

2024-2025 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

Goal: Schools should determine long-term goals that are three to five year targets for each required school level indicator. Elementary/middle schools must address proficiency, separate academic indicator, achievement gap, and growth. High schools must address proficiency, separate academic indicator, achievement gap, graduation rate, and transition readiness. Long-term targets should be informed by The Needs Assessment for Schools.					
Objective	Strategy	Activities	Measure of Success	Progress Monitoring	Funding
Schools should determine short-term objectives to be attained by the end of the current academic year. There can be multiple objectives for each goal.	Describe your approach to systematically address a process, practice, or condition that was identified as a priority during the Needs Assessment for Schools. There can be multiple strategies for each objective. The strategy can be based upon Kentucky's six (6) Key Core Work Processes or another established improvement approach (i.e. <i>Six Sigma</i> , <i>Shipley</i> , <i>Baldrige</i> , etc.).	Describe the actionable steps that will occur to deploy the chosen strategy. There can be multiple activities for each strategy.	List the criteria that will gauge the impact of your work. The measures may be quantitative or qualitative but are observable in some way. Consider measures of input as well as outcomes for both staff and students.	Describe the process used to assess the implementation of the plan, the rate of improvement, and the effectiveness of the plan. Your description should include the artifacts to be reviewed, specific timelines, and responsible individuals.	List the specific federal, state, or local funding source(s) used to support each improvement initiative. If your school is a recipient of Title I, Part A funds, your CSIP serves as your annual plan and must indicate how Title I funds are utilized to carry out the planned activities.

1: State Assessment Results in reading and mathematics

Goal 1: Increase READING proficiency from 48% PD to 61.5% PD by May 2027. Increase MATH proficiency from 38% PD to 50.1% by May 2027.					
Objective	Strategy	Activities	Measure of Success	Progress Monitoring	Funding
Objective 1: Increase READING proficiency from 48% to 56.7% by May 2025	KCWP 1 Design & Deploy Standards KCWP 2	Teachers will work within departments to align curriculum daily planning, align student assessments to the standards, and track and monitor student progress towards standards mastery.	Units/Lesson plans/canvas template will include desired components of instructional plan determined in the vertical PLC meetings.	PLC Systems Check-meeting agenda/minutes (Evaluating administrator) Monthly classroom walkthroughs and CEP Evaluation feedback by Administration Team (Administrators/Instructional Coach)	SBDM Funding for Professional Development opportunities
Objective 2: Increase MATH proficiency from 38% PD to 50.1% by May 2025.		Develop an ongoing timeline, process for and implement vertical and horizontal alignment that identifies instructional gaps, includes planning for the introduction of the standard, development and gradual release phases, and arrival at standards mastery. Students are cognitively engaged through the implementation of effective teaching strategies and programs (Kagan, Canvas, SIOP, content specific research-based instructional strategies).	Classroom observations/walk-thoroughs will reveal effective implementation of the standards/strategies Reading summative analysis protocol followed and summative assessments reflect grade level appropriate tasks. Math summative analysis protocol followed and summative assessments reflect	Google Form for submissions for walkthroughs will reveal level of implementation/effectiveness of teaching strategies/best practices used (Administrators/Instructional Coach)	

Goal 1: Increase READING proficiency from 48% PD to 61.5% PD by May 2027. Increase MATH proficiency from 38% PD to 50.1% by May 2027.					
Objective	Strategy	Activities	Measure of Success	Progress Monitoring	Funding
		Continued implementation of school-wide literacy plan	grade level appropriate tasks. Each course/content area will create a literacy plan and commit to implementation in daily lesson plans.	Literacy plan submitted and then monitored through: <ul style="list-style-type: none">• Walkthroughs• Canvas lesson plans• PLC data dives-writing protocols, evidence of effectiveness (PLC teacher members, Evaluating Administrators)	
		Develop a timeline for curricular alignment reviews (horizontal) and implement to ensure the ongoing action of the PLCs (department and course) planning process.	Curriculum Alignment/ Literacy Plan/Products/ timeline for all contents / courses (curriculum maps, units, Syllabus)will be provided to PLC groups	BCHS Curriculum page with all submissions linked (Instructional Coach) PLC minutes (Evaluating Administrators)	
		Ensure regularly-scheduled curriculum meetings / PLCs (department and course) to review the alignment between standards, learning targets, and formative and	Meeting Minutes, timelines, work samples, formative and summative assessment protocol analysis to determine strengths/ weaknesses	Line- item analysis, common assessments, and progress on district benchmark instruments. (Instructional Coach, PLC teacher team members, evaluating administrator)	

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Objective	Strategy	Activities	Measure of Success	Progress Monitoring	Funding
		summative assessment measures, and to increase collaboration in deconstructing standards and developing congruent learning targets. (KCAS, ACT College Readiness Standards, AP Standards)			
	KCWP 4 Review, Analyze, and Apply Data	Continued implementation of a PLC protocol with an effective cyclical process for standards deconstruction, development of learning targets, designing of assessment measures, resource sharing and collaborative lesson creation, and analysis of data. Ensure that all assessments evolve and align to priority content standards and delivery of various instructional models (in-person, blended and virtual) meets the needs of all students.	PLC Meeting Minutes Learning targets/Content and Language objectives are listed on Canvas lesson plans/curriculum maps Creation of common formative and summative assessments Assessment Alignment-standards indicated on summative assessments Data Analysis Notes/ Growth	Monitoring of Canvas lesson plans to ensure Learning Targets/Content and Language objectives are listed on Canvas lesson plans (Evaluating administrator) Common formative and summative assessments submitted and standards indicated on assessments. (PLC teacher team members, Instructional Coach, evaluating administrator) Sharing of resources within PLCs related to data trends/comparative scores (PLC teacher members) Classroom walkthroughs and observations (Administrators/Instructional Coach)	

Goal 1: Increase READING proficiency from 48% PD to 61.5% PD by May 2027. Increase MATH proficiency from 38% PD to 50.1% by May 2027.					
Objective	Strategy	Activities	Measure of Success	Progress Monitoring	Funding
		<p>Develop and implement progress monitoring system to monitor standards mastery for each student</p> <p>*Implement data teaming methodologies, including collection and charting of data, analysis of strengths and obstacles to student learning (English, Math and Science)</p> <p>*Ensure that formative, interim, summative assessment results are used appropriately to determine individual student intervention needs.</p> <p>*Increase collaboration in PLC's and between all teachers in data analysis and student progress towards standards mastery, including identification of students in need of intervention support. (English, Math and Science) (Gap: Special Education, LEP)</p> <p>*Identify interventions for GAP groups by using</p>	<p>Meeting Minutes</p> <p>Mastery Connect Results</p> <p>Assessment alignment to standards during PLC work.</p> <p>Growth (ACT, MPVA, Teacher common summative assessments results)</p> <p>Teachers will monitor and identify student progress and provide needed interventions to students who qualify as Tier 2 or Tier 3</p> <p>Increased opportunities for teachers to collaborate vertically and cross-curricular opportunities provided.</p>	<p>Data Analysis Notes (Instructional Coach, Evaluating Administrator, PLC teacher teams)</p> <p>Periodic moments through the month during PLC meetings where student work is analyzed, concerns identified</p> <p>(PLC teacher team members)</p>	

Goal 1: Increase READING proficiency from 48% PD to 61.5% PD by May 2027. Increase MATH proficiency from 38% PD to 50.1% by May 2027.					
Objective	Strategy	Activities	Measure of Success	Progress Monitoring	Funding
		common formative and summative assessments with the following interventions: Rebel Readiness Remediation Time built into every course, Reading Course with Read 180, Identify/implement new intervention strategies for Reading and Math for all intervention groups.	All teachers all participate in monthly PD opportunities relating to best literacy and instructional practices/SIOP strategies.	Review of teacher Canvas lessons (Evaluating administrator) Walkthroughs: Identify intervention strategies (blended learning/intervention groups) utilized in all contents (literacy)and in math courses (Administrators/Instructional Coach) Read 180 results-monitored by teacher/interventions implemented	

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

Goal 2: Increase the Proficiency of Science 5% PD to 51.9%, Social Studies 35% PD to 43.5%, and Writing from 37% PD to 71.3% by May 2027.					
Objective	Strategy	Activities	Measure of Success	Progress Monitoring	Funding
Objective: Increase the Proficiency of Science 5% PD to 51.9%, Social Studies 35% PD to 38.1%, and Writing from 37% PD to 71.3% by May 2024.	KCWP 1 Design & Deploy Standards KCWP 3: Design and deliver assessment literacy.	Implement writing plan specific to content which monitors mastery for each student. A literacy plan will be created for each course taught, in which students will follow the writing process, receive feedback, identify writing strengths and/or weakness using rubrics. Job-embedded professional learning opportunities provided monthly centered on literacy strategies, inquiry model and other instructional best practices Provide opportunities for teachers to cross-curriculum collaborate to analyze student writing and identify effective feedback	Daily content/Language objectives in Canvas lesson plans Student opportunities to read, write, speak about content happen daily. PD/PLC agendas and minutes	Walkthroughs/ observations (Administrators/ Instructional Coach) Continuous monitoring of writing plan in PLCs. Monthly PD opportunities centered on literacy strategies in which attendance is mandatory (Instructional Coach) PLC Data analysis (PLC teacher team members, Instructional Coach, evaluating administrator) Writing protocols in which teachers bring samples to evaluate in order to identify areas of growth (PLC teacher team members, Instructional Coach, evaluating administrator)	SBDM Funds for Professional Development Opportunities

Goal 2: Increase the Proficiency of Science 5% PD to 51.9%, Social Studies 35% PD to 43.5%, and Writing from 37% PD to 71.3% by May 2027.					
Objective	Strategy	Activities	Measure of Success	Progress Monitoring	Funding
				Attendance sheet for PD-mandatory makeup sessions for any missed. (Instructional Coach)	

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 reading proficiency for African American 38% to 40%, English Learners plus Monitored 15% to 18.2%, and Disability 7% to 35% by May 2025. Objective 2: Increase the math proficiency for African American 29% to 30.8%, English Learners plus Monitored 5% to 21.1%, Disability 4% to 28.4% by May 2025.	KCWP 4 Review, Analyze, and Apply Data	Develop and implement progress monitoring system to monitor standards mastery for each student in our Gap Groups * Implement data teaming methodologies, including collection and charting of data, analysis of strengths and obstacles to student learning (English, Math and Science) * Ensure that formative, interim, summative assessment results are used appropriately to determine individual student intervention needs. * Increase collaboration in PLCs and between all teachers in data analysis and student progress towards standards mastery, including identification of students in need of intervention	Increased academic progress on Reading 180, MVPA, and common summative assessments) Teacher efficacy: teachers determine/adjust/ reteach utilizing instructional practices/interventions provided based on data	PLC Data analysis- track progress of identified groups by teacher/class on common summative assessments and MVPA data. (PLC teacher team members, Instructional Coach, evaluating administrator) Leadership Team reviews PLC minutes -An administrator attends PLC meetings - walk-thrus	SBDM Funds for Professional Development Opportunities

Objective	Strategy	Activities	Measure of Success	Progress Monitoring	Funding
		support. (English, Math and Science) (Gap: Special Education, LEP) *Identify interventions for GAP groups by using common formative and summative assessments with the following interventions: Rebel Readiness Remediation Time built into every course, Reading Course with Read 180, Identify/implement new intervention strategies for Reading and Math for all intervention groups.			
	KCWP 3 Design & Deliver Assessment Literacy	Implement a College Readiness Plan to include ACT, preparation experiences, remediation, and supports	Student goal sheets created in core courses Teachers track GAP group	Walkthroughs (Instructional Coach, evaluating administrator)	

Objective	Strategy	Activities	Measure of Success	Progress Monitoring	Funding
		*Remediation and data collection – English, math, reading, and science for all GAP groups *Goal setting for students with teacher training to support	students in their class	Leadership team reviews goal sheets (Instructional Coach, evaluating administrator) PLC Data analysis-focus on TSI students (PLC teacher team members, Instructional Coach, evaluating administrator) Analysis of student goal sheets by teachers (PLC teacher team members)	

4: English Learner Progress

Goal 4: Increase the English Learner indicator from 23.8 to 33.8 by 2027.					
Objective	Strategy	Activities	Measure of Success	Progress Monitoring	Funding
Objective 1: Increase the English Learner indicator from 34.6 to 36%	KCWP 5: Design, Align, and Administer Support	Provide quality professional learning for all teachers centered around developing English language proficiency through curriculum, instruction, & assessment, and increase training regarding Sheltered Instruction Observation Protocol (SIOP) strategies	Desired Teacher Outcome: Improved teacher efficacy Desired Student Outcome: Increased English proficiency/increased number of	SIOP/PD feedback surveys (Instructional Coach, Administrators) Walkthroughs (Instructional Coach, Administrators) Data analysis in PLCs on District Summative Assessments and KSA	SBDM Funds for Professional Development Opportunities

Goal 4: Increase the English Learner indicator from 23.8 to 33.8 by 2027.					
Objective	Strategy	Activities	Measure of Success	Progress Monitoring	Funding
		for all teachers working with EL students.	students P/D in District Summative Assessments and KSA.	(PLC teacher team members, Instructional Coach, evaluating administrator) Completed Red Standards Sheets (PLC teacher team members, Instructional Coach) Impact Survey Results (Administrators, Instructional Coach)	

5: Quality of School Climate and Safety

Goal 5: Increase the Quality of School Climate and Safety indicator from 68.2 to 73% by 2027.					
Objective	Strategy	Activities	Measure of Success	Progress Monitoring	Funding
Objective 1: Increase the Quality of School Climate and Safety indicator from 68.2 to 73% by 2025.	KCWP 5: Design, Align, and Administer Support	Provide training and professional learning regarding emotional and mental wellness supports SEL activities in homeroom lessons	Increased application of strategies in lesson plans SEL strategies included in Canvas lesson plans Improved results on student SEL Panorama survey	Monitor Canvas Lesson Plans (Evaluating Administrator) PLC Agenda and minutes (Instructional Coach, evaluating administrator) Walkthroughs (Instructional Coach, evaluating administrator)	SBDM Funds for Professional Development Opportunities

Goal 5: Increase the Quality of School Climate and Safety indicator from 68.2 to 73% by 2027.					
Objective	Strategy	Activities	Measure of Success	Progress Monitoring	Funding
			Improved Impact Survey results		
		Align and integrate school mental health, PBIS, and RTI ensuring an interconnected Multi-Tiered Systems of Support framework.	Attendance rate improves Increase number of students participating in PBIS rewards system Decrease in behavior incidents	Tableaux data analysis (Administrators) Panorama data analysis-attendance (Administrators, Guidance Counselors, attendance clerks) SEL Panorama Survey results (Administrators, Guidance Counselors)	

6: Postsecondary Readiness (high school only)

Goal 6: Increase our Postsecondary Readiness Indicator from 75.1% to 77.8% by 2027.					
Objective	Strategy	Activities	Measure of Success	Progress Monitoring	Funding
Objective 1 Increase our Postsecondary Readiness Indicator from 75.1 to 77.8 by 2024.	KCWP 5: Design, Align, and Administer Support	Training and support for counselors, CCR coaches, and teachers using the Academic Planner tool (Infinite Campus) for students, teachers, and parents to have access to	Desired Student Outcome: More proactive planning for college, career, and life, and greater user understanding.	Counselor student logs (Administrators, Guidance Counselors) Data analysis-Industry Certification for targeted groups	SBDM Funds for Professional Development Opportunities

Goal 6: Increase our Postsecondary Readiness Indicator from 75.1% to 77.8% by 2027.					
Objective	Strategy	Activities	Measure of Success	Progress Monitoring	Funding
		academic/pathway planning. -design plan for counselors to meet with all seniors for planning for post-secondary options. - Create at-risk tracking sheet created by counselors to monitor student progress towards -counselors will meet individually with students when scheduling classes to ensure at-risk groups are taking courses that will help them achieve postsecondary success	Increase in number of students taking and passing industry certification tests Increase in the number of spec ed, AA, and EL students meeting benchmarks Increased number of Spec ed, AA, and EL students taking AP courses and/or dual enrollment courses.	(Administrators, College and Career coach, Business teachers)	

Goal 7: Increase the Graduation Indicator from 96.8% to 98% by 2027.					
Objective	Strategy	Activities	Measure of Success	Progress Monitoring	Funding
Objective 1 Increase the Graduation Indicator from 96.8% to 98% by 2025.	KCWP 4: Review, Analyze, and Apply Data	<p>Develop and implement progress monitoring system to monitor standards mastery for each student</p> <p>*Implement data teaming methodologies, including collection and charting of data, analysis of strengths and obstacles to student learning (English, Math and Science)</p> <p>*Ensure that formative, interim, summative assessment results are used appropriately to determine individual student intervention needs.</p> <p>*Increase collaboration in PLC's and between all teachers in data analysis and student progress towards standards mastery, including identification of students in need of intervention support. (English, Math and Science) (Gap: Special Education, LEP)</p>	<p>Increased graduation rate for students with disabilities, EL population, and african-american population.</p> <p>Increased academic progress on district summative assessments and MVPA.</p> <p>Increased number of earned credits-SWS/Credit Recovery</p> <p>Increased number of students utilizing remediation opportunities when earning an</p>	<p>Daily data and behavior tracker will be compiled monthly for monitoring purposes. (Administrators, Guidance Counselors)</p> <p>PLC minutes/data analysis of formative and summative assessments (PLC teacher team members, Instructional Coach, evaluating administrator)</p> <p>SWS/CR/Remediation data analysis (Administrators, guidance counselors, SWS/CR teacher(s))</p>	SBDM Funds for Professional Development Opportunities

Goal 7: Increase the Graduation Indicator from 96.8% to 98% by 2027.					
Objective	Strategy	Activities	Measure of Success	Progress Monitoring	Funding
		Implement a College Readiness Plan to include ACT, preparation experiences, remediation, and supports *Remediation and data collection – English, math, reading, and science for all GAP groups *Goal setting for students with teacher training to support	"I" and attaining a credit. Increased attendance rate for students with disabilities, EL population, and african-american population.		
	KCWP 5: Design, Align, and Deliver Support	Develop and implement a process to identify students at risk for remediation, failure, and/or untimely graduation. Monitor their progress using tools such as the Panorama, Persistence to Graduation Tool, Resiliency Survey, failure reports, attendance data and other early warning tools. Provide and discuss this data with the Special Ed PLC and the ELL PLC.	At-risk tracking sheets created by counselors by grade level to identify at-risk students and provide intervention strategies Increased attendance rate for EL, AA, and Spec. education students	Administrator meeting notes (Administrators) Counselor meeting minutes (Counselors, Administrators) Admin/counselor PLC weekly meetings to identify at-risk students/discuss strategies (Counselors, Administrators) Special Ed/EL PLC minutes (Administrators) Attendance data analysis (Administrators, counselors, attendance clerks)	

Goal 7: Increase the Graduation Indicator from 96.8% to 98% by 2027.					
Objective	Strategy	Activities	Measure of Success	Progress Monitoring	Funding
		Enhance the school-wide behavioral support system that aligns with the Code of Conduct as well as student action plans for self-monitoring and immediate feedback. *Provide behavior-specific praise and reinforcement *Groups, supports, check in/check out *Ensure that all available resources are deployed to assist students in need *Develop social emotional supports for all students	Increased placement of students in PBIS interventions: <ul style="list-style-type: none">- check in-check out- behavior rewards- counseling	PBIS meeting minutes (PBIS administrator, PBIS team members) PBIS data analysis (PBIS administrator, PBIS team members, teachers) Tableaux Data analysis (PBIS administrator, PBIS team members, administrators, Counselors, teachers)	

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:
<p>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?</p> <p>Response: The leadership team meets weekly to review data (behavior, academic, attendance) to identify problems of practice and strategize plans for improvement. SPED/Afr-Am/Spec.Ed gap group students are identified and intervention strategies used to decrease attendance rates and suspension rates. All of leadership team attended SIOP Training during a Fall SLC to learn innovative instructional strategies and the expectation is that all teachers teach literacy. The leadership team complete monthly walkthroughs and will calibrate walkthrough scores to ensure feedback to teachers is effective, timely, and accurate.</p> <p>Administrators-CEP, walkthroughs, monitor PLCs, discipline strategies, attendance and behavior analysis, CSIP, participate in PLCs</p> <p>Instructional Coach- provides PD opportunities for staff, leads new-teacher mentor program, data analysis, PLC protocol, creates feedback surveys, CSIP, create curriculum timelines</p> <p>Counselors-Strategic scheduling based on student needs, Review SEL data/survey results and create intervention strategies, monitor graduation rate/identify at-risk students, complete credit checklists, provide tools/strategies to staff to support socio-emotional health of all students, assist in individual student scheduling, ARC meetings</p> <p>Special ed teachers: monitor student progress, at-risk tracking sheets, attend special ed PD, monthly PLC’s and data analysis, collaboration with general education teacher regarding SDI, assist with scheduling process, support teachers/create modifications, attend ARC’s, ensure IEP supports identified disability.</p> <p>EL teachers: attend monthly PLC, data analysis, at-risk tracking sheets, assist with scheduling process, support teachers/create modifications, SIOP support</p> <p>School Psychologist-provides specialized counseling with targeted groups</p> <p>District Professionals: District math and reading interventionist/EL coordinator-provide on-going/required PD opportunities to all staff</p> <p>Attendance clerk: monthly attendance data, absenteeism letter, enact FAST team response</p>
Identification of Critical Resources Inequities:
<p>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.</p> <p>Response: There is a school-wide focus on PBIS to motivate and reward all students. Allocations need to be based on needs of students and student makeup/population (demographics), utilize Section 7 monies and create proposal to support identified GAP areas. Teacher allocations need to be determined based on how to best support at-risk population (ie. consider smaller class sizes in core courses). Utilization of SBDM monies that will best support TSI groups (PD opportunities for teachers, behavior intervention supports and student incentives).</p>

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:

Results of the SEL survey given to all students were analyzed. We targeted lowest percentage areas and developed a plan of action that included:

- sharing the data with staff
- providing SEL strategies to staff at monthly staff meetings
- SEL lesson/activities incorporated into homeroom lesson plans
- added counselor and vice principal

Attendance Rate

- Track monthly attendance rate by gap groups using Panorama
- initiate home visits (school counselor and AP) to students with excessive absenteeism
- Letters from school in Spanish and French delivered to homes

Suspension/Behavior data

- evaluate behavior data from Tableaux and Panorama to identify highest incidents reported
- perform re-entry conference for suspended students-meet with AP, counselor, parent and student to review expectations, counseling options, etc.

