers will receive training on how to read, annotate and deliver the standard to students.	Classroom Observation Lesson Plans	• Weekly classroom observation schedule (administrative team) • Weekly classroom monitoring tool (administration team)	Title I
		Teachers meet weekly with instructional coaches to determine focus standards for instruction.	Lesson Plans	• Weekly instructional feedback/scheduling form (instructional coaches and curriculum specialist)	Title I District Title
		Amplify Implementation: Science teachers will implement the Amplify curriculum as the new curriculum.	Lesson Plans Classroom Observations	• Weekly Amplify classroom observation checklist/feedback form (curriculum specialist)	General Fund Title I
		All science teachers will receive training from an Amplify representative, as well as online support from Amplify as needed.	After science teachers receive training, teachers will fully implement the curriculum using the online Amplify materials and Amplify kits.	• Weekly Eureka classroom observation checklist/feedback form (district instructional coach and administration team)	General Fund
Objective 2 The percent of students scoring proficient or higher in writing will increase from 15% in 2023 to 22% in 2024 as measured by KSA.		School Writing Coach will collaborate with the District Writing Coach to deliver On Demand Writing lessons. School Writing Coach will follow a monthly schedule to work with 5th Grade students to complete On Demand writing tasks.	Classroom Observation Lesson Plans Mastery Connect Data MAP Editing and Mechanics data	• Weekly classroom observation schedule (administration team) • Weekly classroom monitoring tool (administrative team)	District Funding (Becky Ginn)

| Goal 3 (State your science, social studies, and writing goal.): **MLK, Jr Elementary will increase the number of students scoring proficient or above in Science from 17% as measured on Spring 2023 KSA to 23%, SS from 23% to 46%, and On Demand from 15% to 22% by Spring 2024 as determined by Kentucky Standards Assessment.** |||||| |

Objective	Strategy	Activities	Measure of Success	Progress Monitoring	Funding
Objective 3 The percent of students scoring proficient or higher in social studies will increase from 23% in 2023 to 46% in 2024 as measured by KSA.		Through the PLC process teachers will receive training on how to read, annotate and deliver the standard to students. Social Studies Coach will collaborate with 5th Grade SS teacher to deliver aligned and rigorous instruction and assessment.	Classroom Observation Lesson Plans	• Weekly classroom observation schedule (administrative team) • Weekly classroom monitoring tool (administrative team)	Title 1 funding (Kim Mroch)

4. Achievement Gap

KRS 158.649 requires the school-based decision making (SBDM) council, or the principal if no council exists, to set the school's yearly targets for eliminating any achievement gap. The targets should be established with input from parents, faculty, and staff and submitted to the superintendent for consideration and the local board of education for adoption. In addition to being a statutory requirement, intentionally focusing on the achievement gaps that exist among a school's underserved student populations is also a vital component of the continuous improvement process. Schools should use a variety of measures and analysis when conducting its review of its achievement gaps, including a review of the school's climate and culture. Schools are not required to establish long term achievement gap goals; however, schools must establish yearly targets (objectives).

Objective	Strategy	Activities	Measure of Success	Progress Monitoring	Funding
Reading: African American students will reduce the percent scoring Novice on KSA reading from 41% Novice in 2022-23 to 35% Novice in 2023-24 as measured by the Kentucky Standards Assessment. Math: African American students will reduce the percent scoring Novice on KSA math from 42% Novice in 2022–23 to 36% Novice in 2023–24 as measured by the Kentucky Standards Assessment..	**KCWP 2: Design and Deliver Instruction** **KCWP 4: Review, Analyze and Apply Data**	Math MAP/Reading MAP - The teachers will learn how to use all the resources and reports from Math MAP and Reading MAP data to plan instruction for differentiation and to monitor growth.	Growth in Math Domains and Lexile Scores Data Tracking Document	Ongoing	Title I
		Create formative and summative assessments that are aligned to KAS standards.			
		Develop and clearly defined MTSS school wide process with checklists, and documentation tools, including such information as service frequency, intervention programs/strategies, SMART goal measurement, and progress monitoring checks.	Increase in percentile measured by progress monitoring data collected bi-monthly for tier 2 and weekly for tier 3 students	Ongoing	Title I
		Develop and deploy a PLC protocol with an effective cyclical process for standards deconstruction, designing of assessment measures, resources sharing and collaborative lesson creation, and analysis of data.	PLC Documents	Weekly PLC Cycle	Title I

5: English Learner Progress

Goal 5 (State your English Learner goal.): **Each EL student will progress at least two levels on the ACCESS assessment by May 2024.**

Objective	Strategy	Activities	Measure of Success	Progress Monitoring	Funding
Objective 1 Identify EL students and monitor their progress towards proficiency using formative assessments.	**KCWP 2: Design and Deliver Instruction**	Math MAP/Reading MAP - The teachers will learn how to use all the resources and reports from Math MAP and Reading MAP data to plan instruction for differentiation and to monitor growth.	Growth in Math Domains and Lexile Scores Data Tracking Document	Ongoing	Title I TItle III
		Create formative and summative assessments that are aligned to KAS standards.			
	KCWP 4: Review, Analyze and Apply Data	Explicitly connecting learning to prior knowledge and experience.			
		Utilize graphic organizers.			
		Develop and clearly defined MTSS school wide process with checklists, and documentation tools, including such information as service frequency, intervention programs/strategies, SMART goal measurement, and progress monitoring checks.	Increase in percentile measured by progress monitoring data collected bi-monthly for tier 2 and weekly for tier 3 students	Ongoing	
		Develop and deploy a PLC protocol with an effective cyclical process for standards deconstruction, designing of assessment measures, resources sharing and collaborative lesson creation, and analysis of data.	PLC Documents	Weekly PLC Cycle	

6: Quality of School Climate and Safety

Goal 6 (State your climate and safety goal.): **MLK Quality of School Climate and Safety indicator will increase from 75.8 in 2023 to 88 in 2024**

Objective	Strategy	Activities	Measure of Success	Progress Monitoring	Funding
Objective 1 The percentage of students that say "students being mean or hurtful to other students is NOT a problem for this school" will increase from 33% to 40%	KCWP 6: Establishing Learning Culture and Environment	Consistent implementation of PBIS and CHAMPs throughout whole/small group instruction, common areas, and transitions to ensure positive behavior.	BRTI Plan	Major/Minor Referrals	No Funding Required
Objective 2 The percentage of students that say "Adults from my school stay calm when dealing with bad behavior" will increase from 36% to 43%		The Student Advisory Council will meet monthly with the principal to discuss the three objectives and share ways to improve in each area.	Meeting Agendas		
Objective 3 The percentage of students that say "Students being mean or hurtful to other students online is NOT a problem for my school" will increase from 43% to 52%.		During PE, 3rd - 6th grade students will discuss the Quality of School Climate and Safety Survey questions with the teacher to ensure that all students are aware of the meaning and intent of each question.	Tentative survey results		

Addendum for Schools Identified for Targeted or Comprehensive Support

In accordance with 703 KAR 5:280, a school improvement plan means the plan created by schools identified for targeted support and improvement (TSI) or additional targeted support and improvement (ATSI) pursuant to KRS 160.346(4)-(5) and embedded in the comprehensive school improvement plan required pursuant to 703 KAR 5:225. A turnaround plan means the plan created by schools identified for comprehensive support and improvement (CSI) pursuant to KRS 160.346(8)(g) and embedded in the comprehensive school improvement plan required pursuant to 703 KAR 5:225.

All TSI/ATSI improvement plans and CSI turnaround plans are required to address all components of the comprehensive school improvement plan (CSIP), including all diagnostics associated with the development of that plan, as well as additional specific requirements. The following pages outline specific requirements to be addressed by identified schools that must be embedded in the strategies and activities detailed within the indicator goals developed throughout the previous pages of this goal template. Evidence-based practices and activities chosen to address any goal area or additional requirement must be informed by the Needs Assessment for Schools and feedback from any on-site review conducted by the Kentucky Department of Education (KDE).

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

TSI schools (including ATSI schools) must embed their subgroup(s) plan for improvement within their CSIPs. TSI stakeholders, including the principal and other school leaders, teachers, and parents, should carefully consider what must be done to ensure the subgroup(s) perform(s) at high levels in the state accountability system. In addition to identifying strategies and activities within the CSIP that address the specific needs of underperforming groups, provide narrative information regarding the additional requirements for TSI schools in the following chart:

Components of Turnaround Leadership Development and Support:
Consider: How will you ensure that school leadership has or develops the skills and disposition to achieve accelerated, meaningful, and sustainable increases in student achievement for underperforming subgroups?   **Response:**   School leadership will develop the skills and dispositions to achieve accelerated meaningful and sustainable increases in underperforming subgroups by: 1. Attending monthly Instructional Leadership Team Meetings (ILT). Instructional Leadership Team meetings will feature a dedicated workspace and time for the Special Education department to work with principals and leadership teams around new and/or existing strategies and methods to ensure our students with disabilities receive the latest evidence-based instruction. In addition, work time and collaboration time will be provided each month during ILT meetings.   2. Monthly meetings with the administration and the assigned special education consultant and/or DoSE will be held to discuss building level concerns, education on issues and or specialized information about students with disabilities will be shared.   3. Attending monthly CCPS Equity Committee meetings to learn and apply equity practices for students with disabilities.   4. **23-24 SPED Strategic Action Plan**
Identification of Critical Resources Inequities:
Consider: Describe the process used to review the allocation and use of resources (people, time, and money), any resource inequities that were identified that may contribute to underperformance, and how identified resource inequities will be addressed.   **Response:**

Through an examination of resource inequities, it was discovered that there was not enough support for evidence-based practices for our Special Education teachers. As a result, it could be that our special education population underperformed on KSA and did not meet performance expectations. To remedy this situation, special education staff will have more access to the Special Education Consultants. The Consultant will be available to special education staff on a weekly basis. During this time together, the Consultant will coach, monitor and observe and provide classroom support to Special Education teachers related to evidence-based practices for students with disabilities.

After conducting an instructional resource audit of reading and math instructional materials, it was determined that some teachers of students with disabilities were not utilizing high quality instructional materials during resource instruction. Additionally, SPED teachers demonstrated professional learning needs related to the implementation of the HQIRs used in the regular education setting. To address this instructional inequity, the HQIRs will be provided to all SPED staff along with implementation professional learning and support.

Additional Actions That Address the Causes of Consistently Underperforming Subgroups of Students

Consider: Describe the process used to review the learning culture related to your targeted subgroup(s) and any additional actions that were determined to address the causes of underperformance.
Response:
The process used to review the learning culture related to Special Education was an examination of observations, resources, and student work. As a result, it was found that students in resource settings were less likely to have access to standards-based instruction and assessments, which could have been a contributing factor to the special education student's underperformance on KSA. As a result, the following actions will be implemented to ensure students with disabilities have access to grade level standards instruction and are assessed used assessments aligned to grade-level assessments:
Engage Special Education teachers in PLCs and other professional learning to develop their capacity to teach and assess grade-level standards
Conduct observations of students with disabilities will include analysis of instructional and assessment tasks, with an expectation there should be a balance of IEP skills and grade-level work
Implement standards-based benchmark assessments 3x per year to monitor and inform student learning
Establish and regularly utilize "assessment buddies" to ensure approved assessment accommodations are provided for each student

Targeted Subgroups and Evidence-Based Interventions:

Consider: Identify the areas of need revealed by the analysis of academic and non-academic data that will be addressed through CSIP activities for your targeted subgroup(s). What evidence-based practice(s) will the school incorporate that specifically targets the subgroup(s) achievement that contributed to the TSI identification? How will we monitor the evidence-based practice to ensure it is implemented with fidelity?
Response:
The area of need revealed by the analysis of academic and non-academic data that is addressed through CSIP activities is reading proficiency for our Special Education population. The evidence-based practice that will target reading for our students with disabilities is (possible EBP's) ⊟ EBP for CDIP …… This will be monitored through weekly PLC meetings, through data analysis following each round of MAP/Benchmark testing 3 times per year, and through classroom observations.

Complete the table below to document the evidence that supports the Activities outlined in this plan. Additional rows may be added to accommodate additional pieces of evidence.

Grades 5-12

Repeated reading was found to have potentially positive effects on reading comprehension and no discernible effects on alphabetics, reading fluency, and general reading achievement for students with learning disabilities.

Repeated reading is an academic practice that aims to increase oral reading fluency. Repeated reading can be used with students who have developed initial word reading skills but demonstrate inadequate reading fluency for their grade level. During repeated reading, a student sits in a quiet location with a teacher and reads a passage aloud at least three times. Typically, the teacher selects a passage of about 50 to 200 words in length. If the student misreads a word or hesitates for longer than 5 seconds, the teacher reads the word aloud, and the student repeats the word correctly. If the student requests help with a word, the teacher reads the word aloud or provides the definition. The student rereads the passage until he or she achieves a satisfactory fluency level.

https://ies.ed.gov/ncee/wwc/EvidenceSnapshot/576

K-6

Peer-Assisted Learning Strategies

Students with a Specific Learning Disability

PALS was found to have potentially positive effects on reading fluency and reading comprehension and no discernible effects on mathematics for students with learning disabilities.

Peer-Assisted Learning Strategies is a peer-tutoring program for grades K–6 that aims to improve student proficiency in several disciplines. During the 30-35 minute peer-tutoring sessions, students take turns acting at the tutor, coaching and correcting one another as they work through problems. The designation of tutoring pairs and skill assignment is based on teacher judgment of student needs and abilities, and teachers reassign tutoring pairs regularly.
https://iris.peabody.vanderbilt.edu/module/pals26/#content - Modules to learn more on PALS

TSI/ATSI Evidence-based Practices

The Every Student Succeeds Act (2015) created new expectations for evidence-based decision making at school and district levels. More specific information regarding evidence-based practices (EBP) and requirements can be found on the Kentucky Department of Education's Evidence-based Practices website. While evidence documentation in the CSIP is only required for schools identified for Targeted Support and Improvement (TSI) including Additional Targeted Support and Improvement (ATSI) and Comprehensive Support and Improvement (CSI), KDE encourages all school leaders to review evidence related to new programs, practices, or interventions being implemented in the school. In addition to documenting the evidence below, TSI, ATSI and CSI schools are expected to upload a description of their evidence review process, the findings of their evidence review, and a discussion of the local implications into the CIP.

Specific directions regarding documentation requirements for each chosen EBP can be found in the "Compliance Requirements" resource available on KDE's Evidence-based Practices website. Marking the "Uploaded in CIP" box indicates that you have uploaded required documentation along with this goal template into the platform.

Complete the table below to document the evidence that supports the Activities outlined in this plan. Additional rows may be added to accommodate additional pieces of evidence.

Evidence-based Activity	Evidence Citation	Uploaded in CIP
Train staff to implement inductive teaching strategies.	Hattie, J. (2009). Visible Learning: a synthesis of over 800 meta-analyses relating to achievement. Routledge: New York, NY.	☒
Clarifying Learning Goals KDE EBIP Clarifying and Sharing Clear Learning Goals		☐
	In order to improve student outcomes, the teacher needs to ensure that students have clarity in what they are learning. Research shows that when teachers help students understand what they are learning, why they are learning it and how they will know if they have learned, student achievement increases (Fisher, Frey, Amador, & Assof, 2019). Teachers help students gain this clarity by consistently clarifying and sharing the learning goals, relevance and success criteria as a part of ongoing instruction each day. In order for students to commit to learning, research shows they must first understand what they are supposed to learn and why they are being asked to learn it. Then, once students see the value in the learning, they must believe they can actually learn it and know what it looks like when they get there. Ultimately, to commit to learning, students need to tell themselves two things: (1) This is interesting and important, and (2) I believe I can learn/master it (Goodwin, 2020)	☐

Evidence-based Activity	Evidence Citation	Uploaded in CIP
Explicit Direct Instruction and Modeling KDE EBIP Explicit Direct Instruction and Modeling	Explicit teaching and modeling are two interrelated evidence-based instructional practices. (TNTP, 2018;Hattie, et al., 2021). Explicit teaching is a system of step-by-step instructional approaches in which teachers examine the individual elements they are planning to teach and continually check for student understanding. Two essential instructional approaches within the explicit teaching system are direct instruction and modeling (Ashman, 2021). Research studies support teaching learning strategies explicitly as a student-centered approach. One such study by the National Literacy Panel (2006) found that interactive approaches to student learning are more effective when combined with direct approaches which provide explicit and direct teaching of specific skills or knowledge (August & Shanahan, 2006; Moore, 2010)	☐
PLCs and Teacher Coaching	PLCs We will use PLCs to create a collaborative culture of continuous improvement that produces evidence, including measurable results of improving student learning. https://ies.ed.gov/ncee/edlabs/regions/midatlantic/app/Docs/TechnicalAssistance/3_32_8_EE4_Creating_and_Sustaining_Professional_Learning_Communities.pdf Professional Development Create a collaborative culture of continuous improvement that produces evidence, including measurable results of improving professional practice.https://ies.ed.gov/ncee/edlabs/regions/southwest/pdf/rel_2007033.pdf Teacher Coaching Create a collaborative culture of continuous improvement that produces evidence, including measurable results of improving professional practice. https://scholar.harvard.edu/files/mkraft/files/kraft_blazar_hogan_2016_teacher_coaching_meta-analysis_wp_w_appendix.pdf Teacher Coaching Create a collaborative culture of continuous improvement that produces evidence, including measurable results of improving professional practice. https://pdfs.semanticscholar.org/20df/fba41f9f32afaf0f2f75f15e2523317e3084.pdf?_ga=2.92918046.2057072060.1580493694-2106497335.1580493694	☐

Evidence-based Activity	Evidence Citation	Uploaded in CIP
	A correlation exists between efficient professional learning communities and teacher coaching. "The report finds that teachers who receive substantial professional development—an average of 49 hours in the nine studies—can boost their students' achievement by about 21 percentile points." PLCs influence positive culture amongst teachers. "....in schools with higher levels of collaborative activities [teachers] are more likely than others to have high levels of career satisfaction (68% vs. 54% very satisfied)." "More specific attention to the school's culture for collaboration and continuous improvement and necessary structures are likely to increase the effects of coaching." Thus, teacher coaching will impact instruction, student achievement, and at-large the culture of collaboration. "Overall finding was that the idea of a PLC is worth pursuing as a means of promoting school and system-wide capacity building for sustainable improvement and pupil learning." The cited report "report finds that teachers who receive substantial professional development—an average of 49 hours in the nine studies— can boost their students' achievement by about 21 percentile points.' Highlights teacher coaching as a "promising alternative" to "traditional" professional development. "Coaching, either alone or in conjunction with other forms of professional learning, has a significant effect on teaching practice and student achievement." The Professional Learning Community and Teacher Coaching processes will promote and ensure congruence between learning targets, high yield instructional strategies, and assessment outcomes to improve student learning.	

Challenge: Students lack a clear understanding of their expected learning outcomes and when they are successful.

Evidence Citation:

Almarode, J. & Vandas, K. (2018). Clarity for learning: Five essential practices that empower students and teachers. Thousand Oaks, CA: Corwin. (ESSA Level IV) v.2; 11/2023 14

Clarke, S. (2021). Unlocking learning intentions and success criteria: Shifting from product to process across the disciplines. Thousand Oaks, CA: Corwin. (ESSA Level IV)

Fendick, F. (1990). The correlation between teacher clarity of communication and student achievement gain: A meta-analysis. Unpublished doctoral dissertation. University of Florida; Gainesville. https://ufdc.ufl.edu/AA00032787/00001/images (Supported by Meta-Analysis)

Fisher, D., Frey, N., Amador, O., & Assof, J. (2019). The teacher clarity playbook: A hands-on guide to creating learning intentions and success criteria for organized, effective instruction. Thousand Oaks, CA: Corwin. (ESSA Level IV)

Fisher, D., Frey, N., & Hattie, J. (2016). Visible learning for literacy: Implementing the practices that work bust to accelerate student learning. Thousand Oaks, CA: Corwin Press. (ESSA Level IV)

Fisher, D., Frey, N., & Hattie, J. (2021). The distance learning playbook: Grades K-12. Thousand Oaks, CA: Corwin. (ESSA Level IV)

Fisher, D., Frey, N., & Quaglia, R. (2018). Engagement by design: Creating learning environments where students thrive. Thousand Oaks, CA: Corwin. (ESSA Level IV)

Frey, N., Hattie, J., & Fisher, D. (2018). Developing assessment-capable visible learners grades k-12: Maximizing skill, will and thrill. Thousand Oaks, CA: Corwin. (ESSA Level IV)

Gazith, K. (2021). Teaching with purpose: How to thoughtfully implement evidence-based practices in your classroom. Bloomington, IN: Solution Tree Press. (ESSA Level IV)

Goodwin, B., Gibson, T., & Rouleau, K. (2020). Learning that sticks: A brain-based model for K-12 instructional design and delivery. Alexandria, VA: ASCD. (ESSA Level IV)

Grift, G. & Major, C. (2018). Teachers as architects of learning (2nd ed.). Moorabbin, Victoria: Hawker Brownlow Education. (ESSA Level IV)

Hattie, J. (2012). Visible learning for teachers: Maximizing impact on learning. New York, NY: Routledge. Gollwitzer, Peter & Sheeran, Paschal. (2006). Implementation Intentions and Goal Achievement: A Meta-Analysis of Effects and Processes. First publ. in: Advances in Experimental Social Psychology 38 (2006), pp. 69-119. 38. https://doi.org/10.1016/S0065-2601(06)38002-1 (Supported by Meta-Analysis)

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McTighe, J. & Willis, J. (2019). Upgrade your teaching: Understanding by design meets neuroscience. Alexandria, VA: ASCD. (ESSA Level IV)

Moeller, A., Theiler, J., & Wu, C. (2012). Goal Setting and Student Achievement: A Longitudinal Study. The Modern Language Journal. 96. 153-169. (ESSA Level II) http://digitalcommons.unl.edu/teachlearnfacpub/159 v.2; 11/2023 15

Moss, C. & Brookhart, S. (2009). Advancing formative assessment in every classroom: A guide for instructional leaders. Alexandria, VA: ASCD. (ESSA Level IV)

Moss, C. & Brookhart, S. (2019). Advancing formative assessment in every classroom: A guide for instructional leaders (2nd ed). Alexandria, VA: ASCD. (ESSA Level IV)

Posey, A. (2019). Engage the brain: How to design for learning that taps into the power of emotion. Alexandria, VA: ASCD. (ESSA Level IV)

Simon, B., & Taylor, J.L. (2009). What is the Value of Course-Specific Learning Goals?. The journal of college science teaching, 39, 52-57. (ESSA Level III)

Smith, L.R. (1985). Teacher Clarifying Behaviors: Effects on Student Achievement and Perceptions. Journal of Experimental Education, 53, 162-169. (ESSA Level I) https://psycnet.apa.org/doi/10.1080/00220973.1985.10806378

Ruiz-Primo, M.A., Brookhart, S. (2018). Using feedback to improve learning. New York, NY: Routledge. (ESSA Level IV)

Wiliam, D. & Leahy, S. (2015). Embedding formative assessment: Practical techniques for k-12 classrooms. West Palm Beach, FL: Learning Sciences International. (ESSA Level IV)

Estimated Evidence Level: The study is a level 1

Study Discussion: Research shows that when teachers help students understand what they are learning, why they are learning it and how they will know if they have learned, student achievement increases (Fisher, Frey, Amador, & Assof, 2019; Hattie, 2012; Moeller, Theiler, & Wu, 2012; Smith, 1985). Teachers help students gain this clarity by consistently clarifying and sharing the learning goals, relevance and success criteria as a part of ongoing instruction each day. • Learning goals clearly describe what students need to know, understand and be able to do by the end of the lesson or a series of lessons. • Relevance helps the students understand the purpose or the "why" behind the learning. • Success criteria describe the evidence students must produce to show they have achieved the learning goals.