Walkthroughs

- monthly walkthrough data analyzed to ensure best instructional practice are utilized (SIOP, reading, and writing)
- teachers and admin attend monthly PD centered around reading and writing strategies and SIOP as instructional support for underperforming groups

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:

SIOP- walkthroughs, review lesson plans, evaluation process

READ 180-data analysis, walkthroughs

Engagement: walkthroughs, lesson plans indicating use of cooperative learning strategies (KAGAN), evaluation process

Inquiry model- review of Lesson plans indicating use of QFT strategies, walkthroughs, evaluation process

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.

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 “[Documenting Evidence under ESSA](#)” 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
SIOP (sheltered instruction observation protocol) training for all certified staff) Three day introduction PD and continuous monthly training throughout the school year/cognitive coaching	Batt, E. (2010). Cognitive coaching: A critical phase in professional development to implement sheltered instruction. <i>Teaching and Teacher Education</i> 26, 997-1005. Boughoulid, M. (2020). The SIOP Model as an empowering teaching method for English language learners: A study case. <i>European Journal of English Language Teaching</i> , 6 (2), 39-53. SIOP Study	<input checked="" type="checkbox"/>
Walkthrough monitoring tools aligned to the TNTP Opportunity Myth-”Big Rocks” of the district- Engagement, instruction, grade-level tasks, and high expectations	TNTP. (2018). The Opportunity Myth : What Students Can Show Us About How School Is Letting Them Down—and How to Fix It. Classroom Walkthroughs Where data-gathering and relationship-building meet for school improvement https://files.eric.ed.gov/fulltext/ED611283.pdf	<input type="checkbox"/>
Read-180 Intervention Course	READ 180® (Adolescent Literacy) (November 2016) https://ies.ed.gov/ncee/wwc/Intervention/742	<input type="checkbox"/>
Literacy Strategies (reading and writing)	Teaching Secondary Students to Write Effectively (November 2016): https://ies.ed.gov/ncee/wwc/PracticeGuide/22 Providing Reading Interventions for Students in Grades 4–9: https://ies.ed.gov/ncee/wwc/PracticeGuide/29	<input type="checkbox"/>

Evidence-based Activity	Evidence Citation	Uploaded in eProve
QFT Process	Rothstein, Dan, and Luz Santana. Make Just One Change: Teach Students to Ask Their Own Questions. Harvard Education Press, 2011 The Right Question Institute: https://rightquestion.org/	<input type="checkbox"/>
KAGAN	Cooperative Learning as an Evidence-Based Teaching Strategy: What Teachers Know, Believe, and How They Use It https://eric.ed.gov/?id=EJ1258601	

Comprehensive School Improvement Plan (CSIP)

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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.

Writing, Science, and Social Studies are the greatest areas of weakness. 30% of students scored proficient/distinguished in writing, 44% of students scored proficient/distinguished in science, and 47% of students scored proficient/distinguished in Social Studies. The indicator score for Science, Social Studies, and Writing is 62.6 compared with our statewide results in reading/math which is 85.2. Although there was an increase of 6.2 in students with disabilities achieving on KSA in 2023 in math and reading, students in this category still performed in the low range. Continued focus in this achievement gap will remain for the 2024-25 school year.

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 4: Review, Analyze and Apply Data - Teachers will analyze data to determine student learning and inform instructional decision-making. Teachers and administrators will work to ensure assessments are high quality and aligned to the rigor of the standards. ATMs and teacher PLCs will help determine student movement through the tiers of intervention and grouping of students. Teachers and administrators will work to develop a system for students to be consistently involved in their learning across all grade levels.

KCWP 6: Establish Learning Environment and Culture - All teachers will work to ensure their classroom environment is conducive to learning. The leadership will work to develop a strong vision and shared goals centered on student growth. Leadership will work with ensuring all teachers contribute to the PLC process to develop collective efficacy of the staff so that grade level teams are highly effective.

Indicator Scores

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

Indicator	Status	Change
State Assessment Results in reading and mathematics	85.2	3.2
State Assessment Results in science, social studies and writing	62.6	0.7
English Learner Progress		
Quality of School Climate and Safety	75.3	1.2
Postsecondary Readiness (high schools and districts only)		
Graduation Rate (high schools and districts only)		

Explanations/Directions

Goal: Schools should determine long-term goals that are three- to five-year targets for each required school level indicator. Elementary/middle schools must address state assessment results in reading and mathematics, state assessment results in science, social studies and writing, achievement gap, English learner progress, and quality of school climate and safety. High schools must address 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, and graduation rate. Long-term goals should be informed by The Needs Assessment for Schools.					
Objective	Strategy	Activities	Measure of Success	Progress Monitoring	Funding
Schools should determine short-term objectives to be attained by the end of the current academic year. Objectives should address state assessment results and/or aligned formative assessments. There can be multiple objectives for each goal.	Describe your approach to systematically address a process, practice, or condition that was identified as a priority during the Needs Assessment for Schools. There can be multiple strategies for each objective. The strategy can be based upon Kentucky's six (6) Key Core Work Processes or another established improvement approach (i.e. <i>Six Sigma, Shipley, Baldridge, etc.</i>).	Describe the actionable steps the school will take to deploy the chosen strategy. There can be multiple activities for each strategy.	List the criteria that will gauge the impact of your work. The measures may be quantitative or qualitative but are observable in some way. Consider measures of input as well as outcomes for both staff and students.	Describe the process used to assess the implementation of the plan, the rate of improvement, and the effectiveness of the plan. Your description should include the artifacts to be reviewed, specific timelines, and responsible individuals.	List the specific federal, state, or local funding source(s) used to support each improvement initiative. If your school is a recipient of Title I, Part A funds, your CSIP serves as your annual plan and must indicate how Title I funds are utilized to carry out the planned activities.

1: State Assessment Results in Reading and Mathematics

Goal 1: Increase READING proficiency from 62% PD to 67.9% PD by May 2027. Increase MATH proficiency from 65% PD to 68% by May 2027.					
Objective	Strategy	Activities	Measure of Success	Progress Monitoring	Funding
Objective 1: Increase READING proficiency from 62% PD to 65% PD by May 2025. Objective 2: Increase MATH proficiency from 65% PD to 68% by May 2025.	KCWP 1 Design & Deploy Standards - What should students know and be able to do?	School Teams will work in weekly PLC meetings using formative and benchmark data to address the DuFour questions of: 1. What do your students need to know and be able to do? 2. How do we know they have learned it? 3. What do we do if they have not learned it? 4. What do we do when they have learned it?	Indicators: -Lesson plans - end of unit assessments -Grade level unit plans aligned to BCS priority standards -Efficient use of data from PLC to differentiate and progress monitor students intended results -increase achievement of students in all areas -alignment of instruction of teachers within grade levels	-Principal -Assistant Principals -Instructional Coach	
	KCWP 2 Design & Deliver Instruction - How will they learn it?	Principals, instructional coach, teacher leaders, and MTSS instructors will collaborate to effectively implement standard based instruction to address standards consistently throughout all grade levels.	Quarterly ATMs until MTSS is fully implemented, weekly PLCs addressing Tier 2 instruction, completion of Tier 1, 2, and 3 monitoring sheets as reviewed in PLCs and at ATMs	Weekly PLCs / Quarterly ATMs	
		All teachers will identify learning targets to assist in student goal setting for each content standard. Teachers will post these within their classrooms and regularly share with students to ensure individual monitoring of success within the classroom.	Learning targets posted in each classroom daily,, administrator walkthroughs and feedback, observations	Daily/ongoing	
		PLC implementation - BES will implement a fluid PLC process in combination with grade level teams, administration, instructional coach, RTI leaders, and with support from LSS to fully train staff and implement highly effective Professional Learning Communities within the school. PLCs will be data driven and address the DuFour questions.	Curriculum alignment and team planning, small group interventions, assessment results through formative and summative, including STAR, MVPA, KSA, and HQIR assessments	Weekly	\$1,000 (PL books, Consultants, etc.)
	KCWP 4 Review, Analyze, and Apply Data - How will we know they have learned it?	LSS will provide training and support for schools to ensure that students are provided high quality, personalized learning targeted to help students at all levels succeed at	STAR scores, KSA data, MVPA data, HQIR assessments, and ongoing classroom formative assessments	Ongoing	

Goal 1: Increase READING proficiency from 62% PD to 67.9% PD by May 2027. Increase MATH proficiency from 65% PD to 68% by May 2027.					
Objective	Strategy	Activities	Measure of Success	Progress Monitoring	Funding
		mastering content standards and develop student agency as a learner. This ensures that ALL Learners receive an EQUITABLE, ACCESSIBLE, RIGOROUS, and RELEVANT educational experience.			
		Administrators will conduct regular walkthroughs to effectively share timely feedback to improve classroom instruction and active engagement.	Timely feedback shared via e-mail to individual teachers.	Ongoing	
		LSS will provide training and support to BES to ensure students are provided high quality, personalized learning, targeted to help students at all levels to succeed at mastering content standards and develop student agency as a learner. This will ensure that ALL learners receive an equitable, accessible, rigorous, and relevant educational experience. BES will differentiate instruction within the classroom setting to provide the most appropriate and effective education to all students.	Interventions, documented through tiered instructional process and reviewed at weekly PLCs. Lesson plans and standard alignment. Progress as shown through progress monitoring of assessments.	Ongoing	

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

Goal 2: Increase the Proficiency of Science 44% PD to 54%, Social Studies 47% PD to 58.8%, and Writing from 30% PD to 50% by May 2027.					
Objective	Strategy	Activities	Measure of Success	Progress Monitoring	Funding
Objective 1: Increase the Proficiency of Science 44% PD to 46.4%, Social Studies 47% PD to 58.8%, and Writing from 30% PD to 50% by May 2025.	KCWP 2: Deliver & Design Instruction - How will they learn it?	BES will employ cooperative learning structures, including Kagan and other strategies, to improve active engagement in the learning process.	Behavior data/engagment check-ins through walk-through Academic assessment results: MVPA, STAR, KSA	Ongoing	\$1,000 for Kagan training
		Writing instruction is embedded in our HQIR.	MVPA writing scores, grade level/vertical calibration of writing, documentation during PLCs	Daily / ongoing	
		Professional Development opportunities will be made available to certified staff members to assist in the development and implementation of rigorous and equitable instruction. These opportunities may be available through administration, instructional coach, district, or other training, including book studies.	Attendance/sign-ins, implementation as shown through anecdotal evidence, lesson plans, etc.	Ongoing	\$500 for subs and potential books
	KCWP 4: Review, Analyze, Apply Data Results - How will we know they have learned it?	Leadership team will conduct ongoing walkthroughs and provide timely feedback to ensure instruction is equitable, rigorous, accessible, and relevant for all learners.	Implementation based on feedback from leadership team/individualized	Ongoing	
		Faculty meetings will be used to focus on CKLA unit planning to ensure vertical alignment to vertically align the school-wide instruction and expectations for each content area.	Meeting agendas and minutes, shared information at staff meetings/SBDM as appropriate	Ongoing	

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 reading proficiency for Disability 21% to 33.6% by May 2025. Objective 2: Increase the math proficiency for Disability 21% to 23% by May 2025.	KCWP 5 Design, Align, and Administer Support - What will we do if they know it already, don’t know it, or need other support?	LSS, BES leadership, instructional coach, team leaders, and RTI instructors will collaborate to provide equitable, rigorous, accessible, and relevant learning opportunities for all learners.	STAR scores, HQIR unit assessments, or other formative assessments, MVPA scores, KSA results, self-reflections, implementation of MTSS.	Ongoing	
		District special education coordinator will conduct regular PLCs designed with Special Education teachers and counselors/ARC chairpersons in mind.	Meeting agenda/PowerPoints provided by coordinator.	Ongoing; at least twice monthly	
	KCWP 2 Design & Deliver Instruction - How will they learn it?	Special Education teachers will assist as permitted through specific IEPs to assist in the classrooms with Co-Teaching students who fall within the Gap Group, Disability-with IEP as designated by caseloads.	Collaborative lesson plans; ongoing assessment evidence	Daily	
		General education teachers, RTI and Special Education teachers will meet regularly to implement and enforce academic support for students who fall within designated Gap groups. Data will be analyzed to inform instructional moves and adjustment to RTI groups will be made in a fluent and efficient manner.	Formative data review, STAR, MVPA, HQIR unit assessments), MTSS tiered groups	Ongoing; minimum of quarterly at ATM meetings where all teachers are present	\$500 for subs–vertical team meetings.
		ESS opportunities will be made available for students who fall within Gap Groups and will follow specific, targeted instructional practices, utilizing Heggerty and explicit phonics instruction. Formative and Summative assessments will be used to monitor impact.	Formative and summative assessments as appropriate; STAR, MVPA results	Ongoing	ESS funds
		RTI will be implemented school-wide, whereas students in Gap groups or otherwise struggling will receive intentional small group instructional intervention time with highly qualified instructors using researched based approved programs. RTI instructors will receive ongoing support and training from administration and LSS to	Formative and summative assessments through our, HQIR resources, ATMs and PLCs to regularly and consistently review data and updated monitoring of students as	Ongoing - RTI instruction daily	

Objective	Strategy	Activities	Measure of Success	Progress Monitoring	Funding
		ensure practices are effective and appropriate for all learners.	shared with grade level teams and teachers.		
	KCWP 4 Review, Analyze, & Apply Data - How will we know they have learned it?	Content standards and student data will be reviewed regularly in grade level PLCs. Individual students will be named and claimed by teachers to ensure rigorous instruction for ALL students.	Lesson plans, assessments, STAR, MVPA, HQIR unit assessments	Weekly/ongoing	
	KCWP 6 Establish Learning Culture and Environment - What will we do if they know it already, don't know it, or need other support?	Behavioral support will be provided by the leadership team in a whole-child approach, including disciplinary measures, counseling, and through PBIS and Behavioral MTSS structures. Reorganize the sped department to better meet the needs of students with carry-in behaviors and challenging needs. Provide sensory training and equipment for kids to learn replacement behaviors to teach them how to handle their emotions.	Data collection / Reduced Behavior referrals for students receiving sped services, student monitoring through Tier II and III behavior.	Data reviewed weekly; all supports provided daily/as designed in specific behavior support plans.	\$2000 (sensory programs, skills program, sensory materials/games for resource rooms)

4: English Learner Progress

Goal 4: Increase the English Learner ACCESS Composite Score from 3.2 to 3.5.					
Objective	Strategy	Activities	Measure of Success	Progress Monitoring	Funding
Objective 1: Increase the English Learner ACCESS Composite Score from 3.2 to 3.5.	KCWP 5: Design, Align, and Administer Support - What will we do if they know it already, don't know it, or need other support?	Provide quality professional learning for all teachers centered around developing English language proficiency through curriculum, instruction, & assessment, and increase training regarding Sheltered Instruction Observation Protocol (SIOP) strategies for all teachers working with EL students.	Desired Teacher Outcome: Improved teacher efficacy Desired Student Outcome: Increased English proficiency	Teachers that attend SIOP training will be given feedback on their progress with implementation.	

5: Quality of School Climate and Safety

Goal 5: Increase the Quality of School Climate and Safety indicator from 72.9 to 78 by 2027.					
Objective	Strategy	Activities	Measure of Success	Progress Monitoring	Funding
Objective 1: Increase the Quality of School Climate and Safety indicator from 75.3 to 78 by 2024.	KCWP 5: Design, Align, and Administer Support - What will we do if they know it already, don't know it, or need other support?	Students will receive PBIS refreshers after long breaks (Winter & Spring Break) and individual students will be acknowledged for exemplifying the S.O.A.R attributes: Safety, On Task, Accept Responsibility, and Respect. For example: Positive referrals	Formative assessment during guidance lessons; Survey administered to students to determine level of negative or positive impact of PBIS and its effect on students treating each other respectfully.	Administrators Guidance Counselors Teachers	
		Align and integrate school mental health, PBIS, and RTI ensuring an interconnected Multi-Tiered Systems of Support framework. Students referred for disciplinary action or receiving tier 2 or 3 behavior supports will receive additional instruction in the SOAR attributes. For example: Think Sheets, Social Skills instruction			

6: Postsecondary Readiness (High School Only)

Goal 6 (State your postsecondary goal.):					
Objective	Strategy	Activities	Measure of Success	Progress Monitoring	Funding
Objective 1					
Objective 2					

7: Graduation Rate (High School Only)

Goal 7 (State your graduation goal.):					
Objective	Strategy	Activities	Measure of Success	Progress Monitoring	Funding
Objective 1					
Objective 2					

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:
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:
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:
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:
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.	<input checked="" type="checkbox"/>
		<input type="checkbox"/>
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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:
<p>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</p> <p>Response:</p>
Identification of Critical Resources Inequities:
<p>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.</p> <p>Response:</p>

CSI 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 Continuous Improvement Platform (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.	<input checked="" type="checkbox"/>
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Ballyshannon 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.

The greatest areas of weakness identified from the data are:

Science Proficiency: Overall: 34% P/D in 2024 (decreased from 37% in 2023).
Students with disabilities: 0% P/D, indicating no students achieving proficiency or distinction.

Social Studies Proficiency: Overall: 43% P/D in 2024 (decreased from 48% in 2023).
Students with disabilities: 15% P/D, which is relatively low.

Math Proficiency for Students with Disabilities: 11% P/D, indicating significant challenges in math performance for this group.

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 6: Establishing Learning Culture and Environment

Indicator Scores

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

Indicator	Status	Change
State Assessment Results in reading and mathematics	77.7	4.4
State Assessment Results in science, social studies and writing	68.4	-0.8
English Learner Progress	Suppressed	Suppressed
Quality of School Climate and Safety	69.2	2.0
Postsecondary Readiness (high schools and districts only)	NA	NA
Graduation Rate (high schools and districts only)	NA	NA

1: State Assessment Results in Reading and Mathematics

Goal 1: Increase reading and math combined proficiency to 77% by May 2028.					
Objective	Strategy	Activities	Measure of Success	Progress Monitoring	Funding
Objective 1 Improve reading proficiency from 61% to 78% by 2025.	KCWP 1: Design and Deploy Standards Ensure that vertical curriculum mapping is occurring to identify instructional gaps, including planning for the introduction of the standard, development and gradual release phases, and arrival at standards mastery.	ELA Department Collaborate to: <ul style="list-style-type: none">revise and update the list of texts (novels, short stories, excerpts) to ensure they align with the reading standards for grades 6-8.	Success may be measured by: (1) Increased Teacher Understanding of the progression of reading standards across grades. (3) Coherent Curriculum Map showing a clear progression of texts that align with the standards. (4) Positive Student Feedback indicating increased engagement and understanding of the texts.	Vertical Meetings PLC Collaborative Planning Sessions	None
	KCWP 2: Design and Deliver Instruction Ensure ongoing professional development focused on high-yield instructional strategies, including regular common planning time for teachers to collaborate. During this time, teachers will analyze formative and summative assessment data,	Grade-Level Teachers Collaborate in Data-Driven Collaborative Planning Sessions to: <ul style="list-style-type: none">design units and lessons based on student needs, use formative and summative assessment data to identify areas of struggle, share effective instructional strategies, and adjust	Success may be measured by: (1) Improved Student Performance on formative and summative assessments (2) Teacher Feedback indicating increased confidence and	Collaborative Planning Minutes that may include: <ul style="list-style-type: none">Established time for collaboration for each grade level pairIdentifying core skills to focus on (e.g., reading comprehension strategies, vocabulary development).Determining appropriate texts, materials, and activities that	Conference funding

Goal 1: Increase reading and math combined proficiency to 77% by May 2028.

Objective	Strategy	Activities	Measure of Success	Progress Monitoring	Funding
	share effective strategies, and make necessary curricular adjustments when students do not meet mastery.	<p>curriculum to ensure mastery of key concepts.</p> <ul style="list-style-type: none">review key learning objectives for the upcoming unit and discuss the necessary skills and content students need to master.continue to develop and train staff on research-based vocabulary protocols.attend content-related professional conferences.	<p>satisfaction with collaborative planning</p> <p>(3) Increased Student Engagement and positive feedback about the lessons</p>	<p>will support mastery of these skills.</p> <ul style="list-style-type: none">Developing formative assessments that will help gauge student understanding throughout the unit.	
	<p>KCWP 3: Design and Deliver Assessment Literacy</p> <p>Use formative and summative assessment data, along with student work samples, to inform instructional decisions for individual students and groups.</p>	Meet monthly to review tiers 2 and 3 student performance in focus standards for the current unit and establish an intervention plan for students in tiers 2 and 3 to address gaps in instruction.	At least 70% of Tier 2 and Tier 3 students demonstrate improvement (e.g., an increase in scores or progress on targeted skills) after interventions are implemented.	Track Tier 2 and Tier 3 students' progress on specific focus standards over time, using tools like progress monitoring charts or trackers that record individual or group progress on specific skills.	\$10000 for IXL reading and mathematics for the purpose of personalizing T2 instruction for all students.
Objective 2 Improve math proficiency from 58% to 67% by 2025.	<p>KCWP 1: Design and Deploy Standards</p> <p>Ensure that vertical curriculum mapping is</p>	Develop vertically aligned proficiency scales of standard progression across grades 6-8 that are student friendly.	Success may be measured by:	Vertical Meetings PLC Grade Level Team Planning	None

Goal 1: Increase reading and math combined proficiency to 77% by May 2028.

Objective	Strategy	Activities	Measure of Success	Progress Monitoring	Funding
	occurring to identify instructional gaps, including planning for the introduction of the standard, development and gradual release phases, and arrival at standards mastery.		Functional document(s) produced for student mastery tracking, reference. Accessible by all grade level teachers for alignment.		
	KCWP 2: Design and Deliver Instruction Ensure ongoing professional development focused on high-yield instructional strategies, including regular common planning time for teachers to collaborate. During this time, teachers will analyze formative and summative assessment data, share effective strategies, and make necessary curricular adjustments when students do not meet mastery.	Continued use of a common curriculum Class Observations of MidSchoolMath veteran teachers. The Math Department will attend content related professional conferences. Analyzing summative data from District Common Assessments and benchmark assessments in PLCs. Aligning curriculum to District Common Assessments Vertical Meetings Sharing strategies and ideas for implementation of curriculum 8th Grade Teaching Thinking Through Problem Solving	Success may be measured by: Teacher clarity on implementation of curriculum and math practices. Student performance data (both Formative and Summative Data) District Common Assessment Performance	PLC and Vertical Meeting Minutes	MidSchoolMath Curriculum is paid for for 24-25 and 25-26. Substitute teacher funding for observations. Conference funding.

Goal 1: Increase reading and math combined proficiency to 77% by May 2028.

Objective	Strategy	Activities	Measure of Success	Progress Monitoring	Funding
		6th Grade Building Thinking Classrooms (Non-Permanent Vertical Workspace)			
	KCWP 3: Design and Deliver Assessment Literacy Use formative and summative assessment data, along with student work samples, to inform instructional decisions for individual students and groups.	Meet monthly to review tier 2 and 3 student performance in focus standards for the current unit and establish an intervention plan for students in tiers 2 and 3 to address gaps in instruction.	At least 70% of Tier 2 and Tier 3 students demonstrate improvement (e.g., an increase in scores or progress on targeted skills) after interventions are implemented.	Track Tier 2 and Tier 3 students’ progress on specific focus standards over time, using tools like progress monitoring charts or trackers that record individual or group progress on specific skills.	\$10,000 for IXL reading and mathematics for the purpose of personalizing T2 instruction for all students.

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

Goal 2: Increase science, social studies, and writing combined proficiency to 67.46% by May 2028.					
Objective	Strategy	Activities	Measure of Success	Progress Monitoring	Funding
Objective 1 Improve science proficiency from 34% to 48% by May 2025.	KCWP 1: Design and Deploy Standards Ensure that vertical curriculum mapping is occurring to identify instructional gaps, including planning for the introduction of the standard, development and gradual release phases, and arrival at standards mastery.	Vertically adjusting standards coverage to match OpenSciEd and developing scaffolds for students where curriculum assumes they will have had content and/or activities prior to learning experiences.	Success may be measured by: Teacher confidence in standards progression. Mitigation of student gaps in prior knowledge to engage in OpenSciEd.	PLC Vertical Meeting Student Achievement Data	None
	KCWP 2: Design and Deliver Instruction Ensure ongoing professional development focused on high-yield instructional strategies, including regular common planning time for teachers to collaborate. During this time, teachers will analyze formative and summative assessment data, share effective strategies, and make necessary curricular adjustments when students do not meet mastery.	Deeper understanding of implementation of OpenSciEd and science practices through attending district professional development and round table opportunities. Collaborative planning utilizing OpenSciEd Unit Webinars in grade level pairs and preplanning the unit. (Half Day sub possible) Host a trainer to lead our classes to observe instructional practices. Visits to districts using OpenSciEd for >1 year.	Success may be measured by: Teacher confidence in presenting OpenSciEd content using suggested instructional strategies. Improvement in student engagement in learning with the OpenSciEd curriculum.	PLC Vertical Meeting Student Achievement Data	Co-Op Trainer Visits Substitute teacher funding for class visits, planning days.

Goal 2: Increase science, social studies, and writing combined proficiency to 67.46% by May 2028.

Objective	Strategy	Activities	Measure of Success	Progress Monitoring	Funding
Objective 2 Improve social studies proficiency from 43% to 82.7% by May 2025.	KCWP 1: Design and Deploy Standards Ensure that vertical curriculum mapping is occurring to identify instructional gaps, including planning for the introduction of the standard, development and gradual release phases, and arrival at standards mastery.	The Social Studies Department will collaborate to develop proficiency scales 6-8 and specific inquiry standards grading protocol 6-8.	Success may be measured by: Creation of documents for each grade level and student review of the document for usability. Teacher and Student feedback on implementation.	PLC Vertical Meetings Ongoing evaluation of proficiency scales as a usable tool.	None
	KCWP 2: Design and Deliver Instruction Ensure ongoing professional development focused on high-yield instructional strategies, including regular common planning time for teachers to collaborate. During this time, teachers will analyze formative and summative assessment data, share effective strategies, and make necessary curricular adjustments when students do not meet mastery.	<p>The Social Studies Department will participate in professional learning to develop a deeper understanding of the C3/Inquiry Model and apply the inquiry model to DBQ Curriculum.</p> <p>Use the state rubric to guide the cross-curricular teaching of composition and on-demand writing across grades 6-8. This involves identifying key writing skills, structures, and expectations for each grade level to ensure a consistent progression of writing development.</p>	Success may be measured by: Grade 8 - implementation of one or more DBQ projects per quarter. Grade 6 and 7 - implementation of one or more DBQ projects per year.	<p>Unit Lesson Plans for 8th Grade will reflect at least one DBQ project per quarter.</p> <p>Unit Lesson Plans for 6th and 7th Grade will reflect at least one DBQ project per year.</p>	<p>Bally has the DBQ Project Binders.</p> <p>\$2800 for digital access for 6-8 binders. The benefit of this is that resources are editable. (SBDM)</p>

Goal 2: Increase science, social studies, and writing combined proficiency to 67.46% by May 2028.

Objective	Strategy	Activities	Measure of Success	Progress Monitoring	Funding
	KCWP 5: Design, Align and Deliver Support	<p>Add a certified and fulltime social studies teacher position to 7th grade.</p> <p>Adjust dual classes of ELA & Social Studies in 8th grade to become separate social studies and ELA courses.</p>	<p>Success may be measured by:</p> <p>Improvement of 7th grade and 8th grade teacher workload and confidence.</p>	<p>PLC</p> <p>Student Achievement Data</p> <p>Vertical Meetings</p>	<p>Staffing Allocations</p>
<p>Objective 3</p> <p>Improve writing proficiency from 67% to 67.1% by May 2025.</p>	<p>KCWP 1: Design and Deploy Standards</p> <p>Ensure that vertical curriculum mapping is occurring to identify instructional gaps, including planning for the introduction of the standard, development and gradual release phases, and arrival at standards mastery.</p>	<p>ELA Department Collaborate to:</p> <p>Use the state rubric to guide the teaching of composition and on-demand writing across grades 6-8. This involves identifying key writing skills, structures, and expectations for each grade level to ensure a consistent progression of writing development.</p> <p>Work together to analyze and deconstruct language standards for grades 6-8, identifying how writing and language skills build upon each other across grade levels.</p> <p>Develop a sequential grammar progression that supports students' mastery of grammar rules and usage, ensuring that instruction is aligned to grade-level expectations and promotes steady growth in</p>	<p>Success may be measured by:</p> <p>(1) Feedback from teachers indicates that progression is useful in guiding their instruction.</p> <p>(2) Teachers report incorporating elements from the progression in their lesson plans, and student writing demonstrates a clear progression in complexity across grade levels.</p> <p>(3) Observations and lesson plan reviews show that there is a clear alignment in the teaching of writing</p>	<p>Vertical Meetings</p> <p>PLC Minutes</p> <p>Collaborative Planning Sessions</p> <p>Formative and summative assessments show increased student proficiency in grammar skills over the course of the year.</p> <p>The resources help fill specific learning gaps identified during the deconstruction of standards, particularly for students in need of extra support.</p>	<p>None</p>

Goal 2: Increase science, social studies, and writing combined proficiency to 67.46% by May 2028.

Objective	Strategy	Activities	Measure of Success	Progress Monitoring	Funding
		writing fluency and accuracy. Curate and organize instructional resources for teaching grammar, ensuring they are aligned with the grammar standards for grades 6-8. Focus on filling learning gaps by selecting targeted resources that address common areas of struggle, enabling students to meet grade-level expectations.	and grammar across grades 6-8, based on the developed progressions and resources. (4) Tiered student data (formative, summative, and work samples) show that students are making steady progress in their writing and grammar skills.		
	KCWP 2: Design and Deliver Instruction Ensure ongoing professional development focused on high-yield instructional strategies, including regular common planning time for teachers to collaborate. During this time, teachers will analyze formative and summative assessment data, share effective strategies, and make necessary curricular adjustments when students do not meet mastery.	Grade-Level Teachers Collaborate in Data-Driven Collaborative Planning Sessions to: <ul style="list-style-type: none">design units and lessons based on student needs, use formative and summative assessment data to identify areas of struggle, share effective instructional strategies, and adjust curriculum to ensure mastery of key concepts.review key learning objectives for the upcoming unit and discuss the necessary skills and content students need to master.	Success may be measured by: (1) Improved Student Performance on formative and summative assessments (2) Teacher Feedback indicating increased confidence and satisfaction with collaborative planning (3) Increased Student Engagement and positive feedback about the lessons	Collaborative Planning Minutes that may include: <ul style="list-style-type: none">Identifying core skills to focus on (e.g. strategies, writing techniques, vocabulary development).Determining appropriate texts, materials, and activities that will support mastery of these skills.Developing formative assessments that will help gauge student understanding throughout the unit.	None

Goal 2: Increase science, social studies, and writing combined proficiency to 67.46% by May 2028.

Objective	Strategy	Activities	Measure of Success	Progress Monitoring	Funding
	KCWP 3: Design and Deliver Assessment Literacy Use formative and summative assessment data, along with student work samples, to inform instructional decisions for individual students and groups.	Meet monthly to review tiers 2 and 3 student performance in focus standards for the current unit and establish an intervention plan for students in tiers 2 and 3 to address gaps in instruction.	At least 70% of Tier 2 and Tier 3 students demonstrate improvement (e.g., an increase in scores or progress on targeted skills) after interventions are implemented.	Track Tier 2 and Tier 3 students’ progress on specific focus standards over time, using tools like progress monitoring charts or trackers that record individual or group progress on specific skills.	\$10000 for IXL reading and mathematics for the purpose of personalizing T2 instruction for all students.

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 Students with active IEPs (Individualized Education Program) improve reading performance from 18% proficient to 29.7% proficient by May 2025.	KCWP 2: Design and Deliver Instruction Ensure ongoing professional development around best practice/high yield instructional strategies to aid in curricular adjustments when students fail to meet mastery.	Special education teachers will participate in ongoing and embedded Structured Literacy and Explicit Instruction professional development to develop a schoolwide remedial reading instruction and assessment continuum.	Star Reading scores improve from August to May	Agendas/minutes of professional development Reading Resource Framework	IDEA (Individuals with Disabilities Education Act) to fund subs for professional development \$2000
		Special education teachers assigned to a Reading Enrichment course will use the developed schoolwide remedial reading instruction and assessment continuum which shall incorporate instruction and assessment of phonemic awareness, phonics and advanced phonics, fluency, vocabulary, and comprehension.	Star Reading scores improve from August to May	Weekly probes	None
Objective 2 Students with active IEPs improve mathematics performance from 11% proficient to 17.7% proficient by May 2025.	KCWP 2: Design and Deliver Instruction Ensure ongoing professional development around best practice/high yield instructional strategies to aid in curricular adjustments when students fail to meet mastery.	Special education teachers will continue professional learning to learn the progression of math standards and how to apply evidence-based practices to teach math standards.	Star Math scores improve from August to May Improved teacher confidence in teach and co-teaching math standards	Agendas/minutes	IDEA to fund subs for professional development: \$2000

Objective	Strategy	Activities	Measure of Success	Progress Monitoring	Funding
		Special education teachers will continue learning on Number Talks, to then be implemented into daily coursework.	Star Math scores improve from August to May	Agendas/minutes	IDEA to fund subs for professional development: \$2000
		Special education teachers will be trained on iXL to identify math deficits and develop specially designed instruction.	Star Math scores improve from August to May Student progressing through iXL	Agendas/Minutes	Cost of iXL and Trainer IXL Live Conference registration

4: English Learner Progress

Goal 4: 50% of students who take the Kentucky State Assessment and have exited LEP services will score proficient in at least two of four content areas.					
Objective	Strategy	Activities	Measure of Success	Progress Monitoring	Funding
Objective 1 100% of teaching staff will continue to deepen their proficiency in implementing Sheltered Instruction Observation Protocol (SIOP) strategies through ongoing professional development and collaborative classroom observations.	KCWP 2: Design and Deliver Instruction Ensure ongoing professional development around best practice/high yield instructional strategies to aid in curricular adjustments when students fail to meet mastery.	All teaching staff participate in SIOP starting with embedded professional development to occur in PLC meetings, faculty meetings, or professional development days.	Documentation of planned instruction with embedded SIOP strategies.	Completed agendas/minutes from professional development and PLC meetings.	SIOP training funded by Title 3/district trainer.

5: Quality of School Climate and Safety

Goal 5: 75% of students surveyed on the Kentucky State Assessment (KSA) Climate and Safety Survey answer affirmatively.					
Objective	Strategy	Activities	Measure of Success	Progress Monitoring	Funding
Objective 1 60% or more students will indicate that bullying and cyberbullying are not problems at our school.	KCWP 6: Establish Learning Environment and Culture Ensure effective implementation of anti-bullying policies and procedures, including how violations are addressed, how reporting and documentation should occur, and how communication measures should be conducted.	Establish school-based bullying and cyber-bullying reporting system.	2025 KSA Climate and Safety Survey improvement	Monthly student voice surveys surveying this topic.	None
		Bully prevention lessons to be taught for full school in Advisory Classes using research based Second Step lessons for the bullying unit and integration of rewarding upstanders in the house system.	2025 KSA Climate and Safety Survey improvement	Monthly student voice surveys surveying this topic.	Cost of Second Steps Curriculum \$3000
Objective 2 60% or more students will indicate that students from this school respect each other’s differences (i.e., gender, culture, race, religion, ability).	KCWP 6: Establish Learning Environment and Culture Ensure culturally responsive behaviors are modeled among faculty, staff, and students.	All teachers participate in embedded professional development on culturally responsive practices.	2025 KSA Climate and Safety Survey improvement	Monthly student voice surveys surveying this topic.	NKCES at No Cost

Camp Ernst Middle School

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.

- Slow growth in science.
- Regression in Social Studies score.

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 4: Review, Analyze and Apply Data
KCWP 6: Establishing Learning Culture and Environment

Indicator Scores

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

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

Explanations/Directions

Goal: Schools should determine long-term goals that are three- to five-year targets for each required school level indicator. Elementary/middle schools must address state assessment results in reading and mathematics, state assessment results in science, social studies and writing, achievement gap, English learner progress, and quality of school climate and safety. High schools must address 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, and graduation rate. Long-term goals should be informed by The Needs Assessment for Schools.					
Objective	Strategy	Activities	Measure of Success	Progress Monitoring	Funding
Schools should determine short-term objectives to be attained by the end of the current academic year. Objectives should address state assessment results and/or aligned formative assessments. There can be multiple objectives for each goal.	Describe your approach to systematically address a process, practice, or condition that was identified as a priority during the Needs Assessment for Schools. There can be multiple strategies for each objective. The strategy can be based upon Kentucky’s six (6) Key Core Work Processes or another established improvement approach (i.e. <i>Six Sigma, Shipley, Baldridge, etc.</i>).	Describe the actionable steps the school will take to deploy the chosen strategy. There can be multiple activities for each strategy.	List the criteria that will gauge the impact of your work. The measures may be quantitative or qualitative but are observable in some way. Consider measures of input as well as outcomes for both staff and students.	Describe the process used to assess the implementation of the plan, the rate of improvement, and the effectiveness of the plan. Your description should include the artifacts to be reviewed, specific timelines, and responsible individuals.	List the specific federal, state, or local funding source(s) used to support each improvement initiative. If your school is a recipient of Title I, Part A funds, your CSIP serves as your annual plan and must indicate how Title I funds are utilized to carry out the planned activities.