Intervention	Outputs	Short-term Outcomes (0-1 year)	Mid-term Outcomes (2-3 years)	Long-term Outcomes (4+ years)	Monitoring Data
The Leadership Team will complete a study on Kentucky Department of Education Clarifying and Sharing Clear Learning Goals - Evidence Based Practice #2. Each instructional staff member will be required to attend training above and beyond their required PD hours. Dr. Martin Luther King Jr. Elementary school will establish a process to ensure ongoing professional development	Certified staff members will attend study sessions. focused on learning intentions and success criteria. Other professional learning sessions to be held during school, after school and/or summer months include but not limited to: data analysis of KSA, HMH (ELA Tier I instruction), Eureka (math Tier I instruction), Lexia (Tier II/III instruction and progress monitoring), MAP Fluency (Tier	Increase teacher knowledge of KAS Increase in teacher clarity of KAS and how students should demonstrate mastery Increase student reading and math fluency Increase student reading comprehension Exit TSI status Decrease the number of students scoring novice on KSA reading and math	Increase the number of students scoring proficient or distinguished on KSA in reading and math Decrease the number of students requiring Tier 2 or 3 interventions	Increase effectiveness of strong core Tier 1 instruction Increase the number of students who need only Tier 1 instruction to 75% Increase the number of students who are on grade level or above on reading and/or math skills	Professional Development Plan and sign-in sheets Lesson plans MAP Growth MAP Fluency IXL Assessment Lexia Assessment MasterConnect Assessment in grades 3-6 KSA reading and math

around best practice/high yield instructional strategies.	II/III and progress monitoring), IXL (Tier II/III and progress monitoring) and/or Reflex (Tier II and progress monitoring)				

Template

Challenge:
Evidence Citation:
Estimated Evidence Level:
Study Discussion:

Intervention	Outputs	Short-term Outcomes (0-1 year)	Mid-term Outcomes (2-3 years)	Long-term Outcomes (4+ years)	Monitoring Data

Pembroke Comprehensive School Improvement Plan (CSIP)

Rationale

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

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

Please note that the objectives (short-term targets) set by your school under the Achievement Gap section of this planning template will be used by the district's superintendent to determine whether or not your school met its targets to reduce the gap in student achievement for any student group for two consecutive years as required by KRS 158.649. Likewise, operational definitions for each required planning component can be found on page 2 of the planning template.

For those schools operating a Title I Schoolwide Program, this plan meets the requirements of Section 1114 of the Every Student Succeeds Act as well as state requirements under 703 KAR 5:225. **No separate Schoolwide Program Plan is required**.

Requirements for Building an Improvement Plan

- The required goals for **elementary/middle schools** include the following:
  - State Assessment Results in reading and mathematics
  - State Assessment Results in science, social studies and writing
  - Achievement Gap
  - English Learner Progress
  - Quality of School Climate and Safety

- The required goals for **high schools** include the following:
  - State Assessment Results in reading and mathematics
  - State Assessment Results in science, social studies and writing
  - Achievement Gap
  - English Learner Progress
  - Quality of School Climate and Safety
  - Postsecondary Readiness
  - Graduation Rate

Alignment to Needs:

Results of the Phase Two needs assessment process should inform the development of the comprehensive school improvement plan. List the identified priorities below to be addressed in order to build staff capacity and increase student achievement.

Priorities/Concerns from Needs Assessment for Schools

List two or three of the greatest areas of weakness identified in question #5 of the Needs Assessment for Schools that will be thoroughly addressed in the strategies and activities outlined in this template.

- **Maintain and improve reading and math scores overall**
- **Improve all of our separate academic indicators**
- **Improve our scores for our students with disabilities in all areas**

Processes, Practices, or Conditions to be Addressed from Key Elements Template

List two or three of the processes, practices, or conditions identified on the School Key Elements Template that the school will focus its resources and efforts upon and thoroughly address in the strategies and activities outlined in this template.

KCWP 1 – Design and Deploy Standards
- **Review and conduct cyclic curriculum reviews / checks within PL**
- **Determine if assignments / activities / assessments reflect the learning targets students have had the opportunity to learn**
- **Increase collaboration in deconstructing standards and developing congruent learning targets**

KCWP 2 – Design and Deliver Instruction
- **Ensures congruency is present between standards, learning targets, and assessment measures**
- **Use formative and summative evidence to inform what comes next for individual students and groups of students**

KCWP 3 – Design and Deliver Assessment Literacy -
- **Ensure that all assessments evolve from high-quality content standards and best evaluate student learning**
- **Ensure formative assessment practices allow students to understand where they are going, where they are currently are, and how they can close the gap**
- **Create intentional opportunities for students to receive and offer effective feedback during learning**

Indicator Scores

List the overall scores of status and change for each indicator.

Indicator	Status	Change
State Assessment Results in reading and mathematics	65.4	8.2
State Assessment Results in science, social studies and writing	58.3	7.4
English Learner Progress	suppressed	suppressed
Quality of School Climate and Safety	72.5	1.5
Postsecondary Readiness (high schools and districts only)	N/A	N/A
Graduation Rate (high schools and districts only)	N/A	N/A

1: State Assessment Results in Reading and Mathematics

Goal 1 (State your reading and math goal.):
Pembroke Elementary will increase the percentage of students scoring proficient or better to 57.8% in reading by spring of 2026.
Pembroke Elementary will increase the percentage of students scoring proficient or better to 57.2% in math by spring of 2026.

Objective	Strategy	Activities	Measure of Success	Progress Monitoring	Funding
Objective 1: Pembroke Elementary will increase the percentage of proficient or above in reading from 49% to 52.8% as measured by KSA by May 2024.	**Teacher Capacity** KCWP 1: Design and Deploy standards KCWP 2: Design and Deliver Instruction	• Create, communicate and use the KY Framework for Teaching walkthrough with both admin and teachers using the instrument. It will first be done only by admin and then also be used in PLCs by teachers. • Continue to implement and monitor an evidence based reading program (Into Reading) in grades K-5 that includes instruction in phonemic awareness, phonics, fluency, vocabulary, comprehension and writing. • Plan vertical opportunities for teachers to learn from and support each other across content areas. • Continue to provide strong models and coaching support to build teacher capacity through CS, district coaches, admin support and PLC work.	• Improved student achievement due to teachers teaching to the rigor of standards better and having more strategies to engage students in the standards. • Student achievement will improve based upon teachers utilizing a balanced literacy curriculum across grade levels.	• All teachers every 2 to 3 weeks will be observed using the Ky Framework for Teaching instrument to increase indicator scores. • Analyzation from observations will be used for individual teacher coaching on select indicators, to drive PLC conversations, and whole staff PD around needs. • PLC agendas • Lesson Plans • Observation instruments	• Title I funds • KYCL Grant • General
	Professional Development KCWP 2- Design and Deliver Instruction	• Professional development at the beginning of the year and through the year around IEP implementation and accommodations • Through PLC work and instructional planning, continue with KAGAN structures and	• Teachers will have a better understanding of strategies to use in the classroom for our students with disabilities therefore increasing their	• Agendas (PD / PLC) • Lesson Plans • KYCL Learning Logs • Observation Instruments	• Title I funds • KYCL Grant • General

Goal 1 (State your reading and math goal.):

Pembroke Elementary will increase the percentage of students scoring proficient or better to 57.8% in reading by spring of 2026.

Pembroke Elementary will increase the percentage of students scoring proficient or better to 57.2% in math by spring of 2026.

Objective	Strategy	Activities	Measure of Success	Progress Monitoring	Funding
		questioning routines as well as success criteria from Clarity for Learning to further develop student ownership of learning. ● All certified teachers participate in KYCL professional learning opportunities around literacy in all content areas ● Build capacity of teachers from multiple grade levels and content areas around the 50+ strategies for cognitive engagement by Rebecca Stobaugh in order to create a train-the-trainer model for engagement	engagement in the classroom ● Teachers will have more engagement and questioning strategies to pull from in planning therefore increasing student engagement in the classroom ● Teachers will have a better understanding of the rigor of the standards and therefore be taught with a high level of fidelity. ● Students will be able to track and monitor their progress toward the standards by using the success criteria. ● Student achievement will improve based upon teachers utilizing a balanced literacy curriculum across grade levels		

Goal 1 (State your reading and math goal.):
Pembroke Elementary will increase the percentage of students scoring proficient or better to 57.8% in reading by spring of 2026.
Pembroke Elementary will increase the percentage of students scoring proficient or better to 57.2% in math by spring of 2026.

Objective	Strategy	Activities	Measure of Success	Progress Monitoring	Funding
	PLC / Instruction & Assessment Design KCWP 1: Design and Deploy standards KCWP 2: Design and Deliver Instruction	● Planning of intentional and rigorous standards-based instruction and assessments using the district pacing documents, assignment review protocol, following the Plan, Do, Study, Act model with a focus on standards alignment of the assessment and high quality instructional resources. ● Students will receive differentiated instruction based on level of need. ● Gifted and Talented Students: Students who are identified as gifted and talented will be provided services in alignment with their Gifted Student Services Plan (GSSP).	● Improved student achievement due to teachers teaching to the rigor of standards better and having more strategies to engage students in the standards. ● Differentiation through content, process, and product occurring within the classroom and through pull out programs. ● Cluster leaders provide assistance with identification and coaching teachers in providing individualized services.	● PLC agendas and minutes ● Lesson plans ● Observation instruments ● Student work samples ● Schedules of GT enrichment specialists ● Assessment data for students who are gifted and talented	● General ● Title 1
	KCWP 3: Design and Deliver Assessment Literacy KCWP 4: Review, Analyze, and Apply data results.	● Train teachers on how to best use the district benchmark assessment system for both benchmarks and creating daily formative assessments. ● Administer the district benchmark assessment and use the KSA calculator to track and monitor progress toward goals ● Implement and monitor Reading Improvement Plans for K-3 students performing	● Teachers will be able to have a better prediction of how students will perform on the KSA assessment and their progress toward proficiency on standards	● Assessments ● Tracking Documents ● Calculators ● Reading Improvement Plans	● General ● Title 1

Goal 1 (State your reading and math goal.):
Pembroke Elementary will increase the percentage of students scoring proficient or better to 57.8% in reading by spring of 2026.
Pembroke Elementary will increase the percentage of students scoring proficient or better to 57.2% in math by spring of 2026.