1: State Assessment Results in Reading and Mathematics

Goal 1: Increase READING proficiency from 52% to 73.9% PD by May 2027. Increase MATH proficiency from 43% to 60.7% PD by May 2027.					
Objective	Strategy	Activities	Measure of Success	Progress Monitoring	Funding
Objective 1: Increase READING proficiency from 52% PD to 70.6% PD by May 2025.	KCWP 1: Design and Deploy Standards	1. Camp Ernst Middle will continue to focus on a cycle of assessing, reviewing, and revising school curricula to support student success.	1. Common Formatives	1. We monitor the progress of our reading and math proficiency through our PLCs, MTSS dashboard, MTSS grade level meetings with teachers, and Panorama.	NA
		2. Teachers receive professional learning based on the needs assessment, current academic and behavioral data, and teacher requests.	2. Common Summative	2. Administrative weekly Walkthroughs provide immediate feedback for teachers.	
	KCWP 4: Review, Analyze, and Apply Data				
		1. Camp Ernst Middle uses data to support our priority needs for measurable outcomes. Our staff is committed to the MTSS structure to enhance efficiency and effectiveness participating in content PLCs using formative and summative data to inform decisions. Content PLCs meet bi-monthly to analyze data and share strategies.			
Objective 2:	KCWP 1: Design and Deploy Standards	1. Teachers will continue to improve numeracy instruction through utilizing the HQIR HMH			SBDM, Title funds

Goal 1: Increase READING proficiency from 52% to 73.9% PD by May 2027. Increase MATH proficiency from 43% to 60.7% PD by May 2027.					
Objective	Strategy	Activities	Measure of Success	Progress Monitoring	Funding
Increase MATH proficiency from 43% PD to 55.7% by May 2025.		curriculum and teaching to the rigor of the standard.			
		2. District ELA and Math instructional coaches conduct walkthroughs at Camp Ernst providing feedback to the administrative team.			
	KCWP 4: Review, Analyze, and Apply Data				

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

Goal 2: Increase the Proficiency of Science 24% PD to 37.2%, Social Studies 29% PD to 64.3%, and Writing from 51% PD to 61.2% by May 2027.					
Objective	Strategy	Activities	Measure of Success	Progress Monitoring	Funding
<p>Objective 1: Increase proficiency in Science from 24% PD to 37.2% by May 2025.</p> <p>Objective 2: Increase proficiency in Social Studies from 29% PD to 64.3% by May 2025.</p> <p>Objective 3: Increase proficiency in Writing from 51% PD to 60% by May 2025.</p>	<p>KCWP 1: Design and Deploy Standards</p> <p>KCWP 4: Review, Analyze, and Apply Data</p>	<p>1. Camp Ernst Middle will continue to focus on a cycle of assessing, reviewing, and revising school curricula to support student success.</p> <p>2. Camp Ernst Middle uses data to support our priority needs for measurable outcomes. Our staff is committed to the MTSS structure to enhance efficiency and effectiveness participating in content PLCs using formative and summative data to inform decisions. Content PLCs meet bi-monthly to analyze data and share strategies.</p> <p>3. Teachers receive professional learning based on the needs assessment, current academic and behavioral data, and teacher requests.</p> <p>4. Content PLCs review common assessment data to identify priorities and actionable steps to adjust instruction.</p> <p>5. Weekly walkthroughs with immediate feedback provided to teachers, mid-year science meeting with teachers to discuss trends from walkthrough data. Teachers are provided support from NKY</p>	<p>1. Common Formatives</p> <p>2. Common Summative</p> <p>3. MVPA</p> <p>4. KSA</p>	<p>1. We monitor the progress of our reading and math proficiency through our PLCs, MTSS dashboard, and Panorama.</p> <p>2. Administrative weekly Walkthroughs with immediate feedback for teachers.</p> <p>3. Monitor school WIGs</p>	<p>SBDM, Title funding</p>

Goal 2: Increase the Proficiency of Science 24% PD to 37.2%, Social Studies 29% PD to 64.3%, and Writing from 51% PD to 61.2% by May 2027.					
Objective	Strategy	Activities	Measure of Success	Progress Monitoring	Funding
		Cooperative to improve in practices.			

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
Increase READING proficiency for English Language Learners Plus Monitored from 28% to 31.8% PD by May 2025. Increase MATH proficiency for English Language Learners Plus Monitored from 22% to 28.4% PD by May 2025.	KCWP 4: Review, Analyze, and Apply Data	PLCs meet bi-weekly to review and analyze data; common summative and formatives.	1. Common Formatives 2. Common Summative 3. MVPA 4. KSA	4. We monitor the progress of our reading and math proficiency through our PLCs, MTSS dashboard, and Panorama. 5. Administrative weekly Walkthroughs with immediate feedback for teachers.	
		Data is used to determine proficiency on specific skills. Based on results, students are individually assigned to Tier 2 or Tier 3 interventions.			
	KCWP 1: Design and Deploy Standards	Teachers use district pacing guides to write learning targets ensuring instruction is aligned and rigorous.	Number of students exiting Tier 2/3	Instructional Walkthroughs	SBDM, Title funding
		Teachers work collaboratively with our EL teacher to co-plan and ensure accommodations are met for individual students.	Co-taught lessons	Collab Walkthroughs	SBDM, Title funding
Objective 2: Increase READING proficiency for students with Disabilities	KCWP 4: Review, Analyze, and Apply Data	Teacher teams are co-planning lessons, summative assessments, and projects.			IDEA, Title funding

Objective	Strategy	Activities	Measure of Success	Progress Monitoring	Funding
from 18% to 33.2% PD by May 2025. Increase MATH proficiency for students with Disabilities from 9% to 24.9% PD by May 2025.		The principal will conduct weekly walkthroughs in collaborative classrooms using a diagnostic tool to gauge co-teaching models. Teachers will be provided a co-planning template and receive professional learning based on diagnostics identified through walkthrough data.			

4: English Learner Progress

Goal 4: Increase English Learner ACCESS composite scores					
Objective	Strategy	Activities	Measure of Success	Progress Monitoring	Funding
Objective 1: Increase English Learner ACCESS scores by May 2025.	KCWP 4: Review, Analyze, and Apply Data	1. Provide professional learning for all teachers centered around developing English language proficiency through curriculum, instruction, and assessment.	3. Common Formatives	Walkthroughs will measure SIOP implementation.	SBDM, Title funding
		2. Continue Sheltered Instruction Observation Protocol (SIOP) and implement strategies school-wide for all teachers working with EL population as well as the general population.	4. Common Summative		
			5. MVPA		
			6. KSA		
			7. ACCESS Assessment		

5: Quality of School Climate and Safety

Goal 5: Increase the Quality of School Climate and Safety indicator from 64.3 to 70.0 by 2027.					
Objective	Strategy	Activities	Measure of Success	Progress Monitoring	Funding
Objective 1: Increase the Quality of School Climate and Safety Indicator from 64.4 to 70.0 by May 2025.	KCWP 6: Establishing Learning Culture and Environment	1. Continue to provide teachers with professional learning centered around diversity, equity and inclusion, as well as trauma-informed care.	Increase in School Climate and Safety indicator	Panorama survey, WIG	SBDM, Title funding
		2. Align and integrate school mental health, PBIS, and RtI ensuring an interconnected MTSS framework.			
Objective 2					

6: Postsecondary Readiness (High School Only)

Goal 6 (State your postsecondary goal.):					
Objective	Strategy	Activities	Measure of Success	Progress Monitoring	Funding
Objective 1					
Objective 2					

7: Graduation Rate (High School Only)

Goal 7 (State your graduation goal.):					
Objective	Strategy	Activities	Measure of Success	Progress Monitoring	Funding
Objective 1					
Objective 2					

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:
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:
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:
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:
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.	<input checked="" type="checkbox"/>
		<input type="checkbox"/>
		<input type="checkbox"/>
		<input type="checkbox"/>
		<input type="checkbox"/>

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:
<div><div>Consider:</div><div>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</div></div> <div><div>Response:</div><div></div></div>
Identification of Critical Resources Inequities:
<div><div>Consider:</div><div>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.</div></div> <div><div>Response:</div><div></div></div>

CSI 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 Continuous Improvement Platform (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.	<input checked="" type="checkbox"/>
		<input type="checkbox"/>
		<input type="checkbox"/>
		<input type="checkbox"/>
		<input type="checkbox"/>

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.

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.

Indicator Scores

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

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

Explanations/Directions

Goal: Schools should determine long-term goals that are three- to five-year targets for each required school level indicator. Elementary/middle schools must address state assessment results in reading and mathematics, state assessment results in science, social studies and writing, achievement gap, English learner progress, and quality of school climate and safety. High schools must address 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, and graduation rate. Long-term goals should be informed by The Needs Assessment for Schools.					
Objective	Strategy	Activities	Measure of Success	Progress Monitoring	Funding
Schools should determine short-term objectives to be attained by the end of the current academic year. Objectives should address state assessment results and/or aligned formative assessments. There can be multiple objectives for each goal.	Describe your approach to systematically address a process, practice, or condition that was identified as a priority during the Needs Assessment for Schools. There can be multiple strategies for each objective. The strategy can be based upon Kentucky’s six (6) Key Core Work Processes or another established improvement approach (i.e. <i>Six Sigma, Shipley, Baldridge, etc.</i>).	Describe the actionable steps the school will take to deploy the chosen strategy. There can be multiple activities for each strategy.	List the criteria that will gauge the impact of your work. The measures may be quantitative or qualitative but are observable in some way. Consider measures of input as well as outcomes for both staff and students.	Describe the process used to assess the implementation of the plan, the rate of improvement, and the effectiveness of the plan. Your description should include the artifacts to be reviewed, specific timelines, and responsible individuals.	List the specific federal, state, or local funding source(s) used to support each improvement initiative. If your school is a recipient of Title I, Part A funds, your CSIP serves as your annual plan and must indicate how Title I funds are utilized to carry out the planned activities.

1: State Assessment Results in Reading and Mathematics

Goal 1 (State your reading and math goal.):					
Objective	Strategy	Activities	Measure of Success	Progress Monitoring	Funding
Objective 1					
Objective 2					

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

Goal 2 (State your science, social studies, and writing goal.):					
Objective	Strategy	Activities	Measure of Success	Progress Monitoring	Funding
Objective 1					
Objective 2					

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					
Objective 2					
Objective 3					

4: English Learner Progress

Goal 4 (State your English Learner goal.):					
Objective	Strategy	Activities	Measure of Success	Progress Monitoring	Funding
Objective 1					
Objective 2					

5: Quality of School Climate and Safety

Goal 5 (State your climate and safety goal.):					
Objective	Strategy	Activities	Measure of Success	Progress Monitoring	Funding
Objective 1					
Objective 2					

6: Postsecondary Readiness (High School Only)

Goal 6 (State your postsecondary goal.):					
Objective	Strategy	Activities	Measure of Success	Progress Monitoring	Funding
Objective 1					
Objective 2					

7: Graduation Rate (High School Only)

Goal 7 (State your graduation goal.):					
Objective	Strategy	Activities	Measure of Success	Progress Monitoring	Funding
Objective 1					
Objective 2					

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:
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:
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:
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:
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.	<input checked="" type="checkbox"/>
		<input type="checkbox"/>
		<input type="checkbox"/>
		<input type="checkbox"/>
		<input type="checkbox"/>

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:
<div><div>Consider:</div><div>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</div></div> <div><div>Response:</div><div></div></div>
Identification of Critical Resources Inequities:
<div><div>Consider:</div><div>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.</div></div> <div><div>Response:</div><div></div></div>

CSI 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 Continuous Improvement Platform (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.	<input checked="" type="checkbox"/>
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		<input type="checkbox"/>
		<input type="checkbox"/>
		<input type="checkbox"/>

Comprehensive School Improvement Plan (CSIP)

Conner High School 2024-25

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.

Greatest area of weakness was in Reading, Math, and Science. We are considered TSI for students with disabilities in Reading and 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.

We will focus on Key Elements 1. Design and Deploy Standards, 2. Design and Deliver Instruction, and 5. Design and Deliver Support. We will develop a literacy plan to prioritize reading and writing across all contents. Students will be able to analyze multiple sources and create an argument supported by evidence and reasoning. We will increase student engagement, rigor of instructional practices, and content relevance through vibrant learning experiences. We will create stimulus-based assessments that assess skills required by the standards. We will use PLCs to analyze assessments including, KSA, MVPA, and Unit Tests. We will implement a multi-tiered system of support to provide students with targeted interventions across all contents.

Indicator Scores

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

Indicator	Status	Change
State Assessment Results in reading and mathematics	60.3	-4.2
State Assessment Results in science, social studies and writing	54.5	1.4
English Learner Progress	27.2	3.9
Quality of School Climate and Safety	70.9	3.2
Postsecondary Readiness (high schools and districts only)	88.7	0
Graduation Rate (high schools and districts only)	96.7	-.6

Explanations/Directions

Goal: Schools should determine long-term goals that are three- to five-year targets for each required school level indicator. Elementary/middle schools must address state assessment results in reading and mathematics, state assessment results in science, social studies and writing, achievement gap, English learner progress, and quality of school climate and safety. High schools must address 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, and graduation rate. Long-term goals should be informed by The Needs Assessment for Schools.					
Objective	Strategy	Activities	Measure of Success	Progress Monitoring	Funding
Schools should determine short-term objectives to be attained by the end of the current academic year. Objectives should address state assessment results and/or aligned formative assessments. There can be multiple objectives for each goal.	Describe your approach to systematically address a process, practice, or condition that was identified as a priority during the Needs Assessment for Schools. There can be multiple strategies for each objective. The strategy can be based upon Kentucky's six (6) Key Core Work Processes or another established improvement approach (i.e. <i>Six Sigma, Shipley, Baldrige, etc.</i>).	Describe the actionable steps the school will take to deploy the chosen strategy. There can be multiple activities for each strategy.	List the criteria that will gauge the impact of your work. The measures may be quantitative or qualitative but are observable in some way. Consider measures of input as well as outcomes for both staff and students.	Describe the process used to assess the implementation of the plan, the rate of improvement, and the effectiveness of the plan. Your description should include the artifacts to be reviewed, specific timelines, and responsible individuals.	List the specific federal, state, or local funding source(s) used to support each improvement initiative. If your school is a recipient of Title I, Part A funds, your CSIP serves as your annual plan and must indicate how Title I funds are utilized to carry out the planned activities.

1: State Assessment Results in Reading and Mathematics

Goal 1 (State your reading and math goal.): Increase READING proficiency from 46% PD to 67.3% PD by May 2027. Increase MATH proficiency from 47% PD to 67.6% by May 2027.					
Objective	Strategy	Activities	Measure of Success	Progress Monitoring	Funding
Objective 1 Increase READING proficiency from 46% PD to 61.2% PD by May 2025. Objective 2 Increase MATH proficiency from 47% PD to 61.6% by May 2025.	KCWP 1 Design & Deploy Standards	PLC teams will meet weekly to address and determine What students need to learn/know (standards alignment and pacing), how do we know that they learn it (data analysis), what do we do if they don't know it (intervention planning) what do we do when they have learned it (enrichment)	PLC Minutes	Leadership/Instructional coach	No funding needed
		Teachers will meet with content PLC's to continue to review, develop, and implement highly aligned research based curriculum. Create and review common assessments that are aligned to standards. Counseling Dept and input from school leadership, instructional coach, and district LSS will ensure understanding of priority standards and pacing. KSA style assessments will be rooted in literacy. A literacy plan will be developed that prioritizes reading and writing across all contents.	PLC Minutes	Leadership/Instructional Coach	No funding needed
	KCWP 2 Design and Deliver Instruction	Professional learning will be provided to SPED and ELA teachers on structured literacy and reading strategies.	PLC Minutes	Leadership/Instructional Coach	Title 2/SBDM
	KCWP 5: Design, Align, and Deliver Support	Students will be placed in extended intervention programs based on KYOTE, Panorama, and classroom data to remediate their individual deficiencies. Offer Reading and Math Intervention course to provide assistance and remediation for students through targeted classroom interventions	Student Success in the program	CCR Reading teacher /Intervention/sped teachers/CAP teachers	Teacher allocation/SBDM

Goal 1 (State your reading and math goal.): Increase READING proficiency from **46%** PD to 67.3% PD by May 2027. Increase MATH proficiency from **47%** PD to 67.6% by May 2027.

Objective	Strategy	Activities	Measure of Success	Progress Monitoring	Funding
		School leadership and teachers will support MTSS/tiered intervention process at all grade levels and ensure students are targeted. MTSS implementation through CAP time and Study Skills class offered. Students will be referred to Tiered interventions through Panorama and teacher referral. Each student will be assigned a mentor through CAP that will monitor student progress and advocate for their needs. Classroom interventions will be used through differentiated and targeted instruction. ESS will be offered both before and after school for remediation.	Student success of exiting the program/student credits earned	Teacher/ESS Coordinator/School Leadership	ESS /teacher allocation
	KCWP 2 Design and Deliver Instruction	Teachers will increase academic engagement, rigor of instructional practices, and relevance of content through vibrant learning experiences through inquiry learning, QFT, Kagan, and SIOP strategies	Walkthroughs/ Teacher proficiency	Walkthroughs	SBDM/Title 2
		PL - Team Leaders, Admin, and Instructional Coach will do a book study on Focus by Schmoker	Increase of student access to authentic literacy through all courses as evident in walk throughs, common assessments, and vibrant learning experiences	Team Leaders/Admin/Instructional Coach	No Funding Required

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

Goal 2 (State your science, social studies, and writing goal.): Increase the Proficiency of Science 7% PD to 55.8%, Social Studies 42% PD to 54.8%, and Writing from 47% PD to 66.9% by May 2027.					
Objective	Strategy	Activities	Measure of Success	Progress Monitoring	Funding
Objective 1 Increase the Proficiency of Science 7% PD to 50.3%, Social Studies 42% PD to 48.3%, and Writing from 47% PD to 60.7% by May 2025.	KCWP 1 Design & Deploy Standards	Content PLC teams will meet biweekly to address and determine What students need to learn/know (standards alignment and pacing), how do we know when they learn it (data analysis), what do we do if they don't know it (intervention planning) what do we do when they have learned it (enrichment)	PLC Minutes	Leadership/Instructional Coach	No funding needed
		Sci-Teachers will implement the OpenSciEd curriculum to deliver standards-based, inquiry-driven science instruction. Each unit will culminate in a transfer task where students apply learned concepts in real-world contexts, demonstrating mastery and reinforcing critical thinking and problem-solving skills.	Walkthroughs	Leadership/Instructional Coach/Science teachers	SBDM/ title 2
		SS teachers will implement the C3 Framework (College, Career, and Civic Life Framework), which supports inquiry-based learning through four dimensions: developing questions, applying disciplinary concepts, evaluating sources, and communicating conclusions. Each unit will center around a compelling question, guiding students to analyze sources and construct evidence-based arguments.	Walkthroughs	Social Studies Department/Leadership/Instructional coach	SBDM/Title 2
	KCWP 1 Design & Deploy Standards	Elective teachers will design units with compelling questions and authentic, grade-level texts, requiring students to investigate and write an	PLC minutes	Leadership/instructional coach	No funding needed

Goal 2 (State your science, social studies, and writing goal.): Increase the Proficiency of Science 7% PD to 55.8%, Social Studies 42% PD to 54.8%, and Writing from 47% PD to 66.9% by May 2027.

Objective	Strategy	Activities	Measure of Success	Progress Monitoring	Funding
		evidence-based argument that answers the question.			
	KCWP 2: Design & Deliver Instruction	Science teachers will participate in initial training on the OpenSciEd curriculum, focusing on the skills, strategies, and inquiry methods needed to explore each unit’s phenomena. This training will support teachers in implementing new instructional approaches and adapting their teaching methods to engage students in deeper scientific inquiry.	Walkthrough Data End of Unit Transfer Task work samples	Science Department/instructional coach/leadership	Title 2/Funding for subs for all Science Teachers who have not completed the initial training.
		Teachers will increase academic engagement, rigor of instructional practices, and relevance of content through grade level curriculum, vibrant learning experiences through inquiry learning, QFT, Kagan, and SIOP strategies	Walkthroughs/ Teacher proficiency	Leadership/Instructional coach	SBDM
		PL - Teachers will receive continued professional learning on SIOP, writing compelling questions, reading strategies, writing arguments, leading high-level discussions, and high-level questioning.	Walkgthroughs	Leadership/instructional coach	Title 2
		Students will develop an argument supported by cited evidence from multiple sources including data/graphs/charts, and acknowledge a counterclaim	Reflected in classroom instruction and common assessments	teachers/instructional coach	SBDM
		PL - Team Leaders, Admin, and Instructional Coach will do a book study on Focus by Schmoker	Increase of student access to authentic literacy through all courses as evident in walk throughs, common assessments, and vibrant learning experiences	Team Leaders/Admin/Instructional Coach	No Funding Required
	KCWP 5: Design, Align, and Deliver Support	School leadership and teachers will support MTSS/tiered intervention	Student success of exiting the	Teacher/ESS Coordinator/School Leadership	

Goal 2 (State your science, social studies, and writing goal.): Increase the Proficiency of Science 7% PD to 55.8%, Social Studies 42% PD to 54.8%, and Writing from 47% PD to 66.9% by May 2027.					
Objective	Strategy	Activities	Measure of Success	Progress Monitoring	Funding
		process at all grade levels and ensure students are targeted. MTSS implementation through CAP time and Study Skills class offered. Students will be referred to Tiered interventions through Panorama and teacher referral. Each student will be assigned a mentor through CAP that will monitor student progress and advocate for their needs. Classroom interventions will be used through differentiated and targeted instruction. ESS will be offered both before and after school for remediation.	program/student credits earned		

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 Reading proficiency for Students with Disability from 16% to 30% and Math proficiency from 8% to 30% by May 2025.	KCWP 1: Design and Deploy Standards	Special Education teachers will gain a deeper understanding of grade-level social studies, science, math, and ELA content.	Reflected in classroom instruction	Leadership/Instructional coach	No funding needed
		Teachers will post standards and learning targets in classroom, use during instruction, and tie all assessment and instruction to standards	Walkthrough	Walkthrough	No funding needed
	KCWP 2: Design and Deliver Instruction	Co-teaching model to be used in all collaborative classrooms	Reflected in classroom instruction	Teachers and instructional coach	teacher allocations

Objective	Strategy	Activities	Measure of Success	Progress Monitoring	Funding
		Special Education teachers will be developing new practices for teaching vocabulary, fluency and comprehension that directly affect tier 1 performance of students with IEPs. Professional learning during SPED PLC's will focus on Specially Designed Instruction. All teachers will gain an understanding and clarity of SDI and the role of special educators within the classroom.	Reflected in classroom instruction	Teachers and Instructional coach	Title 2
	KCWP 2: Design and Deliver Instruction	Instructional strategies – teachers and students will practice/model annotation and critical thinking strategies and weekly integration of context clues and inferencing. Teachers will continue to incorporate Kagan structures, SIOP strategies, and other high-yield research-based cooperative learning strategies to improve student engagement in the classroom. Instructional coach will continue to collaborate with teachers to incorporate small group instruction and create ways to engage students.	Reflected in classroom instruction	Teachers and Instructional coach	SBDM
	KCWP 4: Review, Analyze and Apply Data	PLC's will analyze assessments including MVPAs, and unit data identifying common misconceptions, identifying student gaps/weaknesses, and develop a plan for remediation of those skills.	PLC minutes	Teachers/Instructional coaches	No funding needed

4: English Learner Progress

Goal 4 (State your English Learner goal.): Increase the English Learner ACCESS Composite Scores (student growth from previous years composite scores)					
Objective	Strategy	Activities	Measure of Success	Progress Monitoring	Funding
Objective 1 Increase the English Learner Access Composite Scores (student growth from previous years composite scores)	KCWP 5: Design, Align and Delivery Support	Provide quality professional learning for all teachers centered around developing English language proficiency through curriculum, instruction, & assessment, and increase training regarding Sheltered Instruction Observation Protocol (SIOP) strategies for all teachers working with EL students.	Desired Teacher Outcome: Improved teacher efficacy Desired Student Outcome: Increased English proficiency	Instructional coach	SBDM/Title 2

5: Quality of School Climate and Safety

Goal 5 (State your climate and safety goal.): Increase the Quality of School Climate and Safety indicator from 70.9 to 75 by 2027.					
Objective	Strategy	Activities	Measure of Success	Progress Monitoring	Funding
Objective 1 Increase the Quality of School Climate and Safety indicator from 70.9 to 72 by 2025.	KCWP 5: Design, Align, and Deliver Support	Provide training and professional learning regarding emotional and mental wellness supports and MTSS	PLC minutes	Leadership/ Instructional coach	SBDM/Title 2
		Align and integrate school mental health, PBIS, and Hope Squad ensuring an interconnected Multi-Tiered Systems of Support framework through CAP.	PLC Minutes/ PBIS minutes	Counselors/YSC	SBDM/Youth Service Center

6: Postsecondary Readiness (High School Only)

Goal 6 (State your postsecondary goal.): Increase our Postsecondary Readiness Indicator from 88.7 to 91 by 2027.					
Objective	Strategy	Activities	Measure of Success	Progress Monitoring	Funding
Objective 1 Increase our Postsecondary Readiness Indicator from 88.7 to 90 by 2025.	KCWP 5: Design, Align, and Deliver Support	Training and support for counselors, CCR coaches, and teachers using the Academic Planner tool (Infinite Campus) for students, teachers, and parents to have access to academic/pathway planning.	Desired Student Outcome: More proactive planning for college, career, and life, and greater user understanding	Counselors/Leadership/ Instructional coach	SBDM
	KCWP 1: Design and Deploy Standards	Provide authentic career and work place learning experiences. Communicate and facilitate opportunities with YSC and area business or community members to expand student access to real-life experiences.	Students successfully transitioning to college/career	YSC Coordinator/ College & Career Coach	YSC/Citi grant
		Create work site experiences through Navigo, Coop, and internship experiences for students.	Students successfully transitioning to college/career	College & Career Coach	YSC/Citi grant
	KCWP 5: Design, Align and Deliver Support	Use YouScience to guide students in exploration of various career paths. Counsel students in choosing appropriate courses and sequencing to guide students in pathway completion as it relates to the student ILP. Promote student internship.	Students successfully complete a pathway	Teachers/CTE Department/ College & Career Coach	SBDM
		Teacher and school leadership team will work closely with YSC to remove barriers and help student be prepared to transition to college or career.	Students successfully transitioning to college/career	YSC Coordinator/ College & Career Coach	YSC
	KCWP 5: Design, Align and Deliver Support	Introduce pathway options to students at the middle school level to make student/parent(s) aware of pathway offerings. Hold a pathway fair/open house.	students enrolling in a foundational CTE Course	Counseling/ CTE Department	YSC/SBDM

Goal 6 (State your postsecondary goal.): Increase our Postsecondary Readiness Indicator from **88.7** to 91 by 2027.

Objective	Strategy	Activities	Measure of Success	Progress Monitoring	Funding
	KCWP 5: Design, Align, and Deliver Support	Professional Development with YouScience and new graduation requirements. Train staff on how to advise students on how to complete career pathway and be transition ready	Teacher completion and use of YouScience with students	College & Career Coach	SBDM
	KCWP 5: Design, Align, and Deliver Support	All freshmen will take KYOTE College Readiness for math. If lacking in skills in Alg 1 and/or not making benchmark students will be placed in CCR math and/or other interventions. Students in Math Concepts and Algebra II will take KYOTE College Readiness or College Algebra for an additional attempt to meet the College Readiness Benchmark in Math. 12th grade students below CCR benchmark will be advised to take Transition Math to continue to fill in GAPS in learning before taking KYOTE.	Student Success on KYOTE	Math Department	No Funding Required
		All Freshmen will take KYOTE Reading. Student placement in CCR Reading and other interventions will be determined based on the results of KYOTE Reading	Student Success on KYOTE	English Department	No Funding Required

7: Graduation Rate (High School Only)

Goal 7 (State your graduation goal.): Increase the Graduation Indicator from 97.6 to 99 by 2027.					
Objective	Strategy	Activities	Measure of Success	Progress Monitoring	Funding
Objective 1 Increase the Graduation Indicator from 97.6 to 98 by 2025.	KCWP 5: Design, Align, and Deliver Support	Leadership team will refer students who are not on track to graduate to various alternate programs such as District Diploma and Virtual Program. Placement meetings will occur with all stakeholders to determine placement and plan for individual students.	# students on graduating	Leadership Team/ Counseling Dept	No funding needed
		Teacher and school leadership team will utilize Early Warning, Panorama, Persistence to Graduate Tool, intervention rosters, and other tools to identify students who are at risk of failing and/or not graduating. Students will be placed in MTSS/CAP intervention, credit recovery, summer school, ESS and online opportunities.	# students graduating	Teachers/Leadership Team/Counseling Dept	SBDM/teacher allocation
	KCWP 5: Design, Align, and Deliver Support	Teachers and school leadership team will work with YSC to help remove barriers for students that are at risk of failing or not graduating.	# students graduating	Teachers/YSC Coodinator/Leadership Team/ Counseling Dept	YSC

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:
<p>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?</p> <p>Response: Principal attended TSI and MTSS training through district. Leadership team will work with LSS to review and develop a meaningful and sustainable increase in student achievement through district training and support. Principals attend monthly leadership training.</p> <p>In addition to reviewing student assessment data, school leadership have led the identification of causes of underperformance and the actions that will reduce barriers in student learning and increase student performance. After having identified access to rigorous grade-level literacy experiences across all contents as a cause, the principal is leading a book study for team leaders around literacy, leadership is leading professional learning for PLCs around literacy and effective teaching practices, and together with the Instructional Coach, elective departments are working to engage students in vibrant literacy learning experiences within each unit. The leadership team and instructional coach meet weekly to review walk-through data and CSIP progress.</p>
Identification of Critical Resources Inequities:
<p>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.</p> <p>Response: The process used to review allocations and use of resources is for School Leadership Team and Department Heads to review allocations along with SBDM. Department heads will review allocations with their respective departments and bring revisions and/or approval to school leadership and SBDM. Decisions are made through departments and reviewed/approved at SBDM meetings.</p> <p>School Leadership and Math/ELA Teachers reviewed the impact of course timing, course selection/sequence on the performance of this targeted group. This information is used to plan intervention, course selection, and scheduling. Special Education teachers are scheduled in content areas of strength. When looking at ESS after school data, it was noted that students in special populations were often under-represented in after school ESS most likely to the lack of access to transportation after school. The implementation of the Conner Achievement Program created equal access to support and help for those who need it most.</p>
Additional Actions That Address the Causes of Consistently Underperforming Subgroups of Students
<p>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.</p> <p>Response: PLCs meet weekly to review assessments scores, pacing guides, unit plans and learning culture. Each PLC makes decisions on the learning culture based on data from formal and summative assessments. Each PLC is headed by a Principal and Instructional Coach.</p> <p>During PLC’s all staff members reviewed assessment scores, brainstormed barriers to student success, and problem-solved possible solutions. Staff determined that in addition to academic barriers, students lack an understanding of the importance of state assessments and there are SEL factors that impact student success and access to grade-level curriculum. The training and support teachers need to implement the solutions are represented in this Plan. In addition to our weekly review of assessments and/or student progress, we have determined that the lack of a Universal Screener at the Freshmen -Level makes it difficult to accurately assess growth in College & Career Readiness. This year, we will have students take the KYOTE Math & Reading as Freshmen providing us with the information necessary for placement in appropriate interventions. It will also create another opportunity for our targeted subgroup to achieve College & Career Readiness.</p>
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 subgroup we are targeting is students with disabilities. PLC’s have determined that reading and math are areas our students with disabilities are underscoring.

- 1. Although students have access to authentic grade-level literacy experiences, they struggle to access these experiences at the same level as other students. Within this plan, we have included engagement strategies such as SIOP, Kagan, Inquiry Learning, reading and writing strategies, and other high-yield cooperative learning experiences. Not only will this create access, but it will also
- 2. address some of the SEL barriers.
- 3. We have amazing general education and special education teachers; however, we need to improve our system of support for students through clarification of roles and coordination of the adults working with these students. Special Education teachers are participating in professional learning around SDI to improve their craft. General education teachers will receive professional learning around the role of the special education teacher, SDI, understanding the IEP, and progress monitoring. All teachers will receive professional learning around co-teaching strategies and differentiation within the classroom.
- 4. Mentoring and SEL to address non-academic barriers - We have implemented a CAP (Conner Achievement Program) within the school day. In addition to each student having a mentor and access to SEL, students also have access to Tier II and III interventions during the school day. Prior to CAP, student lacked consistent access to this type of mentoring and support.
- 5. Mathematics Intervention - in addition to direct instruction, teachers will use IXL or Delta Math to provide instruction to reduce and eliminate gaps in foundational skills.
- 6. Reading Intervention - ELA and SPED teachers will be receiving training on Structured Literacy to deepening their understanding of the Science of Reading. These skills will be used to increase proficiency reading complex texts.

Monitoring - In addition to implementing a system of weekly walk-throughs, we have put into place systems of progress monitoring through SOS data, Panorama, Early Warning, and KYOTE.

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, CAP Program	Hattie, J. (2009). Visible Learning: a synthesis of over 800 meta-analyses relating to achievement. Routledge: New York, NY.	<input checked="" type="checkbox"/>
Train staff on Specially Designed Instruction, Executive Functioning, and SIOP strategies to be used with students	Beninghof, Annel (2022). Specially Designed Instruction. Increasing Success For Students With Disabilities. Mann, D., Snover, R., Boyd, J., List, A., Kuhn, A. (2015). Executive Functioning: Relationship with High School Student Role Perfomance. The Open Journal of Occupational Therapy, 3(4) https://doi.org Obermeyer, Izel. (2018). Evidence-Based Practice: Executive Function for School-Age Students. The American Occupational Therapy Association.	<input type="checkbox"/>
Use and improve Collaborative Teaching models	Vembye, M. H., Weiss, F., & Hamilton Bhat, B. (2024). The Effects of Co-Teaching and Related Collaborative Models of Instruction on Student Achievement: A Systematic Review and Meta-Analysis. Review of Educational Research, 94(3), 376-422. https://doi.org/10.3102/00346543231186588	<input type="checkbox"/>
Train ELA & SPED staff on Structure Literacy & Science of Reading.	Ray, J. S. (2023). Structured Literacy Supports All Learners: Students At-Risk of Literacy Acquisition – Dyslexia and English Learners. Round Rock ISD.	<input type="checkbox"/>
Train staff on high-yield teaching strategies and implementation of CAP Program	Hattie, J. (2008). Visible Learning: a synthesis of over 800 meta-analyses relating to achievement. Routledge: New York, NY.	<input type="checkbox"/>

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:
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:

CSI 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 Continuous Improvement Platform (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.	<input checked="" type="checkbox"/>
		<input type="checkbox"/>
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		<input type="checkbox"/>

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.

Overall reading scores are at 63% PD
Science Scores continue to be stagnant and declined to 30% P/D on KSA
Social Studies Scores declined 4% to 51% P/D on KSA
Large gaps for Economically Disadvantaged and IEP students

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
Does our instructional program include consistent implementation of evidence-based instructional practices essential for academic, behavioral, and social-emotional competencies that are aligned to Kentucky Academic Standards and current research?

KCWP 5: Design, Align and Deliver Support
Has our school established a framework that organizes systems, data, and practices to promote positive, equitable and inclusive learning experiences for all students?

Indicator Scores

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

Explanations/Directions

Goal: Schools should determine long-term goals that are three- to five-year targets for each required school level indicator. Elementary/middle schools must address state assessment results in reading and mathematics, state assessment results in science, social studies and writing, achievement gap, English learner progress, and quality of school climate and safety. High schools must address 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, and graduation rate. Long-term goals should be informed by The Needs Assessment for Schools.

Objective	Strategy	Activities	Measure of Success	Progress Monitoring	Funding
Schools should determine short-term objectives to be attained by the end of the current academic year. Objectives should address state assessment results and/or aligned formative assessments. There	Describe your approach to systematically address a process, practice, or condition that was identified as a priority during the Needs Assessment for Schools. There can be multiple strategies for each objective. The strategy can be based upon Kentucky's six (6) Key Core Work Processes or another established improvement approach (i.e.	Describe the actionable steps the school will take to deploy the chosen strategy. There can be multiple activities for each strategy.	List the criteria that will gauge the impact of your work. The measures may be quantitative or qualitative but are observable in some way. Consider measures of input as well as outcomes for both staff and students.	Describe the process used to assess the implementation of the plan, the rate of improvement, and the effectiveness of the plan. Your description should include the artifacts to be reviewed, specific timelines, and responsible individuals.	List the specific federal, state, or local funding source(s) used to support each improvement initiative. If your school is a recipient of Title I, Part A funds, your CSIP serves as your annual plan and must indicate how Title I funds are utilized to carry out the planned activities.

Indicator	Status	Change
State Assessment Results in reading and mathematics	82.3	-3.8
State Assessment Results in science, social studies and writing	71.3	-5.6
English Learner Progress	N/A	N/A
Quality of School Climate and Safety	67.9	-2.2
Postsecondary Readiness (high schools and districts only)	N/A	N/A
Graduation Rate (high schools and districts only)	N/A	N/A

Goal: Schools should determine long-term goals that are three- to five-year targets for each required school level indicator. Elementary/middle schools must address state assessment results in reading and mathematics, state assessment results in science, social studies and writing, achievement gap, English learner progress, and quality of school climate and safety. High schools must address 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, and graduation rate. Long-term goals should be informed by The Needs Assessment for Schools.					
Objective	Strategy	Activities	Measure of Success	Progress Monitoring	Funding
can be multiple objectives for each goal.	<i>Six Sigma, Shipley, Baldrige, etc.).</i>				

1: State Assessment Results in Reading and Mathematics

Goal 1: Increase READING proficiency from 63% PD to 80% PD by May 2027. Increase MATH proficiency from 65% PD to 75% by May 2027.					
Objective	Strategy	Activities	Measure of Success	Progress Monitoring	Funding
Objective 1 Increase READING proficiency from 63% PD to 70% PD by May 2025.	KCWP 1 Design & Deploy Standards KCWP 2: Design and Deliver Instruction KCWP 5: Design, Align and Deliver Support	We will operate as PLCs to: Design units of instruction aligned to the BC Priority Standards Design and administer common assessments that: Measure each standard on a proficiency scale. Primarily written assessments (ERQ, SA, OD) Analyze results by the PLC to identify strengths, weaknesses, and intervention needs. Literacy will be at the heart of instruction in every classroom. Teachers will regularly model close reading strategies with students. Evidence of student engagement in reading, writing, discussion (about their reading) will be monitored by administration as part of weekly classroom walk-throughs. The goal is that student engagement in literacy practices is evident in 90%+ of all walk-throughs.	Quality literacy is evident in 90% of classroom walkthroughs. Common Assessment Data will show continued improvement and mastery of standards.	Common Assessment Data STAR DATA MVPA DATA	N/A

Goal 1: Increase READING proficiency from 63% PD to 80% PD by May 2027. Increase MATH proficiency from 65% PD to 75% by May 2027.					
Objective	Strategy	Activities	Measure of Success	Progress Monitoring	Funding
Objective 2 Increase MATH proficiency from 65% PD to 70% by May 2025.	KCWP 1 Design & Deploy Standards KCWP 2: Design and Deliver Instruction KCWP 5: Design, Align and Deliver Support	Students will be engaged in math practices with literacy such as word problems or writing about math in 90%+ of walk-throughs. Lead Measures (student engagement, student literacy practices, and utilization of checks for understanding) for our WIG (wildly important goals) will be monitored weekly for each teacher with feedback provided following each visit Use standards-based learning and grading to: Provide students a clear picture of where they are in current learning and help students understand what good work looks like. Continued growth in using Proficiency Scales as a learning tool for students to self-assess and monitor progress towards proficiency of priority standards.	Quality literacy is evident in 90% of classroom walkthroughs. Common Assessment Data will show continued improvement and mastery of standards.	Common Assessment Data STAR DATA MVPA DATA	N/A

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

Goal 2: Increase the Proficiency of Science 30% PD to 65%, Social Studies 51% PD to 70%, and Combined Writing from 76% PD to 85% by May 2028.					
Objective	Strategy	Activities	Measure of Success	Progress Monitoring	Funding
Objective 1: Increase the Proficiency of Science from 30% to 45% by May 2025.	KCWP 1 Design & Deploy Standards	Writing will be a part of everyday instruction and all summative assessments in all courses.	Quality literacy is evident in 90% of classroom walkthroughs.	Common Assessment Data	N/A
Objective 2: Increase Social Studies P/D from 51% to 60% PD by May 2025.	KCWP 2: Design and Deliver Instruction	Open SciEd (an HQIR) will be implemented in all grade levels.		STAR DATA	
Objective 3: Increase our Combined Writing to 80% by May 2025.	KCWP 5: Design, Align and Deliver Support	Alignment of SS instructional strategies among 8 th grade teachers.	Common Assessment Data will show continued improvement and mastery of standards.	MVPA DATA	

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 reading proficiency for Disability 25% to 30% by May 2025.	KCWP 1 Design & Deploy Standards	Utilize STAR, MVPA, and Common Assessment data to identify students not meeting proficiency standards. These students will be provided with regular intervention and progress monitoring.	Quality literacy is evident in 90% of classroom walkthroughs.	Common Assessment Data	N/A
Objective 2: Increase the math proficiency for Disability from 19% to 30% by May 2025.	KCWP 2: Design and Deliver Instruction			STAR DATA	
Objective 3: Increase our reading proficiency for our economically disadvantaged students from 48% to 55% by May 2025.	KCWP 5: Design, Align and Deliver Support	Reteaching and reassessment of standards for students below grade level expectations. This will occur in a combination of Advisory, classroom time, and after school tutoring.	Common Assessment Data will show continued improvement and mastery of standards.	MVPA DATA	
Objective 4: Increase our math proficiency for our economically disadvantaged students from 48% to 55% by May 2025.					