Objective	Strategy	Activities	Measure of Success	Progress Monitoring	Funding
		below the 30th percentile on our Universal Screener (MAP)			
Objective 2: Pembroke Elementary will increase the percentage of proficient or above in math from 44.8% to 52.2% as measured by KSA by May 2024.	**Teacher Capacity** KCWP 1: Design and Deploy standards KCWP 2: Design and Deliver Instruction	• Create, communicate and use the KY Framework for Teaching walkthrough with both admin and teachers using the instrument. It will first be done only by admin and then also be used in PLCs by teachers. • Plan vertical opportunities for teachers to learn from and support each other across content areas. • Continue to provide strong models and coaching support to build teacher capacity through CS, district coaches, admin support and PLC work.	• Improved student achievement due to teachers teaching to the rigor of standards better and having more strategies to engage students in the standards.	• All teachers every 2 to 3 weeks will be observed using the Ky Framework for Teaching instrument to increase indicator scores. • Analyzation from observations will be used for individual teacher coaching on select indicators, to drive PLC conversations, and whole staff PD around needs. • PLC agendas • Lesson Plans • Observation instruments	• Title I funds • General
	Professional Development KCWP 2- Design and Deliver Instruction	• Professional development at the beginning of the year and through the year around IEP implementation and accommodations • Through PLC work and instructional planning, continue with KAGAN structures and questioning routines as well as success criteria from Clarity for Learning to further develop student ownership of learning. • All certified teachers participate in KYCL professional learning	• Teachers will have a better understanding of strategies to use in the classroom for our students with disabilities therefore increasing their engagement in the classroom • Teachers will have more engagement and questioning strategies to pull from in planning therefore	• Agendas (PD and PLC) • Lesson Plans • KYCL Learning logs • Observation Instruments	• Title I funds • General

Goal 1 (State your reading and math goal.):
Pembroke Elementary will increase the percentage of students scoring proficient or better to 57.8% in reading by spring of 2026.
Pembroke Elementary will increase the percentage of students scoring proficient or better to 57.2% in math by spring of 2026.

Objective	Strategy	Activities	Measure of Success	Progress Monitoring	Funding
		opportunities around literacy in all content areas ● Send a math group to KCM training ● Build capacity of teachers from multiple grade levels and content areas around the 50+ strategies for cognitive engagement by Rebecca Stobaugh in order to create a train-the-trainer model for engagement	increasing student engagement in the classroom ● Teachers will have a better understanding of the rigor of the standards and therefore be taught with a high level of fidelity. ● Students will be able to track and monitor their progress toward the standards by using the success criteria. ● Student achievement will improve		
	PLC / Instruction & Assessment Design KCWP 1: Design and Deploy standards KCWP 2: Design and Deliver Instruction	● Planning of intentional and rigorous standards-based instruction and assessments using the district pacing documents, assignment review protocol, following the Plan, Do, Study, Act model with a focus on standards alignment of the assessment and high quality instructional resources. ● Students will receive differentiated instruction based on level of need.	● Improved student achievement due to teachers teaching to the rigor of standards better and having more strategies to engage students in the standards. ● Differentiation through content, process, and product occurring within the	● PLC agendas and minutes ● Lesson plans ● Observation instruments ● Fact Fluency tests and tracking of progress ● Student work samples ● Schedules of GT enrichment specialists ● Assessment data for students who are gifted and talented	● General ● Title 1

Goal 1 (State your reading and math goal.):
Pembroke Elementary will increase the percentage of students scoring proficient or better to 57.8% in reading by spring of 2026.
Pembroke Elementary will increase the percentage of students scoring proficient or better to 57.2% in math by spring of 2026.

Objective	Strategy	Activities	Measure of Success	Progress Monitoring	Funding
		• Implement fluency strategies and competitions across grade levels (addition / subtraction - 1st/2nd; multiplication / division - 3rd to 6th) • Gifted and Talented Students: Students who are identified as gifted and talented will be provided services in alignment with their Gifted Student Services Plan (GSSP).	classroom and through pull out programs. • Cluster leaders provide assistance with identification and coaching teachers in providing individualized services.		
	KCWP 3: Design and Deliver Assessment Literacy KCWP 4: Review, Analyze, and Apply data results.	• Train teachers on how to best use the district benchmark assessment system for both benchmarks and creating daily formative assessments. • Administer the district benchmark assessment and use the KSA calculator to track and monitor progress toward goals	• Teachers will be able to have a better prediction of how students will perform on the KSA assessment and their progress toward proficiency on standards.	• Assessments • Tracking Documents • Calculators	• General • Title 1

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

Goal 2 (State your science, social studies, and writing goal.):
Pembroke Elementary will increase the percentage of students scoring proficient or better to 46.6% in science by spring of 2026.
Pembroke Elementary will increase the percentage of students scoring proficient or better to 54.2% in social studies by spring of 2026.
Pembroke Elementary will increase the percentage of students scoring proficient or better to 55% in writing by spring of 2026.

Objective	Strategy	Activities	Measure of Success	Progress Monitoring	Funding
Objective 1: Pembroke Elementary will increase the percentage of proficient or above in science from 28% to 40.3% as measured by KSA by May 2024.	KCWP1: Design and Deploy Standards KCWP3: Design and Deliver Assessment Literacy	• See activities listed in the reading/math area. • In order to help achieve the activities listed, our teachers utilize Amplify Science in grades K-5 and Stemscopes in grade 6. These high quality instructional resources are engaging to students and meet the rigor of the standards. • All certified teachers participate in KYCL professional learning opportunities around literacy in all content areas	• See measures of success in reading and math area.	• See progress monitoring in reading and math area.	• See funding in reading and math area.
Objective 2: Pembroke Elementary will increase the percentage of proficient or above in social studies from 30% to 48.8% as measured by KSA by May 2024.	KCWP1: Design and Deploy Standards KCWP3: Design and Deliver Assessment Literacy	• See activities listed in the reading/math area. • Teachers will participate in Social Studies specific PD and build on that work throughout the year through weekly PLC and vertical PLC work to meet the rigor of the Social Studies standards through inquiry lessons, compelling questions, and supporting questions.	• See measures of success in reading and math area.	• See progress monitoring in reading and math area.	• See funding in reading and math area.

Goal 2 (State your science, social studies, and writing goal.):

Pembroke Elementary will increase the percentage of students scoring proficient or better to 46.6% in science by spring of 2026.

Pembroke Elementary will increase the percentage of students scoring proficient or better to 54.2% in social studies by spring of 2026.

Pembroke Elementary will increase the percentage of students scoring proficient or better to 55% in writing by spring of 2026.

Objective	Strategy	Activities	Measure of Success	Progress Monitoring	Funding
Objective 3: Pembroke Elementary will increase the percentage of proficient or above in combined writing from 48% to 51% as measured by KSA by May 2024	KCWP1: Design and Deploy Standards KCWP3: Design and Deliver Assessment Literacy	● See activities listed in the reading/math area. ● Teachers will participate in Writing across content for various purposes and modes PD and build on that work throughout the year through weekly PLC and vertical PLC work to incorporate writing in all content areas.	● See measures of success in reading and math area.	● See progress monitoring in reading and math area.	● See funding in reading and math area.

3: Achievement Gap

KRS 158.649 requires the school-based decision making (SBDM) council, or the principal if no council exists, to set the school's yearly targets for eliminating any achievement gap. The targets should be established with input from parents, faculty, and staff and submitted to the superintendent for consideration and the local board of education for adoption. In addition to being a statutory requirement, intentionally focusing on the achievement gaps that exist among a school's underserved student populations is also a vital component of the continuous improvement process. Schools should use a variety of measures and analysis when conducting its review of its achievement gaps, including a review of the school's climate and culture. Schools are not required to establish long term achievement gap goals; however, schools must establish yearly targets (objectives).

Objective	Strategy	Activities	Measure of Success	Progress Monitoring	Funding
Objective 1 Decrease the percentage of students with disabilities scoring novice in reading from 52% to 50% by May of 2024 as measured by KSA.	KCWP 5: Design, Align, Deliver, Support Processes	● Continue to provide IEP implementation and accommodations training with practice during the year to our staff that will help with accommodations through faculty meetings and sending special ed tips out in our weekly newsletter.	● We will move our students with disabilities and decrease our novice percentage.	● Faculty meeting agendas ● Weekly Pembroke Happenings	● General ● Title
		● Intentional planning for RTI / MTSS instruction and the progress monitoring of the intervention		● RTI list and schedules ● Lesson plans ● PLC notes	
		● Resource teachers will collaborate with grade level teachers in weekly PLC meetings and monthly vertical PLC meetings with other resource teachers for scheduling, planning instruction and support around content and specific needs.		● PLC notes	
		● Identify / name and claim bubble students and students with disabilities, making sure to be intentional with		● Name and claim list ● Goal Monitoring	

Objective	Strategy	Activities	Measure of Success	Progress Monitoring	Funding
		intervention strategies and goal monitoring.			
		● During the scrimmage test making sure that our students with disabilities have the same accommodator as much as possible in order to build a relationship and work with each other on learning and implementing the accommodations.		● Accommodator list and the schedule and for the scrimmage testing.	

4: English Learner Progress

| Goal 4 (State your English Learner goal.): |
| Each EL student will progress at least 2 levels on the ACCESS assessment by May 2026. |

Objective	Strategy	Activities	Measure of Success	Progress Monitoring	Funding
Objective 1: Each EL student will progress at least 1 level on the ACCESS assessment by May 2024.	See Achievement Gap Goal as all those activities apply here as well except they are specific to ELL students	See Achievement Gap Goal as all those activities apply here as well except they are specific to ELL students	See Achievement Gap Goal as all those activities apply here as well except they are specific to ELL students	See Achievement Gap Goal as all those activities apply here as well except they are specific to ELL students	See Achievement Gap Goal as all those activities apply here as well except they are specific to ELL students

5: Quality of School Climate and Safety

Goal 5 (State your climate and safety goal.): Pembroke Elementary will have an index of 83 or higher, which will be a blue level by Spring of 2026.