4: English Learner Progress

Goal 4 (State your English Learner goal.): Increase the English Learner ACCESS Composite Scores (student growth from previous years composite scores)					
Objective	Strategy	Activities	Measure of Success	Progress Monitoring	Funding
Objective 1: Increase the English Learner ACCESS Composite Scores (student growth from previous years composite scores)	KCWP 1 Design & Deploy Standards KCWP 2: Design and Deliver Instruction KCWP 5: Design, Align and Deliver Support	Provide quality professional learning for all teachers centered around developing English language proficiency through curriculum, instruction, & assessment, and increase training regarding Sheltered Instruction Observation Protocol (SIOP) strategies for all teachers working with EL students.	Quality literacy is evident in 90% of classroom walkthroughs. Common Assessment Data will show continued improvement and mastery of standards.	Common Assessment Data STAR DATA MVPA DATA	N/A

5: Quality of School Climate and Safety

Goal 5: Increase the Quality of School Climate and Safety Indicator Score from 65.7 to 80 by 2028.					
Objective	Strategy	Activities	Measure of Success	Progress Monitoring	Funding
Objective 1: Increase the Quality of School Climate and Safety Indicator Score from 65.7 to 70 by 2025.	KCWP 5: Design, Align, and Administer Support	<p>Provide training and professional learning regarding emotional and mental wellness supports.</p> <p>Align and integrate school mental health, PBIS, and RTI ensuring an interconnected Multi-Tiered Systems of Support framework.</p> <p>Implement RCD and the Minor’s Spreadsheet to support student behavior.</p> <p>Utilize surveys to students, parents, and staff to identify areas of growth and support.</p> <p>Utilize the district provided counselor to run targeted weekly groups.</p>	<p>Staff surveys will show teachers have the tools to handle difficult student situations effectively with 90% or better showing they feel supported.</p> <p>Student surveys will show they feel safe and supported at school at a score of 80% or better.</p> <p>Out of school suspension will remain low, a 10% reduction from the previous year.</p> <p>Classroom removals will be measured every 20 days showing a reduction of 50% from the previous year.</p>	Surveys and monthly behavior data.	District provided counselor once per week.

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

Explanations/Directions

Goal: Schools should determine long-term goals that are three to five year targets for each required school level indicator. Elementary/middle schools must address proficiency, separate academic indicator, achievement gap, and growth. High schools must address proficiency, separate academic indicator, achievement gap, graduation rate, and transition readiness. Long-term targets should be informed by The Needs Assessment for Schools.					
Objective	Strategy	Activities	Measure of Success	Progress Monitoring	Funding
Schools should determine short-term objectives to be attained by the end of the current academic year. There can be multiple objectives for each goal.	Describe your approach to systematically address a process, practice, or condition that was identified as a priority during the Needs Assessment for Schools. There can be multiple strategies for each objective. The strategy can be based upon Kentucky's six (6) Key Core Work Processes or another established improvement approach (i.e. <i>Six Sigma</i> , <i>ShIPLEy</i> , <i>Baldrige</i> , etc.).	Describe the actionable steps that will occur to deploy the chosen strategy. There can be multiple activities for each strategy.	List the criteria that will gauge the impact of your work. The measures may be quantitative or qualitative but are observable in some way. Consider measures of input as well as outcomes for both staff and students.	Describe the process used to assess the implementation of the plan, the rate of improvement, and the effectiveness of the plan. Your description should include the artifacts to be reviewed, specific timelines, and responsible individuals.	List the specific federal, state, or local funding source(s) used to support each improvement initiative. If your school is a recipient of Title I, Part A funds, your CSIP serves as your annual plan and must indicate how Title I funds are utilized to carry out the planned activities.

Alignment to Needs:

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.

1. Forty-four (44%) of students in the economically disadvantaged gap scored below proficiency on the Kentucky Summative Assessment (KSA) in reading as opposed 26% of non-gap learners.

2. Fifty-two percent (52%) of students in the economically disadvantaged gap scored below proficiency on the Kentucky Summative Assessment (KSA) in math as opposed to 28% of non-gap learners.

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: What is the protocol for ensuring at least 80% of students have their instructional needs met through Tier I, universal instruction with an intentional use of scaffolding and differentiation?
KCWP 5: How are quality tools (e.g., PDSA, Root Cause Analysis, Fishbone) used effectively to promote continuous improvement cycles related to supports and interventions?
KCWP 6: How does leadership intentionally develop the collective efficacy of the staff so that teams are highly effective?

Indicator Scores

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

Indicator	Status	Change
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State Assessment Results in reading and mathematics	89.6	-1.1
State Assessment Results in science, social studies, and writing	72.5	-10.4
English Learner Progress	76.2	7.5
Quality of School Climate Safety	77.7	7.5
Postsecondary Readiness (high schools and districts only)		
Graduation Rate (high schools and districts only)		

Goal 1: Increase READING proficiency from 70% PD to 80% PD by May 2027. Increase MATH proficiency from 72% PD to 82% by May 2027.					
Objective	Strategy	Activities	Measure of Success	Progress Monitoring	Funding
Objective 1: Increase READING proficiency from 70% PD to 78% PD by May 2025 Objective 1A: To attain a 3 STAR rating on the Preschool STARS rating scale from the state.	KCWP 2 Design and deliver Instruction	<ul style="list-style-type: none">Teachers will participate in LETRS training	<ul style="list-style-type: none">Ongoing professional development in the area of the science of reading to aid in student mastery	<ul style="list-style-type: none">Teacher professional growthStudent growthHQIR CKLA professional development through Amply and district round tables	<ul style="list-style-type: none">None
	KCWP 3 Design & Deliver Assessment Literacy	<ul style="list-style-type: none">Replace balanced literacy with a systematic, explicit focus on skills, knowledge, and vocabulary	<ul style="list-style-type: none">Increase in student reading skillsIncrease in student vocabulary	<ul style="list-style-type: none">Fluency checksSTAR Testing and Early Lit.PLC discussionTeacher monitoringFormative Assessments	<ul style="list-style-type: none">SBDM
	KCWP 3 Design & Deliver Assessment Literacy	<ul style="list-style-type: none">Explicit phonemic awareness instruction through HQiRIncrease automaticity through work recognition (letters, sounds, words) and language comprehension (knowledge, vocabulary, sentences, and reasoning)	<ul style="list-style-type: none">Student growthIncrease in automaticityIncrease in vocabularyIncrease in comprehension	<ul style="list-style-type: none">Fluency checksSTAR data and Early Lit.PLC discussionTeacher monitoringFormative Assessment	<ul style="list-style-type: none">SBDM
	KCWP 2 Design and deliver Instruction	<ul style="list-style-type: none">Review classroom essential walk throughs	<ul style="list-style-type: none">Student Kindergarten readiness	<ul style="list-style-type: none">Data ReviewStudent ProgressPLC Work	<ul style="list-style-type: none">None

Goal 1: Increase READING proficiency from 70% PD to 80% PD by May 2027. Increase MATH proficiency from 72% PD to 82% by May 2027.					
Objective	Strategy	Activities	Measure of Success	Progress Monitoring	Funding
		<ul style="list-style-type: none">Develop a plan based on the TPOT review data, have an action team look at the TPOT rubric and find areas of improvement	<ul style="list-style-type: none">Review of instructional practicesAnalysis of challenging behavior data		
Objective 2: Increase MATH proficiency from 72% PD to 80% by May 2025.	KCWP 5 Design, Align, deliver Support Processes	<ul style="list-style-type: none">Horizontal alignment of HQIR during grade-level PLCs to ensure effectiveness of instructional practices	<ul style="list-style-type: none">Teacher growth	<ul style="list-style-type: none">ObservationWalkthroughsData ResultsPLC	<ul style="list-style-type: none">SBDM
	KCWP 2 Design and Deliver Instruction	<ul style="list-style-type: none">Building student fact fluency/ number sense through math talks	<ul style="list-style-type: none">Student growth and discourse for grades K-5	<ul style="list-style-type: none">Lesson PlansNumber TalksObservations	<ul style="list-style-type: none">None
	KCWP 5 Design, Align, deliver Support Processes	<ul style="list-style-type: none">Eureka Math (Great Minds HQIR) PD be available through online resources	<ul style="list-style-type: none">Teacher continued growthTeacher expertise shared during staff meetings	<ul style="list-style-type: none">Daily SchedulesLesson PlansObservation	<ul style="list-style-type: none">None

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

Goal 2: Increase the Proficiency of Science, Social Studies, and Writing from 72.5% PD to 85% by May 2027.					
Objective	Strategy	Activities	Measure of Success	Progress Monitoring	Funding
Increase the Proficiency of: Objective 1: Science, Social Studies, and Writing from 72.5% P/D to 80% P/D by 2025.	KCWP 2 Design & Deliver Instruction	<ul style="list-style-type: none">Teachers will utilize Mystery Science to plan science instruction that is age appropriate, Lexile driven, and rigorous	<ul style="list-style-type: none">Scaffolded science instruction across the schoolIncreased achievement of learning	<ul style="list-style-type: none">Lesson PlansObservationStudent DiscourseData Results	<ul style="list-style-type: none">SBDM
	KCWP 2 Design & Deliver Instruction	<ul style="list-style-type: none">Teachers will utilize Amplify/CKLA to embed social studies topics during their literacy block.The use of TCM to plan Social Studies instruction that is age appropriate, Lexile driven, and rigorous	<ul style="list-style-type: none">Scaffolded social studies instruction across the schoolIncreased achievement of learning	<ul style="list-style-type: none">Lesson PlansObservationStudent DiscourseData Results	<ul style="list-style-type: none">None
	KCWP 2 Design & Deliver Instruction	<ul style="list-style-type: none">The use of TCM as a supplemental social studies resource may be used to plan continuous social studies plans	<ul style="list-style-type: none">Scaffolded social studies instruction across the schoolIncreased achievement of learning	<ul style="list-style-type: none">Lesson PlansObservationStudent DiscourseData Results	None

	KCWP 2 Design & Deliver Instruction	<ul style="list-style-type: none">● The use of a HQIR resource (Amplify/CKLA) writing Instruction begins with a three-step writing process: plan, draft, and edit. The process is reinforced as each new writing genre is addressed.	<ul style="list-style-type: none">● Scaffolded writing instruction across all grades (K-5) in a variety of genres● Gradual reduction in scaffolding as students progress● Student knowledge of writing types and complexity of writing	<ul style="list-style-type: none">● Lesson Plans● Writing Samples● Observation● Data Results	None
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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 reading/math P/D for gap group (economically disadvantaged) from 67.4% P/D to 75% P/D by 2025.	<ul style="list-style-type: none">KCWP 2 Design & Deliver Instruction	<ul style="list-style-type: none">Vertical alignment of math resource (program) for systemic implementation	<ul style="list-style-type: none">Student progressConsistency of instruction across school	<ul style="list-style-type: none">ObservationWalkthroughsData ResultsPLC planning & discussion	<ul style="list-style-type: none">SBDM
	<ul style="list-style-type: none">KCWP 2 Design & Deliver Instruction	<ul style="list-style-type: none">Building student fact fluency/ number sense through math talks	<ul style="list-style-type: none">Student GrowthMathematical discourse	<ul style="list-style-type: none">ObservationWalkthroughsData ResultsPLC planning & discussion	<ul style="list-style-type: none">SBDM
	<ul style="list-style-type: none">KCWP 5 Design, Align, deliver Support Processes	<ul style="list-style-type: none">MTSS T2 & 3 Math and Reading instructional alignment through HQIR	<ul style="list-style-type: none">Student GrowthDecrease in number of students in T2/3	<ul style="list-style-type: none">PLCData ResultsObservations	<ul style="list-style-type: none">None
	<ul style="list-style-type: none">KCWP 5 Design, Align, deliver Support Processes	<ul style="list-style-type: none">Targarted MTSS T2 and T3 instruction through differentiation	<ul style="list-style-type: none">Student growth	<ul style="list-style-type: none">MTSS Data CollectionClassroom Assessments	<ul style="list-style-type: none">None

4: English Learner Progress

Goal 4: Increase the English Learner indicator from 74.3% P/D to 88% by 2027.					
Objective	Strategy	Activities	Measure of Success	Progress Monitoring	Funding
Objective 2: Increase the reading/math for gap group (english learners) from 74.3 P/D to 82% P/D by 2025.	KCWP 5: Design, Align, and Administer Support	<ul style="list-style-type: none">● Provide quality professional learning for all teachers centered around developing English language proficiency (SIOP).	<ul style="list-style-type: none">● Ongoing teacher growth● Academic growth of EL students● Increased teacher efficacy	<ul style="list-style-type: none">● PD Participation● Data Review● Observation● RtI Meetings	<ul style="list-style-type: none">● None
	KCWP 5: Design, Align, and Administer Support	<ul style="list-style-type: none">● EL Curriculum Consultant (District Employee) PLCs to assist with instructional strategies for ELL students.	<ul style="list-style-type: none">● Ongoing teacher growth● Academic growth of EL students● Increased teacher efficacy	<ul style="list-style-type: none">● PD Participation● Data Review● Observation● EL PLCs	None
	KCWP 5: Design, Align, and Administer Support	<ul style="list-style-type: none">● EL teacher will work with homeroom teachers to establish an individual plan for each EL student whether at the beginning of the school year, as well as throughout the school year.	<ul style="list-style-type: none">● Student Outcome: Increased English proficiency● Increased effectiveness of instruction	<ul style="list-style-type: none">● Data Results● PLC planning & discussion● ELI Meetings	None

5: Quality of School Climate and Safety

Goal 5: Increase the Quality of School Climate and Safety indicator from 77.7% to 87% by 2027.					
Objective	Strategy	Activities	Measure of Success	Progress Monitoring	Funding
Objective 1: Increase the Quality of School Climate and Safety indicator from 77.7 to 85% by 2025.	KCWP 5: Design, Align, and Administer Support	<ul style="list-style-type: none">• Provide training and professional learning regarding emotional and mental wellness supports so all students and staff feel heard and supported	<ul style="list-style-type: none">• Decrease in the number of students referred for emotional and mental support• Increase staff morale to improve the overall sense of value and empowerment	<ul style="list-style-type: none">• Data Review• Student Assistance Rtl Team Meeting• Staff Communication<ul style="list-style-type: none">○ One-Way: logistics, housekeeping○ Two-Way: decision making, feedback	<ul style="list-style-type: none">• SBDM
	KCWP 5: Design, Align, and Administer Support	<ul style="list-style-type: none">• Align and integrate school mental health, PBIS, and RTI ensuring an interconnected Multi-Tiered Systems of Support framework so all students feel heard and supported.	<ul style="list-style-type: none">• School-wide MTSS framework developed	<ul style="list-style-type: none">• Progress Monitoring• Data Results• PLC	<ul style="list-style-type: none">• None

	KCWP 5: Design, Align, and Deliver Support Processes	<ul style="list-style-type: none">● March 2025 form a committee of students to vet the MTSS Behavior and Academic Plans for input.● Form a staff “Task Force” to work on improving overall perception of discrepancy so all staff members feel part of the team	<ul style="list-style-type: none">● Student buy in to plans● Student support of plan● Student accountability● Sense of one team	<ul style="list-style-type: none">● Quarterly Meetings● Student Engagement● Student Buy-In to plans● Staff Survey Feedback	<ul style="list-style-type: none">● None
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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.

Overall schoolwide novice reduction Novice reduction amongst students with learning 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- new ELA curriculum KCWP 5: Design, Align and Deliver Support- student data binders, refinement of MTSS system
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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	57.4	-.5
State Assessment Results in science, social studies and writing	57.4	-8.4
English Learner Progress	44.1	-37.7
Quality of School Climate and Safety	78.6	+8.7
Postsecondary Readiness (high schools and districts only)	N/A	N/A
Graduation Rate (high schools and districts only)	N/A	N/A

Explanations/Directions

Goal: Schools should determine long-term goals that are three- to five-year targets for each required school level indicator. Elementary/middle schools must address state assessment results in reading and mathematics, state assessment results in science, social studies and writing, achievement gap, English learner progress, and quality of school climate and safety. High schools must address 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, and graduation rate. Long-term goals should be informed by The Needs Assessment for Schools.					
Objective	Strategy	Activities	Measure of Success	Progress Monitoring	Funding
Schools should determine short-term objectives to be attained by the end of the current academic year. Objectives should address state assessment results and/or aligned formative assessments. There can be multiple objectives for each goal.	Describe your approach to systematically address a process, practice, or condition that was identified as a priority during the Needs Assessment for Schools. There can be multiple strategies for each objective. The strategy can be based upon Kentucky’s six (6) Key Core Work Processes or another established improvement approach (i.e. <i>Six Sigma, Shipley, Baldrige, etc.</i>).	Describe the actionable steps the school will take to deploy the chosen strategy. There can be multiple activities for each strategy.	List the criteria that will gauge the impact of your work. The measures may be quantitative or qualitative but are observable in some way. Consider measures of input as well as outcomes for both staff and students.	Describe the process used to assess the implementation of the plan, the rate of improvement, and the effectiveness of the plan. Your description should include the artifacts to be reviewed, specific timelines, and responsible individuals.	List the specific federal, state, or local funding source(s) used to support each improvement initiative. If your school is a recipient of Title I, Part A funds, your CSIP serves as your annual plan and must indicate how Title I funds are utilized to carry out the planned activities.

1: State Assessment Results in Reading and Mathematics

Goal 1 (State your reading and math goal.): Decrease % Novice in Reading from 30% to 18% by May 2025 Decrease % Novice in Math from 30% to 15% by May 2025					
Objective	Strategy	Activities	Measure of Success	Progress Monitoring	Funding
Reading Novice Reduction	Design and Deliver Instruction- Ensure quality implementation of HQIR with strong tier 1 instruction (CKLA)	-Provide training and professional learning to assist with implementation	-Attendance of training and roundtables		District funded (ESSR)
		-Provide 2 grade-level planning/prep day for CKLA implementation	-Record of teacher absences in Frontline; Feedback from the instructional coach		Title 1
		-Invite teachers experienced in using the program from neighboring district to share tips	-Agenda for in-service day		No cost
	Design, Align and Deliver Support- Increase student and teacher ownership and awareness of individual progress/growth	-Each student will receive a personal data binder which they will update and which will follow them from grade to grade.	-Classroom observations	-Regular check-ins with teachers at PLCs and faculty meetings	Title 1
		-A data wall will be established for teachers in the PLC room	-Presence of data wall in PLC room/PLC minutes	-PLC agendas -Movement of cards as students change proficiency levels	SBDM
	Design, Align and Deliver Support- Continue with targeted tier 2 foundational reading instruction in grades K-3	Administer QPS to every student K-3	QPS results	Re-administer QPS mid-year	No cost
		Purchase Magnetic Reading Foundations program	Purchase order/budget report	N/A	Title 1
		Assign phonics concepts in MRF to teachers and students to groups depending on score of QPS	Spreadsheet	Student Progress spreadsheet	No cost

Goal 1 (State your reading and math goal.): Decrease % Novice in Reading from 30% to 18% by May 2025 Decrease % Novice in Math from 30% to 15% by May 2025					
Objective	Strategy	Activities	Measure of Success	Progress Monitoring	Funding
Math Novice Reduction	Design, Align and Deliver Support- Increase student and teacher ownership and awareness of individual progress/growth	-Each student will receive a personal data binder which they will update and which will follow them from grade to grade.	-Classroom observations	-Regular check-ins with teachers at PLCs and faculty meetings	Title 1
		-A data wall will be established for teachers in the PLC room	-Presence of data wall in PLC room/PLC minutes	-PLC agendas -Movement of cards as students change proficiency levels	SBDM
	Design, Align and Deliver Support- Targeted PD on math curriculum implementation	-Continued job-embedded coaching with iReady Classroom Math consultant	PLC agendas/minutes	PLC agendas/minutes provide feedback from teachers regarding continued need	District funded/ESSER
	Design, Align and Deliver Support- Refinement of MTSS tier 2 intervention strategies (Specific targeted interventions from the BCS intervention toolkit)	Development of a flow chart for teachers to use to identify effective interventions and learning activities to address specific deficiencies	PLC agendas/minutes	PLC agendas/minutes provide feedback of teacher use and effectiveness	No cost

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

Goal 1: Science proficiency among all students will reach 35.6 by 2027. Goal 2: Social Studies proficiency among all students will reach 57.7 by 2027. Goal 3: Combined writing proficiency will reach 58.7 by 2027.					
Objective	Strategy	Activities	Measure of Success	Progress Monitoring	Funding
Science proficiency will increase to 28% by May 2025	Design, Align and Deliver Support- Intentional scheduling	Explicit time built into schedule to allow for science instruction at each grade	Increase in science proficiency on Fall and Spring MVPA tests	Master schedule Lesson Plans MVPA	None needed
	Design and Deliver Instruction- Cross-content curriculum adoption	-Ensure quality implementation of HQIR with strong tier 1 instruction that contains units of science study (CKLA)	Increase in science proficiency on Fall and Spring MVPA tests	Lesson Plans MVPA	District funded (ESSER)
Social Studies proficiency will increase to 44% by May 2025	Design and Deliver Instruction- Ensure continued use of standardized social studies curriculum	Adoption of TCM curriculum and professional learning to assist in effective implementation	Increase in science proficiency on Fall and Spring MVPA tests	Lesson plans MVPA	District funded ESSR
	Design, Align and Deliver Effective Support- Intentional scheduling	Explicit time built into schedule to allow for social studies instruction at each grade.	Increase in science proficiency on Fall and Spring MVPA tests	Master Schedule Lesson plans MVPA	None needed
Combined writing proficiency will increase to 48% by May 2025	Design, Align and Deliver Effective Support- Explicit time built into schedule to allow for writing instruction	Increase in writing proficiency	Increase in writing proficiency on Fall and Spring MVPA tests	Master schedule	None needed
	Design, Align and Deliver Effective Support- Live-scoring sessions with immediate feedback held several times/year	Increase in writing proficiency	Increase in writing proficiency on Fall and Spring MVPA tests	Student writing samples from live scoring events	None 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
Students with IEPs scoring novice on the state reading test will decrease from 62% to 55% by May of 2025	Design and Deliver Instruction- Ensure quality implementation of HQIR with strong tier 1 instruction (CKLA)	Rigorous, explicit and standardized tier 1 instruction	KSA Scores	Fall and spring MVPA scores	District funded (ESSER)
	Design, Align and Deliver Support- Continue with targeted tier 2 foundational reading instruction in grades K-3	Administer QPS to every student K-3	QPS results	Re-administer QPS mid-year	No cost
		Purchase Magnetic Reading Foundations program	Purchase order/budget report	N/A	Title 1
		Assign phonics concepts in MRF to teachers and students to groups depending on score of QPS	Spreadsheet	Student Progress spreadsheet	No cost
	Design, Align and Deliver Support- Intentional, regular SpEd PLC meetings	Improve co-teaching practices and targeted SDI through Professional Learning and regular PLC meetings	Increase in reading proficiency amongst students with reading goals	-Walk-through observations -PLC agendas/minutes	None needed
Students with IEPs scoring novice on the state reading test will decrease from 62% to 55% by May of 2025	Design, Align and Deliver Support- Intentional, regular SpEd PLC meetings	Improve co-teaching practices and targeted SDI through Professional Learning and regular PLC meetings	Increase in reading proficiency amongst students with reading goals	-Walk-through observations -PLC agendas/minutes	None needed

4: English Learner Progress

<u>Goal 1:</u> Reading proficiency in EL students will reach 52% by 2027. <u>Goal 2:</u> Math proficiency for EL students will reach 62% by 2027.					
Objective	Strategy	Activities	Measure of Success	Progress Monitoring	Funding
Reading proficiency in EL students will increase to 40%	Design and Deliver Instruction- Ensure quality implementation of HQIR with strong tier 1 instruction (CKLA)	Push-in reading instruction that utilizes specific EL strategies outlined in the curriculum to supplement tier 1 instruction	Decreased percentage of EL students scoring novice on reading KSA	Fall and spring MVPA scores	District funded (ESSER)
	Design, Align and Deliver Support- Supplement library collection	Increased access to culturally diverse and language diverse reading materials in library	Decreased percentage of EL students scoring novice on reading KSA	Collection reports	SBDM, Title 1, Grants, Fund-raising
Math proficiency in EL students will increase to 42%	Design and Deliver Quality Instruction- Increase in research based EL instructional strategies	Staff will continue to train in SIOP components at regular faculty meetings, PLCs and after school PDs	-Increase in math proficiency amongst EL students -Staff attendance at training	-Faculty meeting sign-ins -After school PD flex hour submissions	None needed

5: Quality of School Climate and Safety

Goal 1: The indicator score for the QSCS will reach 88 by 2027.					
Objective	Strategy	Activities	Measure of Success	Progress Monitoring	Funding
The indicator score for the QSCS will reach 83 by May of 2025	Design and Deliver Instruction- Implementation of SEL curriculum	40-minute weekly CharacterStrong lessons with 10 minute “check-ins” on other days of the week.	Increase in QSCS indicator score	Panorama Survey data	District funded
	Design, Align and Deliver Support- SEB tier 2 intervention program	Targeted, explicit small group instruction for students with identified SEB needs	Increase in QSCS indicator score	Panorama Survey data	Teaching allocation supplemented by Title 1 funds
	Design and Deliver Instruction- Guidance counselors will continue with push-in lessons focusing on SEL concepts	Explicit whole group instruction on SEB concepts	Increase in QSCS indicator score	Panorama Survey data Counselor lesson plans	No cost

6: Postsecondary Readiness (High School Only)

Goal 6 (State your postsecondary goal.):					
Objective	Strategy	Activities	Measure of Success	Progress Monitoring	Funding
Objective 1					
Objective 2					

7: Graduation Rate (High School Only)

Goal 7 (State your graduation goal.):					
Objective	Strategy	Activities	Measure of Success	Progress Monitoring	Funding
Objective 1					
Objective 2					

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:
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:
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:
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:
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.	<input checked="" type="checkbox"/>
		<input type="checkbox"/>
		<input type="checkbox"/>
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		<input type="checkbox"/>

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:
<p>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</p> <p>Response:</p>
Identification of Critical Resources Inequities:
<p>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.</p> <p>Response:</p>

CSI 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 Continuous Improvement Platform (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.	<input checked="" type="checkbox"/>
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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.

1. Securing foundational skills for all students
2. Focusing on skills that create skilled readers

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.

<p>KCWP 2: Design and Deliver Instruction</p> <p>What evidence is there that your instruction is highly effective, culturally responsive, evidence-based, and provided to all students in the classroom?</p> <p>KCWP 3: Design and Deliver Assessment Literacy</p> <p>What evidence is there that you have a balanced assessment system, including classroom assessment for student learning?</p>	<p>Activity- Common Aligned PLC Processes</p> <p>LSS team working with principals, instructional coaches, teacher leaders, and RTI taskforce will develop a systemic process for ensuring PLC’s are active and effective in each building</p> <p>Activity- Training of PLC Implementation</p> <p>LSS team working with principals, instructional coaches, teacher leaders, and RTI taskforce will develop a timeline and system for training for effective PLC implementation for all school teams</p> <p>Activity- Kagan Structures</p> <p>District admins, LSS team, and school leadership teams employ Kagan Structures and other high-yield, research-based cooperative learning strategies to improve student engagement in the classroom, specifically focusing on students who fall in a gap group.</p> <p>Activity- Smekens Writing Structure</p> <p>Principals, Instructional Coach, and Teachers employ Smekens Writing Structures and other high-yield, research-based writing strategies to improve writing proficiency, specifically focusing in our students who fall in a gap group.</p>
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	<p>Activity- Eleot District/School Walk-thrus</p> <p>In partnership with our school leadership team, GES Leadership will conduct and lead teams through the eleot tool to ensure that our students are engaged in learning experiences that are EQUITABLE, RIGOROUS, ACCESSIBLE, and RELEVANT for ALL learners.</p> <p>Activity- Modules and Professional Learning to support teachers after eleot and engagement data is collected</p> <p>GES Leadership will work directly with teachers in PLC’s, and/or faculty meetings to ensure teachers receive support for improving the learning environment of focus based on collected and shared data.</p> <p>Activity- Eleot District/School Walk-thrus</p> <p>In partnership with our school leadership teams, district office staff will conduct and lead teams through the eleot tool to ensure that our students are engaged in learning experiences that are EQUITABLE, RIGOROUS, ACCESSIBLE, and RELEVANT for ALL learners.</p> <p>Activity- Modules and Professional Learning to support teachers after eleot and engagement data is collected</p> <p>LSS team will work directly with school leadership teams at PLC’s, ILT meetings, or faculty meetings to ensure teachers receive support for improving the learning environment of focus based on collected and shared data.</p> <p>Activity- Mastery Learning/Standards-Based Grading</p> <p>All teachers will continue in PD practices in the area of Mastery Learning and Standards-Based Grading.</p> <p>Ensure that formative assessment practices allow students to understand where they currently are, where they are going, and how they can improve through their personalized learning path.</p> <p>LSS team will develop a systematic approach including deliverables to be shared with school leadership teams and will continue to support schools with blended professional learning. Skype</p>
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	<p>sessions, Canvas courses, face-to-face meetings will be offered to teachers, as well as in-person training for teachers as we make this district-wide transition over the next 3-4 years.</p> <p>Activity- Continued Professional Development Support of teachers pertaining to PLC work, RTI work, Effective Instructional Strategies, Student Engagement, and Guaranteed and Viable Aligned Curriculum Support</p> <p>LSS team, in partnership with school leadership teams, will continue to stay at the forefront of research on best practices for continuous improvement in all areas of teaching and learning. Whether it be professional outsourcing, or internal support, we will work to provide whatever PD is necessary to support our team.</p>
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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	67.5	-10.8
State Assessment Results in science, social studies and writing	64.9	-4.6
English Learner Progress	80.2	+ 25.8
Quality of School Climate and Safety	71.9	-1.2

Explanations/Directions

Goal: Schools should determine long-term goals that are three- to five-year targets for each required school level indicator. Elementary/middle schools must address state assessment results in reading and mathematics, state assessment results in science, social studies and writing, achievement gap, English learner progress, and quality of school climate and safety. High schools must address 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, and graduation rate. Long-term goals should be informed by The Needs Assessment for Schools.					
Objective	Strategy	Activities	Measure of Success	Progress Monitoring	Funding
Schools should determine short-term objectives to be attained by the end of the current academic year. Objectives should address state assessment results and/or aligned formative assessments. There can be multiple objectives for each goal.	Describe your approach to systematically address a process, practice, or condition that was identified as a priority during the Needs Assessment for Schools. There can be multiple strategies for each objective. The strategy can be based upon Kentucky's six (6) Key Core Work Processes or another established improvement approach (i.e. <i>Six Sigma</i> , <i>Shipley</i> , <i>Baldrige</i> , etc.).	Describe the actionable steps the school will take to deploy the chosen strategy. There can be multiple activities for each strategy.	List the criteria that will gauge the impact of your work. The measures may be quantitative or qualitative but are observable in some way. Consider measures of input as well as outcomes for both staff and students.	Describe the process used to assess the implementation of the plan, the rate of improvement, and the effectiveness of the plan. Your description should include the artifacts to be reviewed, specific timelines, and responsible individuals.	List the specific federal, state, or local funding source(s) used to support each improvement initiative. If your school is a recipient of Title I, Part A funds, your CSIP serves as your annual plan and must indicate how Title I funds are utilized to carry out the planned activities.

1: State Assessment Results in Reading and Mathematics

Goal 1: Increase READING proficiency from 57% PD to 72% PD by May 2027. Increase MATH proficiency from 52% PD to 65.6% by May 2027.					
Objective	Strategy	Activities	Measure of Success	Progress Monitoring	Funding
Objective 1: Increase READING proficiency from 57% PD to 62% PD by May 2025. Objective 2: Increase MATH proficiency from 52% PD to 59.2% by May 2025.	KCWP 2: Design & Deliver Instruction	Student Centered Coaching The goal is Student-Centered Excellence as we build a system for teachers to develop partnerships around student-centered practices. <i>Activities include:</i> a consistent coaching schedule, goal-setting around learning targets, co-planning instruction, intentional co-teaching strategies that focus on students, and intentional analysis and reflection of student growth.	Instructional Plans that center around grade-level rigor Increased percentage of proficiency on formative and summative data Shifts in PLC practices that results in increased analysis of student work More targeted Tier 2 instruction	Increased percentage of proficiency on benchmark and quarterly assessments More intentional walk-through conversations wrapped around student work	Title 1 Funded: Student-Centered Coaching books Leading Student-Centered Coaching books Student-Centered Coaching Virtual PD
	KCWP 2: Design & Deliver Instruction	Commonly Aligned PLC Processes focusing on: <ul style="list-style-type: none">● Teacher Clarity● Common Formative Assessments● Student Work Analysis <i>Activities include:</i> defining mastery of the grade-level standards, alignment of summative and common formative assessments, aligned instructional plans, student friendly learning targets, and analysis of student work using the See, Do, Get Cycle	Teams collaboratively plan. Teams follow a CFA analysis protocol that allows them to see student’s learning patterns. Teams achieve their Team WIGs. Teams document their journey in their PLC Notes. Teams hold each other accountable to articulated Team Norms.	Team Dynamics: Formative Tools for Leaders in a PLC: Kim Bailey & Chris Jakicic Team Planning: No team member is planning in isolation Each team, at a minimum, discusses the depth of the unit standards and agrees upon mastery of the standard. Each team member can tell the story of each unit. Analysis of CFA:	Title 1 Funded: Formative Tools for Leaders in a PLC: Kim Bailey & Chris Jakicic The DuFour’s PLC Handbook for Team Leaders Common Formative Assessment by Kim Bailey & Chris Jakicic Solution Tree PD around MTSS (October 2024)

Goal 1: Increase READING proficiency from 57% PD to 72% PD by May 2027. Increase MATH proficiency from 52% PD to 65.6% by May 2027.					
Objective	Strategy	Activities	Measure of Success	Progress Monitoring	Funding
			<p>Teams revisit and revise Team Norms as needed.</p> <p>PLCs remain focused on student learning and on ways to improve student learning</p> <p>PLCs consist of conversations on those things over which we have control.</p> <p>Each team member leaves PLCs feeling accomplished and productive.</p> <p>Team Leaders change PLC practices based on coaching feedback</p>	<p>Teams use a CFA protocol to find patterns of student learning</p> <p>Teams identify the best groups for Tier 2 instruction</p> <p>WIGs Teams hold weekly cadence of accountability meetings to determine progress on Team WIGs</p> <p>PLC Notes Teams keep weekly notes so that we can speak directly in coaching conversations</p>	
	KCWP 4: Review, Analyze, and Apply Data	<p>Full Implementation of the 4 Disciplines of Execution We want to very intentionally goal-set and involve our students in goal-setting as well.</p> <p><i>Activities include:</i> Aligning school, grade-level, classroom and student WIGS, identifying lead measures that move the needle, scheduling a cadence of accountability meeting, and creating a compelling scoreboard.</p>	<p>Increased percentage of proficiency on formative and summative data</p> <p>Increased percentage of proficiency on benchmark and quarterly assessments</p> <p>More intentional walk-through conversations wrapped around evidence-based instructional strategies</p>	<p>Increased percentage of proficiency on benchmark and quarterly assessments</p> <p>Increase in Student Culture Data</p> <p>Grade level and school-wide scoreboards that show progress towards our WIGs.</p>	Title I Funded Leader In Me

Goal 1: Increase READING proficiency from 57% PD to 72% PD by May 2027. Increase MATH proficiency from 52% PD to 65.6% by May 2027.					
Objective	Strategy	Activities	Measure of Success	Progress Monitoring	Funding
			More frequent celebrations of student goals		
	KCWP 3 Design & Deliver Assessment Literacy	<p>Common Writing Structure The goal is to create alignment in our Writing program and to increase the types of writing produced by our students.</p> <p><i>Activities include:</i> consulting with our District Literacy Consultant to provide teachers with job embedded professional development specific to informational writing using CER as an organizational tool, co-planning writing lessons, live scoring student writing for feedback that will inform instructional next steps for the class, individual students, and further professional development for teachers, integrating writing to learn, writing to articulate their understanding of content and grow effective written communication.</p> <p>Our Instructional Coach will work with teachers to develop well-designed writing mini-lessons to guide informative, opinion and narrative composition pieces and assist in the alignment of high-level writing instruction across K-5 grade levels.</p>	<p>Instructional Plans that center around grade-level writing standards and expectations</p> <p>Increased percentage of proficiency on benchmark and quarterly assessments</p> <p>More intentional walk-through conversations wrapped around evidence-based instructional strategies and student work</p>	<p>Live scoring events for Constructed Responses</p> <p>Completed writing pieces that show grade-level expectations</p> <p>Grade-level Scoreboards that show our progress toward our writing goals</p>	Title 1 Funded All Smekens training and materials

Goal 1: Increase READING proficiency from 57% PD to 72% PD by May 2027. Increase MATH proficiency from 52% PD to 65.6% by May 2027.					
Objective	Strategy	Activities	Measure of Success	Progress Monitoring	Funding
		<p>Integrated Science and Social Studies Instruction</p> <p>The goal is to integrate science and social studies content into lessons to build background knowledge.</p> <p><i>Activities include:</i></p> <p>defining mastery of the grade-level standards, alignment of summative and common formative assessments, aligned instructional plans, student friendly learning targets, and analysis of student work</p>	<p>Teams collaboratively plan integrated science and social studies curriculum</p> <p>Teams follow a CFA analysis protocol that allows them to see student’s learning patterns around science and social studies content</p> <p>Teams achieve their Team WIGs.</p> <p>Teams document their journey in their PLC Notes.</p>	<p>Increased percentage of proficiency on formative and summative data</p> <p>Increased percentage of proficiency on benchmark and quarterly assessments</p> <p>Each team, at a minimum, discusses the depth of the unit standards and agrees upon mastery of the standard.</p> <p>Teams use a CFA protocol to find patterns of student learning</p> <p>Teams identify the best groups for Tier 2 instruction</p>	<p>Mystery Science</p> <p>Core Knowledge</p> <p>Language Arts.</p>
	KCWP 4: Review, Analyze and Apply Data	<p>Aligned MTSS Process and Procedures</p> <p>The goal is to align our Tier 2 and Tier 3 schedule, supports, and instruction.</p> <p><i>Activities include:</i></p> <p>analyzing data bi-monthly to appropriately identify students for T2 and T3 services, ensuring we</p>	<p>Analysis of CFA data that identifies the breakdowns of the most essential learning targets, Create the most effective instructional groups, Intentionally plan for Tier 2 instruction around priority standards, Maximize Tier 2 schedule,</p>	<p>Analysis of CFA:</p> <p>Teams use a CFA protocol to find patterns of student learning, Teams identify the best groups for Tier 2 instruction</p> <p>Quarterly Meetings</p> <p>Data team meets after each Benchmark</p>	<p>Title 1 Funded</p> <p>1 teacher</p> <p>Solution Tree PD around MTSS (October 2024)</p>

Goal 1: Increase READING proficiency from 57% PD to 72% PD by May 2027. Increase MATH proficiency from 52% PD to 65.6% by May 2027.					
Objective	Strategy	Activities	Measure of Success	Progress Monitoring	Funding
		know the foundational skills at each grade-level to determine T3 admittance, and responding to data over emotions	Determine plan to address instructional reports from instructional programs that indicates reteaching is needed, Utilize Extended School Services to increase student proficiency	Assessment to determine progress in Tier 3 instruction.	
	KCWP 5: Design, Align, and Deliver Support	School Walk-thrus The goal is for the rubric to be written with teachers so that it is a usable and helpful tool focused on our students being engaged in learning experiences that are EQUITABLE, RIGOROUS, ACCESSIBLE, and RELEVANT for ALL learners. <i>Activities include:</i> co-developing our walk-through rubric, creating a consistent walk-through schedule, and offering meaningful feedback that is focused on student growth	Increased percentage of proficiency on formative and summative data, Increased percentage of proficiency on benchmark and quarterly assessments, Increased student engagement	Increase in Student Culture Data, Grade level and school-wide scoreboards that show progress towards our WIGs.	