Objective	Strategy	Activities	Measure of Success	Progress Monitoring	Funding
Objective 1: By spring of 2024, Pembroke Elementary will increase the index on the KSA student survey from an index of 74 to an index of 77.	KCWP3:Assessment Literacy KCWP 6:Establishing learning Culture and Environment	• We will embed the questions into our daily morning announcements to make sure to review and teach the language in the questions for clarity. • We will create benchmark surveys that we will use to help monitor the progress and get feedback through the year on our progress toward these questions. • We create and utilize our student advisory council made up of 4th to 6th graders to give a student voice and get ideas for how we can do things better. • Our guidance counselors and/or teachers will create lessons to use with our students to help them understand what the survey questions are asking, how we support these questions, and how we can improve as a school.	• Students will have a better understanding of what the questions are asking and therefore score accurately • Students will feel heard and feel our school is a safe and productive learning environment and therefore will score us higher on the survey and will perform better.	• Weekly morning slides • The surveys created for the students and the data from them. • Student advisory council agendas / notes	• General

Addendum for Schools Identified for Targeted or Comprehensive Support

In accordance with 703 KAR 5:280, a school improvement plan means the plan created by schools identified for targeted support and improvement (TSI) or additional targeted support and improvement (ATSI) pursuant to KRS 160.346(4)-(5) and embedded in the comprehensive school improvement plan required pursuant to 703 KAR 5:225. A turnaround plan means the plan created by schools identified for comprehensive support and improvement (CSI) pursuant to KRS 160.346(8)(g) and embedded in the comprehensive school improvement plan required pursuant to 703 KAR 5:225.

All TSI/ATSI improvement plans and CSI turnaround plans are required to address all components of the comprehensive school improvement plan (CSIP), including all diagnostics associated with the development of that plan, as well as additional specific requirements. The following pages outline specific requirements to be addressed by identified schools that must be embedded in the strategies and activities detailed within the indicator goals developed throughout the previous pages of this goal template. Evidence-based practices and activities chosen to address any goal area or additional requirement must be informed by the Needs Assessment for Schools and feedback from any on-site review conducted by the Kentucky Department of Education (KDE).

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

TSI schools (including ATSI schools) must embed their subgroup(s) plan for improvement within their CSIPs. TSI stakeholders, including the principal and other school leaders, teachers, and parents, should carefully consider what must be done to ensure the subgroup(s) perform(s) at high levels in the state accountability system. In addition to identifying strategies and activities within the CSIP that address the specific needs of underperforming groups, provide narrative information regarding the additional requirements for TSI schools in the following chart:

Components of Turnaround Leadership Development and Support:
Consider: How will you ensure that school leadership has or develops the skills and disposition to achieve accelerated, meaningful, and sustainable increases in student achievement for underperforming subgroups?   **Response:**   School leadership will develop the skills and dispositions to achieve accelerated meaningful and sustainable increases in underperforming subgroups by: 1. Attending monthly Instructional Leadership Team Meetings (ILT). Instructional Leadership Team meetings will feature a dedicated workspace and time for the Special Education department to work with principals and leadership teams around new and/or existing strategies and methods to ensure our students with disabilities receive the latest evidence-based instruction. In addition, work time and collaboration time will be provided each month during ILT meetings.   2. Monthly meetings with the administration and the assigned special education consultant and/or DoSE will be held to discuss building level concerns, education on issues and or specialized information about students with disabilities will be shared.   3. Attending monthly CCPS Equity Committee meetings to learn and apply equity practices for students with disabilities.   4. SPED Strategic Plan
Identification of Critical Resources Inequities:
Consider: Describe the process used to review the allocation and use of resources (people, time, and money), any resource inequities that were identified that may contribute to underperformance, and how identified resource inequities will be addressed.   **Response:** Through an examination of resource inequities, it was discovered that there was not enough support for evidence-based practices for our Special Education teachers. As a result, it could be that our special education population underperformed on KSA and did not meet performance expectations. To remedy this situation, special education staff will have more access to the Special Education Consultants. The Consultant will be available to special education staff on a weekly basis. During this time together, the Consultant will coach, monitor and observe and provide classroom support to Special Education teachers related to evidence-based practices for students with disabilities.   After conducting an instructional resource audit of reading and math instructional materials, it was determined that some teachers of students with disabilities were not utilizing high quality instructional materials during resource instruction. Additionally, SPED teachers demonstrated professional learning needs related to the implementation of the HQIRs used in the regular education setting. To address this instructional inequity, the HQIRs will be provided to all SPED staff along with implementation professional learning and support.
Additional Actions That Address the Causes of Consistently Underperforming Subgroups of Students
Consider: Describe the process used to review the learning culture related to your targeted subgroup(s) and any additional actions that were determined to address the causes of underperformance.   **Response:**The process used to review the learning culture related to Special Education was an examination of observations, resources, and student work. As a result, it was found that students in resource settings were less likely to have access to standards-based instruction and assessments, which could have been a contributing factor to the special education student's underperformance on KSA. As a result, the following actions will be implemented to ensure students with disabilities have access to grade level standards instruction and are assessed used assessments aligned to grade-level assessments: Engage Special Education teachers in PLCs and other professional learning to develop their capacity to teach and assess grade-level standards   Conduct observations of students with disabilities will include analysis of instructional and assessment tasks, with an expectation there should be a balance of IEP skills and grade-level work

Implement standards-based benchmark assessments 3x per year to monitor and inform student learning

Establish and regularly utilize "assessment buddies" to ensure approved assessment accommodations are provided for each student

Targeted Subgroups and Evidence-Based Interventions:

Consider: Identify the areas of need revealed by the analysis of academic and non-academic data that will be addressed through CSIP activities for your targeted subgroup(s). What evidence-based practice(s) will the school incorporate that specifically targets the subgroup(s) achievement that contributed to the TSI identification? How will we monitor the evidence-based practice to ensure it is implemented with fidelity?

Response: An area of need revealed is that there is a disconnect of what is happening in the regular education classrooms and the special education classrooms as the IEPs are more skills driven and the skills do not always match up with the standards. We also have discovered that our teachers need to make sure they are using better resources that align to the standards which will align with the skills in the IEPs. Having a better clarity of the standards will help teachers align the instructional resources better. In order to achieve this, we feel that our teachers need to have a further understanding of how to break down the standards and create success criteria for our students to be able to track their progress toward the standards. Therefore, we will build on our book study from the previous year, Clarity for Learning book, which is an evidence based instructional practice number two on the kystandards.org website. This book was chosen by the instructional leadership team based upon observations within the classroom and the need for students to commit to their learning. We feel that if both of our teachers and students have a clear understanding of the standards, goals and the success criteria to get to the standards, that our instruction will be more aligned to the standards and our students will have a better understanding of where they are in their learning and where they need to go to improve in their learning. This will empower our students to be more successful because they will have a better understanding and will be able to take more ownership of their learning. In addition, teachers will use explicit teaching as a system of instructional design. This student centered approach will help provide students with explicit strategies to organize and streamline their learning. With this system of design, teachers will continually check for student understanding. In order to stay motivated our students with disabilities need the small wins that success criteria allow them, as well as a menu of strategies to aid in their learning, therefore, allowing them to see success toward the overall standards. We will continue the work started previously through vertical and grade level PLCs and classroom observations. Based on our review of the study findings and data from our school, we believe these evidence based practices will best serve our school population in moving our students forward in their learning.

Complete the table on the next page to document the evidence that supports the Activities outlined in this plan. Additional rows may be added to accommodate additional pieces of evidence.

TSI/ATSI Evidence-based Practices

The Every Student Succeeds Act (2015) created new expectations for evidence-based decision making at school and district levels. More specific information regarding evidence-based practices (EBP) and requirements can be found on the Kentucky Department of Education's Evidence-based Practices website. While evidence documentation in the CSIP is only required for schools identified for Targeted Support and Improvement (TSI) including Additional Targeted Support and Improvement (ATSI) and Comprehensive Support and Improvement (CSI), KDE encourages all school leaders to review evidence related to new programs, practices, or interventions being implemented in the school. In addition to documenting the evidence below, TSI, ATSI and CSI schools are expected to upload a description of their evidence review process, the findings of their evidence review, and a discussion of the local implications into the CIP.

Specific directions regarding documentation requirements for each chosen EBP can be found in the "Compliance Requirements" resource available on KDE's Evidence-based Practices website. Marking the "Uploaded in CIP" box indicates that you have uploaded required documentation along with this goal template into the platform.

Complete the table below to document the evidence that supports the Activities outlined in this plan. Additional rows may be added to accommodate additional pieces of evidence.

Evidence-based Activity	Evidence Citation	Uploaded in CIP
Continue with work to clarify and share clear learning goals and success criteria	Clarifying and sharing clear learning goals: Evidence-based instructional practices #2. (2022). Kystandards.org. https://education.ky.gov/curriculum/standards/kyacadstand/Documents/EBIP_2_Clarifying_and_Sharing_Clear_Learning_Goals.pdf	☒
Design explicit teaching opportunities that continually check for student understanding	Explicit Teaching and Modeling: Evidence-based instructional practices #3. (2023). Kystandards.org. https://www.education.ky.gov/curriculum/standards/kyacadstand/Documents/EBIP_3_Explicit_Teaching_and_Modeling.pdf	☒
☐		☐
☐		☐
☐		☐

Challenge: Students lack a clear understanding of their expected learning outcomes, relevance, and what it looks like when they are successful.

Evidence Citation: Clarifying and sharing clear learning goals: Evidence-based instructional practices #2. (2022). Kystandards.org.
https://education.ky.gov/curriculum/standards/kyacadstand/Documents/EBIP_2_Clarifying_and_Sharing_Clear_Learning_Goals.pdf

Estimated Evidence Level: The study is level 3 (promising), because it shows a statistically significant positive effect of the intervention and student outcome that meet WWC evidence standards.

Study Discussion: The work cited above was gathered through multiple strategies to ensure clarity of learning of all. Pembroke Elementary sees the need for teachers and students to commit to the learning with a clear understanding of what students are expected to learn, the why behind what they are learning, and the success criteria aligned with that learning. We will continue our work around the book, Clarity for Learning written by John Almarode and Kara Vandas and utilize the steps as prescribed to write clearer success criteria and learning intentions. Through work in PLC, vertical planning, and standards alignment, teachers will revise their current success criteria and learning intentions as provided by their district's pacing documents to ensure they are clear, concise, and written in student friendly language without diminishing the rigor of intended learning. As many of our teachers are newer teachers this will help to clarify the intent of the standards and assure they are clear in what the students are expected to learn so that they can communicate effectively and be intentional in their instruction.

Intervention	Outputs	Short-term Outcomes (0-1 year)	Mid-term Outcomes (2-3 years)	Long-term Outcomes (4+ years)	Monitoring Data
PLC and vertical planning time will include: • Standards deconstruction and alignment to standards • Backwards design of assessment • Development of learning targets and success criteria • Deconstruction of standards Individual coaching sessions around standards planning and instructional alignment to the rigor of the standards	All certified staff members will attend PLC and vertical planning where the work from Clarity for Learning, book study will be implemented. Future professional learning sessions will be focused on vertical and horizontal alignment of curriculum, where they will revise any unclear learning intentions and success criteria. Other professional learning sessions to be held during school, after school and/or summer months include but not limited to: data analysis of KSA, HMH, MAP Fluency, Reflex, and KYC learning groups.	Increase teacher knowledge of KAS Increase in teacher clarity of KAS and how students should demonstrate mastery Increase student reading and math fluency Increase student reading comprehension Exit TSI status Decrease the number of students scoring novice on KSA reading and math	Increase the number of students scoring proficient or distinguished on KSA in reading and math Decrease the number of students requiring Tier 2 or 3 interventions	Increase effectiveness of strong core Tier 1 instruction Increase the number of students who need only Tier 1 instruction to 75% Increase the number of students who are on grade level or above on reading and/or math skills	Professional Development Plan, PLC calendar, Vertical Planning agendas and sign-in sheets Lesson plans MAP Assessment MAP Fluency Assessment IXL Assessments MasteryConnect Assessment in grades 3-6 KSA reading and math

Challenge: The lack of school wide processes and systems around explicit teaching using high-quality active learning and student engagement.

Evidence Citation: Explicit Teaching and Modeling: Evidence-based instructional practices #3. (2023). Kystandards.org.
https://www.education.ky.gov/curriculum/standards/kyacadstand/Documents/EBIP_3_Explicit_Teaching_and_Modeling.pdf

Estimated Evidence Level: The study is level 3 (promising), because it shows a statistically significant positive effect of the intervention and student outcome that meet WWC evidence standards.

Study Discussion: The work cited above was conducted around the significant impact that day to day instruction has on student achievement. Pembroke Elementary School will be building a leadership team around the work of Rebecca Stobaugh, *50 Strategies to Boost Cognitive Engagement*. Using this work, we will work with teachers from all grade levels and content areas to build a culture of thinking and emphasize active learning through problem solving, cognitive engagement, and collaboration. Being explicit in the instructional approach, along with standards alignment and clarity for learning, with strategically and intentionally utilize high quality instructional practices that support students in reaching the intention learning outcomes. As indicated in the work above, teachers will examine the individual elements they are planning to teach and continually monitoring for student understanding around the intent of the standards. According to the work of Robert Marzano (2017), included in this study, when strategic planning is conjoined with chunking, processing, and representing content, it is most effective.

Intervention	Outputs	Short-term Outcomes (0-1 year)	Mid-term Outcomes (2-3 years)	Long-term Outcomes (4+ years)	Monitoring Data
Build teacher capacity through PD around the 50 Strategies to Boost Cognitive Engagement Implement the work of engagement through explicit instruction in model classrooms in multiple grade levels and content areas. Conduct school level PD around this work. PLC work using the PDSA cycle to plan intentional active learning through explicit instructional strategies, observe highly effective model classrooms, and analyze data around instruction.	The administration and teachers will complete the book study 50 Strategies to Boost Cognitive Engagement to gather research based strategies for active engagement Other professional learning sessions to be held during school, after school and/or summer months include but are not limited to: data analysis of KSA, HMH, MAP Fluency, Reflex, and KYC learning groups. All certified staff members will attend PLC and vertical planning where intentional planning of standards alignment and active engagement will occur. Future professional learning sessions will be focused on strategies to boost cognitive engagement and analyzing the data as students engage in the work.	Increase teacher knowledge of KAS and engagement strategies for explicit instruction around those standards Increase student engagement and achievement in all content areas Exit TSI status Decrease the number of students scoring novice on KSA in all content areas	Increase the number of students scoring proficient or distinguished on KSA in all content areas Decrease the number of students requiring Tier 2 or 3 interventions	Increase effectiveness of strong core Tier 1 instruction Increase the number of students who need only Tier 1 instruction to 80%	Professional Development Plan, PLC calendar, Vertical Planning agendas and sign-in sheets Lesson plans Observations / Walkthrough data MAP Assessment MAP Fluency Assessment IXL Assessments Mastery Connect Assessment in grades 3-6 KSA data

Sinking Fork Comprehensive School Improvement Plan (CSIP)

Rationale

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

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

Please note that the objectives (short-term targets) set by your school under the Achievement Gap section of this planning template will be used by the district's superintendent to determine whether or not your school met its targets to reduce the gap in student achievement for any student group for two consecutive years as required by KRS 158.649. Likewise, operational definitions for each required planning component can be found on page 2 of the planning template.

For those schools operating a Title I Schoolwide Program, this plan meets the requirements of Section 1114 of the Every Student Succeeds Act as well as state requirements under 703 KAR 5:225. **No separate Schoolwide Program Plan is required**.

Requirements for Building an Improvement Plan

- The required goals for **elementary/middle schools** include the following:
    - State Assessment Results in reading and mathematics
    - State Assessment Results in science, social studies and writing
    - Achievement Gap
    - English Learner Progress
    - Quality of School Climate and Safety

- The required goals for **high schools** include the following:
    - State Assessment Results in reading and mathematics
    - State Assessment Results in science, social studies and writing
    - Achievement Gap
    - English Learner Progress
    - Quality of School Climate and Safety
    - Postsecondary Readiness
    - Graduation Rate

Alignment to Needs:

Results of the Phase Two needs assessment process should inform the development of the comprehensive school improvement plan. List the identified priorities below to be addressed in order to build staff capacity and increase student achievement.

Priorities/Concerns from Needs Assessment for Schools

List two or three of the greatest areas of weakness identified in question #5 of the Needs Assessment for Schools that will be thoroughly addressed in the strategies and activities outlined in this template.

- Science Student Achievement (55% of students scored apprentice on KSA)
- Combined Writing Student Achievement (0% of students scored distinguished on KSA)
- Gap Group Student Achievement (African American students are underperforming white students by 21% in reading and 17% in math. 33% of AA students scored novice in reading whereas only 13% of white students scored novice. 30% of AA students scored novice in math whereas only 17% of white students scored novice.)

Processes, Practices, or Conditions to be Addressed from Key Elements Template

List two or three of the processes, practices, or conditions identified on the School Key Elements Template that the school will focus its resources and efforts upon and thoroughly address in the strategies and activities outlined in this template.

We will focus resources and efforts on ensuring:
- curricular alignment reviews are an ongoing action of the PLC planning process
- monitoring measures are in place to support high fidelity in teaching to the standards
- congruency is present between standards, learning targets and assessment measures

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Indicator Scores

List the overall scores of status and change for each indicator.

Indicator	Status	Change
State Assessment Results in reading and mathematics	68.8 Medium	2.2 Increase
State Assessment Results in science, social studies and writing	63.2 Medium	-3.2 Decline
English Learner Progress	N/A	N/A
Quality of School Climate and Safety	84.4 Very High	2.2 Increase
Postsecondary Readiness (high schools and districts only)	N/A	N/A
Graduation Rate (high schools and districts only)	N/A	N/A

1: State Assessment Results in Reading and Mathematics

Sinking Fork Elementary will increase the number of students scoring proficient or above in reading from 48% to 60% by Spring 2026 as determined by Kentucky Standards Assessment.

Sinking Fork Elementary will increase the number of students scoring proficient or above in mathematics from 54% to 72% by Spring 2026 as determined by Kentucky Standards Assessment.

Objective	Strategy	Activities	Measure of Success	Progress Monitoring	Funding
Reading - Increase the number of students scoring proficient or above in reading from 48% to 52% by Spring 2024 as determined by Kentucky Standards Assessment. Math - Increase the number of students scoring proficient or above in Math from 54% to 60% by Spring 2023 as determined by Kentucky Standards Assessment.	**KCWP 1**: Design and Deploy Standards **KCWP 2**: Design and Deliver Instruction	• **Teacher Coaching Model** ○ **Committed to seeing ALL teachers each week** ○ **Increased visibility in classrooms** • **Direct Instruction - standards aligned** ○ **Into Reading Grades K-5: Standards based ELA instruction** ○ **Reflex Math, Map Accelerator, and Eureka- Standards aligned Math instruction** • **PLC's (PDSA)** ○ **Student Achievement** ○ **Standards Alignment** ○ **Teacher Coaching** ○ **Lesson Design** ○ **Pacing/Structure** ○ **Data Analysis** ○ **Instructional Feedback** ○ **Identifying Support Needs** • **Protecting the Learning Environment** • **Regular Progress Monitoring of Student Achievement (data tracking, formative data, summative data)** • **Gifted and Talented Students: Students who are identified as gifted and talented will be provided services in alignment with their Gifted Student Services Plan (GSSP).** • **Implement Into Reading which is a comprehensive evidenced based reading program that includes**	• Student growth on MAP assessments. • Students will reach proficiency on Unit/Common Assessments. • Classroom observations will show high standards of teaching and learning. • Student Data Tracker input will indicate high levels of student success on taught skills/standards. • District Instructional Rounds feedback will support the implementation of high quality direct. instructional practices. • Teacher Coaching Model data will show high percentages of classrooms are visited weekly. • Student conferencing confirms students are aware of their individual growth goals and are working to achieve them. • Differentiation through content, process, and product occurring within the classroom and through pull out programs.	• MAP Data/Reports • Common Assessment Data • Mastery Connect Data • Student Data Tracker Data • Teacher Coaching Model Data • PLC Agendas and Minutes • Instructional Rounds Feedback • Growth Goal Percentages • Lesson Plans • Classroom Observations • RTI Data Reports • Schedules of GT enrichment specialists • Professional learning sign in sheets from staff trainings led by cluster leaders • Cluster leader trainings	General Fund Title I SBDM GT State Grant GT District Match

Sinking Fork Elementary will increase the number of students scoring proficient or above in reading from 48% to 60% by Spring 2026 as determined by Kentucky Standards Assessment.

Sinking Fork Elementary will increase the number of students scoring proficient or above in mathematics from 54% to 72% by Spring 2026 as determined by Kentucky Standards Assessment.

Objective	Strategy	Activities	Measure of Success	Progress Monitoring	Funding
		instruction in phonemic awareness, phonics, fluency, vocabulary, comprehension and writing.	• Cluster leaders provide assistance with identification and coaching teachers in providing individualized services. • Opportunities for students to participate in extracurricular activities or clubs. • All certified reading teachers and special education teachers receive training in the Into Reading program (beginning of the year, ongoing support from HMH, Friday Tidbits, and virtual professional learning sessions.) • Building leaders receive support through Building Instructional Leadership Team meetings and bi-weekly Into Reading Q & A sessions.		

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

Sinking Fork Elementary will increase the number of students scoring proficient or above in Science from 28% to 46% by Spring 2026 as determined by Kentucky Standards Assessment.

Sinking Fork Elementary will increase the number of students scoring proficient or above in Social Studies from 51% to 60% by Spring 2026 as determined by Kentucky Standards Assessment.

Sinking Fork Elementary will increase the number of students scoring proficient or above in Combine Writing from 33% to 49% by Spring 2026 as determined by Kentucky Standards Assessment.

Objective	Strategy	Activities	Measure of Success	Progress Monitoring	Funding
Science: Sinking Fork Elementary will increase the number of students scoring proficient or above in Science from 28% to 38% by Spring 2024 as determined by Kentucky Standards Assessment.	**KCWP 1**: Design and Deploy Standards **KCWP 2**: Design and Deliver Instruction	• **See Activities for Goal 1** • **Increase writing opportunities across all subjects and all grade levels.** • **Parent/Family nights that promote and emphasize the importance of writing, social studies and science.** • **Professional Development and coaching for teachers- District Writing Coach.** • **Typesy program used 3ʳᵈ through 6ᵗʰ grade to build typing capacity and computer literacy.** • **Science, Social Studies and Writing learning checks used school wide.**	• See Measure of Success for Goal 1 • Student writing samples will show progress toward mastering writing conventions. • Lesson plans will include opportunities for students to write in all subject areas. • Reports for online science, social studies and language arts programs will indicate increased student achievement. • Increased teacher participation in PD opportunities.	• See Progress Monitoring for Goal 1 • Vertical PLC Agendas and Attendance Documents • PD Attendance Records	General Fund SBDM Funds Title I GT State Grant GT District Match
Social Studies: Sinking Fork Elementary will increase the number of students scoring proficient or above in Social Studies from 51% to 54% by Spring 2024 as determined by Kentucky Standards Assessment.	**KCWP 1**: Design and Deploy Standards **KCWP 2**: Design and Deliver Instruction				

Combined Writing: Sinking Fork Elementary will increase the number of students scoring proficient or above in Combine Writing from 33% to 38% by Spring 2024 as determined by Kentucky Standards Assessment	**KCWP 1**: Design and Deploy Standards **KCWP 2**: Design and Deliver Instruction	• **Collaborative work sessions with other schools to develop teacher capacity and create a support system of educators working towards common outcomes.** • **Additional professional learning for Science/Social Studies/Writing across grade levels.** • **Amplify science program will be used to implement science standards in grades K-5 and Science Scopes in 6th** • **Teachers in grades K-6 utilize resources aligned to NGSS.**	• Evidence of implementation of school wide literacy/writing plan.	

3: Achievement Gap

KRS 158.649 requires the school-based decision making (SBDM) council, or the principal if no council exists, to set the school's yearly targets for eliminating any achievement gap. The targets should be established with input from parents, faculty, and staff and submitted to the superintendent for consideration and the local board of education for adoption. In addition to being a statutory requirement, intentionally focusing on the achievement gaps that exist among a school's underserved student populations is also a vital component of the continuous improvement process. Schools should use a variety of measures and analysis when conducting its review of its achievement gaps, including a review of the school's climate and culture. Schools are not required to establish long term achievement gap goals; however, schools must establish yearly targets (objectives).

Objective	Strategy	Activities	Measure of Success	Progress Monitoring	Funding
Decrease the achievement gap between African American students scoring proficient and distinguished in the area of READING as compared to White students by 5% as determined by Spring 2024 KSA. CURRENT Reading GAP Spring 2023 KSA 		AA	White	 N	33%	13% A	32%	31% P	26%	28% D	9%	28% P%D	35%	56% (The current gap is 21%. SFE will reduce this percentage to 16% or lower as determined by Spring 2024 KSA data.)	**KCWP 1**: Design and Deploy Standards **KCWP 2**: Design and Deliver Instruction	• **See Activities for Goal 1** • **Create and monitor a watch list for students performing below proficiency.** • **Increase level of monitoring intervention supports.** • **Mentor Program for students identified by early warning tool and teacher referrals.** • **Interventions- ESS, MTSS** • **Continue to implement PBIS system.** • **Continue FRYSC support to families helping to eliminate barriers.** • **Increase communication and involvement with parents in regards to student expectations and their role as a vital partner.** • **Trauma Informed Care/Social Emotional supports and mini lessons provided by School Counselor**	• See Measures of Success for Goal 1 • Progress monitoring of the achievement gap will show a decrease in the proficiency gap between African American students and White students. • Daily formative assessment data will show improved performance for African American students. • There will be an increase in parental involvement and communication between school and home. • PBIS walkthroughs/audits will show fidelity in all Tier 1 indicators. • RTI data will show increase in African American achievement.	• See Measures of Success for Goal 1 • Progress monitoring of the achievement gap will show a decrease in the proficiency gap between African American students and White students. • Daily formative assessment data will show improved performance for African American students. • There will be an increase in parental involvement and communication between school and home. • PBIS walkthroughs/audits will show fidelity in all Tier 1 indicators. • RTI data will show increase in African American achievement	General Fund SBDM Funds Title I

4: English Learner Progress

Each Sinking Fork Elementary English Learner student will progress at least 2 levels on the ACCESS assessment by May 2026.

Objective	Strategy	Activities	Measure of Success	Progress Monitoring	Funding
Each EL student will progress at least 1 level on the ACCESS assessment by spring of 2024	**KCWP 1**: Design and Deploy Standards **KCWP 2**: Design and Deliver Instruction	• **See Activities for Goal 1** • **Add "EL Updates, Progress, and Needs" to all PLC Agendas.** • **Initiate monthly administrators meetings with the school ESL teacher.** • **Revisit and refine ESL teacher's daily schedule in ensure all student needs are met daily.** • **Host several field trips for ESL students.** • **Classroom teachers and ESL teacher will co-teach as often as schedules allow.** • **Revisit and refine the ACCESS testing schedule.** • **Ensure all communication is sent home in the student's native language.**	• See Measures of Success for Goal 1 • Progress monitoring of the EL students will show an increase in proficiency. • Daily formative assessment data will show improved performance for EL students. • RTI data will show increase in EL student achievement. • Communication between school and home will improve. • The ESL teacher will attend at least one PLC each month. • The ESL teacher and classroom teacher will utilize co-teaching when able.	• See Progress Monitoring for Goal 1 • EL Student Data Trackers • Meeting Agendas/Minutes • Revised Daily Schedules • Utilization of CCPS Language Line and Translation Resources	General Fund SBDM Title I

5: Quality of School Climate and Safety

Sinking Fork Elementary will increase the Quality of School Climate And Safety score from 84.4 to 88.0 by spring of 2026 as determined by Kentucky Standards Assessment Survey Data.

Objective	Strategy	Activities	Measure of Success	Progress Monitoring	Funding
Increase the Quality of School Climate and Safety Score from 84.4 to 86% by Spring of 2024 as determined by KSA. **Increase the Climate Index Score from 87.2 to 88.5 by Spring 2024 as determined by KSA** **Increase the Safety Index Score from 81.5 to 83 by Spring 2024 as determined by KSA.**	**KCWP 5:** Design, Align, and Deliver Support **KCWP 6**: Establish Learning Culture and Environment	• **Regular communication with students regarding school safety policies and plans.** • **Monthly practices of all emergency drills.** • **Implement the use of student voice surveys to gain insight into the student perspective and development of action plan to address areas of improvement.** • **Student Voice Committee- monthly meeting.** • **Continue FRYSC support to students and families.** • **Review the Code of Conduct with intermediate grades** • **Implementation of PBIS (Tiers 1, 2, and 3)** • **Social Skills mini lessons provided by School Counselor.**	• Successful execution of emergency drills. • Use of internal survey will show improved student perception of school climate and safety. • Behavior data will show a decrease in school behavior events. • Use of PBIS audits will indicate PBIS is being implemented with fidelity school wide. • Adherence to the schedule for Social Skills lessons. • Individual student conferencing to monitor student perception/ experience	• PBIS Fidelity Checks and Audits • Student Voice Committee Agendas and Minutes • Survey data • Behavior/Discipline Data • Emergency Drill Follow Up Reports • Schedule of Social Skills Lessons provided by the School Counselor	General Fund SBDM Title I

South Christian Comprehensive School Improvement Plan (CSIP)

Rationale

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

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

Please note that the objectives (short-term targets) set by your school under the Achievement Gap section of this planning template will be used by the district's superintendent to determine whether or not your school met its targets to reduce the gap in student achievement for any student group for two consecutive years as required by KRS 158.649. Likewise, operational definitions for each required planning component can be found on page 2 of the planning template.

For those schools operating a Title I Schoolwide Program, this plan meets the requirements of Section 1114 of the Every Student Succeeds Act as well as state requirements under 703 KAR 5:225. No separate Schoolwide Program Plan is required.

Requirements for Building an Improvement Plan

- The required goals for elementary/middle schools include the following:

  - State Assessment Results in reading and mathematics

  - State Assessment Results in science, social studies and writing

  - Achievement Gap

  - English Learner Progress

  - Quality of School Climate and Safety

-

Alignment to Needs:

Results of the Phase Two needs assessment process should inform the development of the comprehensive school improvement plan. List the identified priorities below to be addressed in order to build staff capacity and increase student achievement.

Priorities/Concerns from Needs Assessment for Schools

List two or three of the greatest areas of weakness identified in question #5 of the Needs Assessment for Schools that will be thoroughly addressed in the strategies and activities outlined in this template.

South Christian will continue to strengthen areas that include SWD students and African American students. Our goal is to reduce the number of students scoring in the Novice range.

Processes, Practices, or Conditions to be Addressed from Key Elements Template

List two or three of the processes, practices, or conditions identified on the School Key Elements Template that the school will focus its resources and efforts upon and thoroughly address in the strategies and activities outlined in this template.

KCWP 1: Design and Deploy Standards
- Ensure regularly scheduled curriculum meetings to review the alignment between standards, learning targets, and assessment measures
- Determine if assignments/activities/assessments reflect the learning targets students have had the opportunity to learn
- Increase collaboration in deconstructing standards and developing congruent learning targets

KCWP 2: Design and Deliver Instruction

- Ensure monitoring measures are in place to support holistic planning for high fidelity instructional delivery of the standards (success criteria)
- Utilize knowledge of best practice/high yield instructional strategies to aid in curricular adjustments when students fail to meet mastery
- Ensure that all users of assessment data use information to benefit student learning

Indicator Scores

List the overall scores of status and change for each indicator.

Indicator	Status	Change
State Assessment Results in reading and mathematics	64.3	5.9
State Assessment Results in science, social studies and writing	70.1	6.0
English Learner Progress	NA	NA
Quality of School Climate and Safety	78.7	.4
Postsecondary Readiness (high schools and districts only)	NA	NA
Graduation Rate (high schools and districts only)	NA	NA

Explanations/Directions

Comprehensive School Improvement Plan (CSIP)

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

Operational Definitions
Goal: Long-term three to five year targets based on the required school level goals. Elementary/middle schools must have goals for proficiency, separate academic indicator, achievement gap, and growth. High schools must have goals for proficiency, separate academic indicator, achievement gap, graduation rate, and transition readiness. Long-term targets should be informed by The Needs Assessment for Schools.

Objective: Short-term target to be attained by the end of the current academic year. There can be multiple objectives for each goal.

Strategy: An approach to systematically address the process, practice, or condition that the school will focus its efforts upon in order to reach its goals or objectives. There can be multiple strategies for each objective. The strategy can be based upon Kentucky's six (6) Key Core Work Processes listed below or another established improvement approach (i.e. *Six Sigma, Shipley, Baldridge, etc.).*

Activity: Actionable steps used to deploy the chosen strategy. There can be multiple activities for each strategy.

Key Core Work Processes: A series of processes identified by the Kentucky Department of Education that involve the majority of an organization's workforce and relate to its core competencies. These are the factors that determine an organization's success and help it prioritize areas for growth.

- KCWP 1: Design and Deploy Standards
- KCWP 2: Design and Deliver Instruction
- KCWP 3: Design and Deliver Assessment Literacy
- KCWP 4: Review, Analyze and Apply Data
- KCWP 5: Design, Align and Deliver Support
- KCWP 6: Establishing Learning Culture and Environment

Measure of Success: Criteria that shows the impact of the work. The **measures** may be quantitative or qualitative, but are observable in some way.

Progress Monitoring: Process used to assess the implementation of the plan, the rate of improvement, and the effectiveness of the plan. Should include timelines and responsible individuals.

Funding: Local, state, or federal funds/grants used to support (or needed to support) the improvement initiative.

Requirements for Building an Improvement Plan
- There are six (6) required district goals: proficiency, separate academic indicator, achievement gap, graduation rate, growth, and transition readiness.
- The required school goals include the following:
  - For elementary/middle school, these include: proficiency, separate academic indicator, achievement gap, and, growth.
  - For high school, these include: proficiency, separate academic indicator, achievement gap, graduation rate, and transition readiness.

1: Proficiency Goal

Goal 1 (State your proficiency goal.): By 2026, 62% of students will score proficient or above in reading measured by KSA. By 2026, 58.3% of students will score proficient or above in Math measured by KSA.					
Objective	**Strategy**	**Activities**	**Measure of Success**	**Progress Monitoring**	**Funding**
Objective 1 Quality Instruction: Teachers will become proficient at using researched based strategies to improve student achievement. Increase Reading from 50% to 57.5% by 2024 on KSA Quality Instruction: Teachers will become proficient at using researched based strategies to improve student achievement. Increase Math from 41% to 53.4% by 2024 on KSA	KCWP 2: Design and Deliver Instruction	Professional Learning / Professional Development- Leadership will collaborate with classroom teachers and model lessons in order to build capacity in best practices.	Teacher rating of Accomplished or Exemplary on Danielson Framework for Teaching	Data Tracking Document Ongoing 45 day 90 day 135 day 180 day Teachers / Leadership	Title I
		Goal Setting ~ Teachers will conference with their students to set achievement goals. Gifted and Talent services will be provided to students who have been identified as high achieving.	Incorporated in lesson plans and student led conferences artifacts	Data Tracking Document Ongoing 45 day 90 day 135 day 180 day Teachers / Leadership	No Funding Required
		Literacy design modules will be implemented throughout the year to integrate content, writing, and reading standards using Into Reading as the core instructional material. Reading Improvement Plan will be created for all K-3 students who score at the 30% or below as measured on MAP Testing.	Incorporated in lesson plans	Data Tracking Document Ongoing 45 day 90 day 135 day 180 day Teachers / Leadership	KySEL

	KCWP4: Review, Analyze and Apply Data	Implement formal (summative, norm referenced testing, and universal screenings) and informal processes (formative assessment, self assessment, and peer reviews) that teachers and students utilize to gather evidence to directly improve the learning of students assessed.	Plan, Do, Study, Act improvement model will be implemented	Data Tracking Document Ongoing 45 day 90 day 135 day 180 day Teachers / Leadership	No Funding Required
			Increased student growth on data tracking document	Data Tracking Document Ongoing 45 day 90 day 135 day 180 day Teachers / Leadership	No Funding Required
	KCWP 1: Design and Deliver Standards	Assistant Principals of Curriculum and Principal will facilitate weekly PLC meetings to include the PDSA that address KAS standards, engagement strategies, assessment, data collection, and analysis.	Incorporated in lesson plans	Data Tracking Document Ongoing 45 day 90 day 135 day 180 day Teachers / Leadership	General Fund
	KCWP 6: Establishing Learning Culture and Environment	PBIS ~ Teachers create a classroom environment to support rewards and incentives, build relationships, and facilitate early intervention in order to increase desirable behaviors during instruction.	Teacher rating of Accomplished or Exemplary on Danielson Framework for Teaching	Data Tracking Document Ongoing 45 day 90 day 135 day 180 day Teachers / Leadership	Title IV

2: Separate Academic Indicator

Goal 2 (State your separate academic indicator goal.): By 2026, a combined 58% of students will score proficient/distinguished in Science, Social Studies, and Writing on KSA

Objective	Strategy	Activities	Measure of Success	Progress Monitoring	Funding
Objective 1 Increase the percentage of students scoring proficient or above in Science from 47% to 52% by 2024 on KSA	KCWP 1: Design and Deploy Standards	Review and conduct cyclic curriculum reviews/checks within the PLC.	Student completing Individual Learning Plans successfully	Data Tracking Document Ongoing 45 day 90 day 135 day 180 day Teachers / Leadership	No Funding Required
			Teacher applying successful strategies within their classroom	Data Tracking Document Ongoing 45 day 90 day 135 day 180 day Teachers / Leadership	No Funding Required
	KCWP 2: Design and Deliver Instruction	Establish communication protocols for parents/guardians regarding placement and progress in intervention support systems.	All parents will have at least 2 communication throughout the school year	Data Tracking Document Ongoing 45 day 90 day 135 day 180 day Teachers / Leadership	Title I or ESS
	KCWP 6: Establishing Learning Culture and Environment	Ensure the expectations of students are clearly defined, and that group norms have been established within the classroom.	Lesson Plans Conduct classroom walkthrough utilizing Charlotte Danielson Framework for Teaching	Data Tracking Document Ongoing 45 day 90 day 135 day 180 day Teachers / Leadership	No Funding Required

Objective 2 Increase the percentage of students scoring proficient or above from 50% to 70% in Social Studies by 2024 on KSA	KCWP 1: Design and Deploy Standards	Review and conduct cyclic curriculum reviews/checks within the PLC.	Data Tracking Document	Data Tracking Document Ongoing 45 day 90 day 135 day 180 day Teachers / Leadership	No Funding Required
	KCWP 2: Design and Deliver Instruction	Establish communication protocols for parents/guardians regarding placement and progress in intervention support systems.	Communication Logs RTI/MTSS Parent Forms	Data Tracking Document Ongoing 45 day 90 day 135 day 180 day Teachers / Leadership	No Funding Required
	KCWP 6: Establishing Learning Culture and Environment	Ensure the expectations of students are clearly defined, and that group norms have been established within the classroom.	Lesson Plans Conduct classroom walkthrough utilizing Charlotte Danielson Framework for Teaching	Data Tracking Document Ongoing 45 day 90 day 135 day 180 day Teachers / Leadership	No Funding Required
Objective 3 Increase the percentage of students scoring proficient or above from 55% to 60% in Writing by 2024.	KCWP 1: Design and Deploy Standards	Implementation of school writing plan	Data Tracking Document	Data Tracking Document Ongoing 45 day 90 day 135 day 180 day Teachers / Leadership	No Funding Required
	KCWP 2: Design and Deliver Instruction	Implementation and monitoring of school writing plan	Data Tracking Document	Data Tracking Document Ongoing 45 day 90 day 135 day 180 day Teachers / Leadership	No Funding Required

	KCWP 6: Establishing Learning Culture and Environment	Ensure the expectations of students are clearly defined, and that group norms have been established within the classroom.	Lesson Plans Conduct classroom walkthrough utilizing Charlotte Danielson Framework for Teaching	Data Tracking Document Ongoing 45 day 90 day 135 day 180 day Teachers / Leadership	No Funding Required

3: Achievement Gap

Objective	Strategy	Activities	Measure of Success	Progress Monitoring	Funding
Objective 1 Identify GAP students (AA) and monitor their progress towards proficiency using formative assessments. Combined Reading and Math increase from 28% to 30% by 2024 as measured by KSA.	KCWP3: Design and Deliver Assessment Literacy	MasteryConnect – The teachers will learn how to use all the resources and reports from MasteryConnect data to plan instruction for differentiation and to monitor growth.	Growth in Math Strands and Lexile scores Data Tracking Document	Data Tracking Document Ongoing 45 day 90 day 135 day 180 day Teachers / Leadership	No Funding Required
		Create formative and summative assessments that are aligned to the KAS standards.	Growth in Math Strands and Lexile scores Data Tracking Document	Data Tracking Document Ongoing 45 day 90 day 135 day 180 day Teachers / Leadership	No Funding Required
	KCWP 4: Review, Analyze and Apply Data	Develop and clearly define MTSS school-wide process with checklists, and documentation tools, including such information as service frequency, intervention programs/strategies, SMART goal measurement, and progress monitoring checks.	Increase in percentile measured by progress monitoring data collected bi-monthly for tier 2 and weekly for tier 3 students	Data Tracking Document Ongoing 45 day 90 day 135 day 180 day Teachers / Leadership	No Funding Required

		Develop and deploy a PLC protocol with an effective cyclical process for standards deconstruction, designing of assessment measures, resource sharing and collaborative lesson creation, and analysis of data.	PLC documents Plan, Do, Study, Act Cycle	During the PLC cycle (Side by Side Lesson Plan Coaching and Individual Teacher Data Chats occur)	No Funding Required
	KCWP 6: Establishing Learning Culture and Environment	Student Led Conferences / Traditional Parent ~ Teacher Conferences – Students will have an opportunity at least twice a school year to participate in a conference that is led by them to communicate to their family, teacher, mentor, and peers their specific levels of achievement and areas for growth.	Self –Regulation / Self - Assessment	Teacher observations and anecdotal notes	No Funding Required
		Ensure the expectations of students are clearly defined, and that group norms have been established within the classroom.	Reduction of behavior referrals	Monthly Discipline Data	No Funding Required

4:English Learner Progress

Goal 4 (State your English Learner goal.): By 2026, 49% of students are expected to be EL Proficient or Above.					
Objective	**Strategy**	**Activities**	**Measure of Success**	**Progress Monitoring**	**Funding**
Objective 1 ELL students will be identified and progress monitored using formative assessment.	KCWP 2: Design and Deliver Instruction	Math MasteryConnect / Reading MasteryConnect - The teachers will learn how to use all the resources and reports from MasteryConnect to plan instruction for differentiation and to monitor growth Response To Intervention/MTSS - Outlying students who are not meeting the standard level of proficiency will be involved in Tier 2 strategic and/ or Tier 3 intensive supplemental instruction	Growth in Math Strands and Lexile scores Data Tracking Document	Data Tracking Document Ongoing 45 day 90 day 135 day 180 day Teachers / Leadership	No Funding Required
	KCWP 5: Design, Align and Deliver Support	Create formative and summative assessments that are aligned to the KAS standards.	Growth in Math Strands and Lexile scores Data Tracking Document	Data Tracking Document Ongoing 45 day 90 day 135 day 180 day Teachers / Leadership	No Funding Required

	KCWP 4: Review, Analyze and Apply Data	Develop and clearly defined MTSS school-wide process with checklists, and documentation tools, including such information as service frequency, intervention programs/strategies, SMART goal measurement, and progress monitoring checks.	Growth in Math Stands and Lexile scores Data Tracking Document	Data Tracking Document Ongoing 45 day 90 day 135 day 180 day Teachers / Leadership	No Funding Required

5: Quality of School Climate and Safety

Goal 5 (State your safety goal.): 100% of the Risk Assessment Indicators for Safety will be implemented at the school level.					
Objective	**Strategy**	**Activities**	**Measure of Success**	**Progress Monitoring**	**Funding**
Objective 1 Increase safety and security on campus to ensure all staff and students remain safe.	KCWP 6: Establishing Learning Culture and Environment	Full time SRO on campus	Full time security on campus	Officer daily attendance	
		All Classroom doors locked at all times	Barrier between students/staff and intruder	Daily door checks	No Funding Required
		Utilizing front door buzzer and screening all visitors	Secured entrance to school	Office visitor logs	No Funding Required
		Facilitating Active Shooter Training	Increased exposure to best practices in an emergency	Sign In Sheets from PD	No Funding Required
		Implementing monthly drills	Increased of good habits in an emergency	Drill logs	No Funding Required
Objective 2 Increase the results of the quality of school climate and safety survey from green to blue in rating.	KCWP 6: Establishing Learning Culture and Environment	Social and Emotional lessons will be taught routinely	More students will agree or strongly agree with questions on the climate and safety survey	Student survey each semester 5 & 6 Grade Studer Survey	No Funding Required
		Monthly meetings with the Student Voice Committee	More students will agree or strongly agree with questions on the climate and safety survey	Student survey each semester 5 & 6 Grade Studer Survey	No Funding Required