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

Goal 2: Increase the Proficiency of Science 30% PD to 47.6%, Social Studies 37% PD to 55.1%, and Writing from 60% PD to 47.3% by May 2027.					
Objective	Strategy	Activities	Measure of Success	Progress Monitoring	Funding
Objectives: Increase the Proficiency of Science 30% PD to 37.8% by May 2025, Increase Social Studies 37% PD to 46.7% by May 2025, Increase Writing from 60% PD to 65% by May 2025.	KCWP 2 Design & Deliver Instruction	Student Centered Coaching The goal is Student-Centered Excellence as we build a system for teachers to develop partnerships around student-centered practices. <i>Activities include:</i> a consistent coaching schedule, goal-setting around learning targets, co-planning instruction, intentional co-teaching strategies that focus on students, and intentional analysis and reflection of student growth.	Instructional Plans that center around grade-level standards Increased percentage of proficiency on formative and summative data Shifts in PLC practices that results in increased analysis of student work More targeted Tier 2 instruction	Increased percentage of proficiency on benchmark and quarterly assessments More intentional walk-through conversations wrapped around student work	Title 1 Funded: Student-Centered Coaching books Leading Student-Centered Coaching books Student-Centered Coaching Virtual PD
		Commonly Aligned PLC Processes focusing on: <ul style="list-style-type: none"> • Teacher Clarity • Common Formative Assessments • Student Work Analysis <i>Activities include:</i> defining mastery of the grade-level standards, alignment of summative and common formative assessments, aligned	Teams collaboratively plan. Teams follow a CFA analysis protocol that allows them to see student's learning patterns. Teams achieve their Team WIGs. Teams document their journey in their PLC Notes.	Team Dynamics: Formative Tools for Leaders in a PLC: Kim Bailey & Chris Jakicic Team Planning: No team member is planning in isolation Each team, at a minimum, discusses the depth of the unit standards and agrees upon mastery of the standard.	Title 1 Funded: Formative Tools for Leaders in a PLC: Kim Bailey & Chris Jakicic The DuFour's PLC Handbook for Team Leaders Common Formative Assessment by Kim Bailey & Chris Jakicic

Goal 2: Increase the Proficiency of Science 30% PD to 47.6%, Social Studies 37% PD to 55.1%, and Writing from 60% PD to 47.3% by May 2027.					
Objective	Strategy	Activities	Measure of Success	Progress Monitoring	Funding
		instructional plans, student friendly learning targets, and analysis of student work	Teams hold each other accountable to articulated Team Norms. Teams revisit and revise Team Norms as needed. PLCs remain focused on student learning and on ways to improve student learning PLCs consist of conversations on those things over which we have control. Each team member leaves PLCs feeling accomplished and productive. Team Leaders change PLC practices based on coaching feedback	Each team member can tell the story of each unit. Analysis of CFA: Teams use a CFA protocol to find patterns of student learning Teams identify the best groups for Tier 2 instruction WIGs Teams hold weekly cadence of accountability meetings to determine progress on Team WIGs PLC Notes Teams keep weekly notes so that we can speak directly in coaching conversations	Solution Tree PD around MTSS (October 2024)
		Full Implementation of the 4 Disciplines of Execution We want to very intentionally goal-set and involve our students in goal-setting as well. <i>Activities include:</i> Aligning school, grade-level, classroom and student WIGS,	Increased percentage of proficiency on formative and summative data Increased percentage of proficiency on benchmark and quarterly assessments More intentional walk-through conversations	Increased percentage of proficiency on benchmark and quarterly assessments Increase in Student Culture Data Grade level and school-wide scoreboards that show progress towards our WIGs.	Title I Funded Leader In Me

Goal 2: Increase the Proficiency of Science 30% PD to 47.6%, Social Studies 37% PD to 55.1%, and Writing from 60% PD to 47.3% by May 2027.					
Objective	Strategy	Activities	Measure of Success	Progress Monitoring	Funding
		identifying lead measures that move the needle, scheduling a cadence of accountability meeting, and creating a compelling scoreboard.	<p>wrapped around evidence-based instructional strategies</p> <p>More frequent celebrations of student goals</p>		
	KCWP 5 Design, Align, and Administer Support	<p>Common Writing Structure The goal is to create alignment in our Writing program and to increase the types of writing produced by our students.</p> <p><i>Activities include:</i> consulting with our District Literacy Consultant to provide teachers with job embedded professional development specific to informational writing using CER as an organizational tool, co-planning writing lessons, live scoring student writing for feedback that will inform instructional next steps for the class, individual students, and further professional development for teachers, integrating writing to learn, writing to articulate their understanding of content</p>	<p>Instructional Plans that center around grade-level writing standards and expectations</p> <p>Increased percentage of proficiency on benchmark and quarterly assessments</p> <p>More intentional walk-through conversations wrapped around evidence-based instructional strategies and student work</p>	<p>Live scoring events for Constructed Responses</p> <p>Completed writing pieces that show grade-level expectations</p> <p>Grade-level Scoreboards that show our progress toward our writing goals</p>	<p>Title 1 Funded All Smekens training and materials</p>

Goal 2: Increase the Proficiency of Science 30% PD to 47.6%, Social Studies 37% PD to 55.1%, and Writing from 60% PD to 47.3% by May 2027.					
Objective	Strategy	Activities	Measure of Success	Progress Monitoring	Funding
		<p>and grow effective written communication.</p> <p>Our school Coaches will work with teachers to develop well-designed writing mini-lessons to guide informative, opinion and narrative composition pieces and assist in the alignment of high-level writing instruction across K-5 grade levels.</p>			
		<p>Integrated Science and Social Studies Instruction The goal is to integrate science and social studies content into lessons to build background knowledge.</p> <p><i>Activities include:</i> defining mastery of the grade-level standards, alignment of summative and common formative assessments, aligned instructional plans, student friendly learning targets, and analysis of student work</p>	<p>Teams collaboratively plan integrated science and social studies curriculum</p> <p>Teams follow a CFA analysis protocol that allows them to see student's learning patterns around science and social studies content</p> <p>Teams achieve their Team WIGs.</p> <p>Teams document their journey in their PLC Notes.</p>	<p>Increased percentage of proficiency on formative and summative data</p> <p>Increased percentage of proficiency on benchmark and quarterly assessments</p> <p>Each team, at a minimum, discusses the depth of the unit standards and agrees upon mastery of the standard.</p> <p>Teams use a CFA protocol to find patterns of student learning</p> <p>Teams identify the best groups for Tier 2 instruction</p>	Mystery Science Core Knowledge Language Arts

Goal 2: Increase the Proficiency of Science 30% PD to 47.6%, Social Studies 37% PD to 55.1%, and Writing from 60% PD to 47.3% by May 2027.					
Objective	Strategy	Activities	Measure of Success	Progress Monitoring	Funding
		Aligned MTSS Process and Procedures The goal is to align our Tier 2 and Tier 3 schedule, supports, and instruction. <i>Activities include:</i> analyzing data bi-monthly to appropriately identify students for T2 and T3 services, ensuring we know the foundational skills at each grade-level to determine T3 admittance, and responding to data over emotions	Analysis of CFA data that identifies the breakdowns of the most essential learning targets Create the most effective instructional groups Intentionally plan for Tier 2 instruction around priority standards Maximize Tier 2 schedule Determine plan to address instructional reports from instructional programs that indicates reteaching is needed Utilize Extended School Services to increase student proficiency	Analysis of CFA: Teams use a CFA protocol to find patterns of student learning Teams identify the best groups for Tier 2 instruction Quarterly Meetings Data team meets after each Benchmark Assessment to determine progress in Tier 3 instruction.	Title 1 Funded 1 teacher
		School Walk-thrus The goal is for the rubric to be written with teachers so that it is a usable and helpful tool focused on our students being engaged in learning experiences that are EQUITABLE, RIGOROUS, ACCESSIBLE, and RELEVANT for ALL learners. <i>Activities include:</i>	Increased percentage of proficiency on formative and summative data Increased percentage of proficiency on benchmark and quarterly assessments Increased student engagement	Increase in Student Culture Data Grade level and school-wide scoreboards that show progress towards our WIGs.	

Goal 2: Increase the Proficiency of Science 30% PD to 47.6%, Social Studies 37% PD to 55.1%, and Writing from 60% PD to 47.3% by May 2027.					
Objective	Strategy	Activities	Measure of Success	Progress Monitoring	Funding
		co-developing our walk-through rubric, creating a consistent walk-through schedule, and offering meaningful feedback that is focused on student growth			

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 reading proficiency for Disability 29% to 37.9% by May 2025. Objective 2: Increase the math proficiency for Disability 18% to 26.4% by May 2025.	KCWP 5 Design, Align, and Administer Support	Aligned MTSS Process and Procedures The goal is to align our Tier 2 and Tier 3 schedule, supports, and instruction. <i>Activities include:</i> analyzing data bi-monthly to appropriately identify students for T2 and T3 services, ensuring we know the foundational skills at each grade-level to determine T3 admittance, and responding to data over emotions	Analysis of CFA data that identifies the breakdowns of the most essential learning targets Create the most effective instructional groups Intentionally plan for Tier 2 instruction around priority standards Maximize Tier 2 schedule Determine plan to address instructional reports from instructional programs that indicates reteaching is needed	Analysis of CFA: Teams use a CFA protocol to find patterns of student learning Teams identify the best groups for Tier 2 instruction Quarterly Meetings Data team meets after each Benchmark Assessment to determine progress in Tier 3 instruction.	Title 1 Funded 1 teacher

Objective	Strategy	Activities	Measure of Success	Progress Monitoring	Funding
			Utilize Extended School Services to increase student proficiency		
		Full Implementation of the 4 Disciplines of Execution We want to very intentionally goal-set and involve our students in goal-setting as well. <i>Activities include:</i> Aligning school, grade-level, classroom and student WIGS, identifying lead measures that move the needle, scheduling a cadence of accountability meeting, and creating a compelling scoreboard.	Increased percentage of proficiency on formative and summative data Increased percentage of proficiency on benchmark and quarterly assessments More intentional walk-through conversations wrapped around evidence-based instructional strategies More frequent celebrations of student goals	Increased percentage of proficiency on benchmark and quarterly assessments Increase in Student Culture Data Grade level and school-wide scoreboards that show progress towards our WIGs.	Title I Funded Leader In Me
	KCWP 2 Design & Deliver Instruction	School Walk-thrus The goal is for the rubric to be written with teachers so that it is a usable and helpful tool focused on our students being engaged in learning experiences that are EQUITABLE, RIGOROUS, ACCESSIBLE, and RELEVANT for ALL learners. <i>Activities include:</i> co-developing our walk-through rubric, creating a consistent walk-through schedule, and offering	Increased percentage of proficiency on formative and summative data Increased percentage of proficiency on benchmark and quarterly assessments Increased student engagement	Increase in Student Culture Data Grade level and school-wide scoreboards that show progress towards our WIGs.	

Objective	Strategy	Activities	Measure of Success	Progress Monitoring	Funding
		meaningful feedback that is focused on student growth			
		<p>Monthly PLCS The goal is for the team to come together for a time of professional learning and data analysis</p> <p>LSS team will work directly with school leadership teams at PLC's, ILT meetings, or faculty meetings to ensure teachers receive support for improving the learning environment of focus based on collected and shared data.</p>	<p>Teams collaboratively plan.</p> <p>Teams follow a CFA analysis protocol that allows them to see student's learning patterns.</p> <p>Teams achieve their Team WIGs.</p> <p>Teams document their journey in their PLC Notes.</p> <p>Teams hold each other accountable to articulated Team Norms.</p> <p>Teams revisit and revise Team Norms as needed.</p> <p>PLCs remain focused on student learning and on ways to improve student learning</p> <p>PLCs consist of conversations on those things over which we have control.</p> <p>Each team member leaves PLCs feeling accomplished and productive.</p>	<p>Team Dynamics: Formative Tools for Leaders in a PLC: Kim Bailey & Chris Jakicic</p> <p>Team Planning: No team member is planning in isolation</p> <p>Each team, at a minimum, discusses the depth of the unit standards and agrees upon mastery of the standard.</p> <p>Each team member can tell the story of each unit.</p> <p>Analysis of CFA: Teams use a CFA protocol to find patterns of student learning</p> <p>Teams identify the best groups for Tier 2 instruction</p> <p>WIGs Teams hold weekly cadence of accountability meetings to determine progress on Team WIGs</p> <p>PLC Notes Teams keep weekly notes so that we can speak directly in coaching conversations</p>	<p>Formative Tools for Leaders in a PLC: Kim Bailey & Chris Jakicic</p> <p>The DuFour's PLC Handbook for Team Leaders</p> <p>Common Formative Assessment by Kim Bailey & Chris Jakicic</p> <p>Solution Tree PD around MTSS (October 2024)</p>

Objective	Strategy	Activities	Measure of Success	Progress Monitoring	Funding
			Team Leaders change PLC practices based on coaching feedback	Increased percentage of proficiency on benchmark and quarterly assessments Increase in Student Culture Data Grade level and school-wide scoreboards that show progress towards our WIGs.	

4: English Learner Progress

Goal 4: 85% of our EL students will increase their ACCESS composite score.					
Objective	Strategy	Activities	Measure of Success	Progress Monitoring	Funding
Objective 1: Increase the Progress Indicator score growth from 80.2 to 85.0	KCWP 5: Design, Align, and Administer Support	Provide quality professional learning for all teachers centered around developing English language proficiency through curriculum, instruction, & assessment, and increase training regarding Sheltered Instruction Observation Protocol (SIOP) strategies for all teachers working with EL students.	Desired Teacher Outcome: Improved teacher efficacy Desired Student Outcome: Increased English proficiency		

5: Quality of School Climate and Safety

Goal 5: Increase the Quality of School Climate and Safety indicator from 74.5 to 80 by 2027.					
Objective	Strategy	Activities	Measure of Success	Progress Monitoring	Funding
Objective 1: Increase the Quality of School Climate and Safety indicator from 72.5 to 77 by 2025.	KCWP 2: Design and Deliver Instruction	7 Habits of LIM The goal is to model, teach and imbed the 7 Habits into everyday life to build leaders and create student ownership. Students will have LIM instruction on the 7 Habits daily in their classrooms. <i>Activities Include:</i> <ul style="list-style-type: none">Daily LessonLeadership binderCreation of WIGS and Lead Measures	At least 80% of students have no discipline referrals	Monthly data reviewed during PBIS T1 meetings Panorama and Tableau to pull data	

Goal 5: Increase the Quality of School Climate and Safety indicator from 74.5 to 80 by 2027.					
Objective	Strategy	Activities	Measure of Success	Progress Monitoring	Funding
		<ul style="list-style-type: none"> <i>Having COAs</i> 			
		<p>Guidance Whole Group Lessons</p> <p>The goal of the lessons is to give common language and help students problem solve with kindness.</p> <p>Students in grades K/1 will have weekly guidance lessons.</p> <p>Students in grades 2/3 will have bi monthly.</p> <p>Students in grades 4-5 will have 1 guidance lesson per month.</p>	At least 50% of students will answer that students are kind on the end of year survey.	Data collected and reviewed on the number of students needing individual counseling each month.	<p>District allocates 1.5 counselor</p> <p>SBDM approves to fund ½ counselor.</p>
		<p>Small Group Instruction</p> <p>The goal of small group instruction is to meet students where they are and give them strategies to help them be successful.</p> <p>Students will receive small group instruction based on survey results and teacher requests. (executive functioning, friendship, grieving etc)</p>	Students will be able to carry-over small group instruction into other areas	Pre-test and post test	<p>District allocates 1.5 counselor</p> <p>SBDM approves to fund ½ counselor.</p>
		<p>Global Citizenship</p> <p>The goal of Global Citizenship is to empower learners to take the initiative in solving problems in a proactive manner and contribute to the good of the whole, while</p>	Students will be able to intervene in situations where someone is not being treated well, this will show on the end of year survey.	Unit Pre-test and post test	Teacher allocation used

Goal 5: Increase the Quality of School Climate and Safety indicator from 74.5 to 80 by 2027.					
Objective	Strategy	Activities	Measure of Success	Progress Monitoring	Funding
		<p>being tolerant and inclusive.</p> <p>Students will receive weekly instruction in SEL lessons during UA time.</p> <p>Lessons provide opportunities to work with a partner or small group after direct instruction.</p>			
		<p>Individual Support Plans</p> <p>The goal of an Individual Support Plan is to help students be proactive, with their area of need, with school-wide expectations.</p> <p>Students will create, with teacher help, Individual Support Plans if they are struggling in a particular area.</p> <p>Students, with teacher help, will implement & monitor their plan.</p>	80% of students on Student Support Plans will not need further intervention.	Monitored monthly by the PBIS T2 team.	
		<p>KAGAN Win-Win Discipline</p> <p>The goal of Win-Win Discipline is to utilize strategies based upon students' disruptions and positions.</p> <p>Win Win Kagan PD will be offered after school.</p>	<p>Teachers will be able to define disruption and position of students needing support.</p> <p>80% of teachers will bring Win-Win data to SST meetings</p>		
		<p>Student Support Team Meetings</p> <p>The goal of SST meetings is to provide strategies and level the playing field for students.</p> <p>Teachers will ask for Student Support Team Meeting when a</p>	Teachers will submit an SST for any student who has over 10 reteaches in one area, or is needing additional support academically or behaviorally. Grade-level PBIS lead will monitor.		

Goal 5: Increase the Quality of School Climate and Safety indicator from 74.5 to 80 by 2027.					
Objective	Strategy	Activities	Measure of Success	Progress Monitoring	Funding
		student is needing any additional supports beyond the regular classroom.			
		Restorative Practices The goal of restorative practices is to work with a child to restore behavior rather than give consequences. Data will be collected and monitored for areas that physical aggression is happening and adult presence will be strategic. After school detention will become restorative by utilizing strategies in When the Adults Change, Everything Changes	Teachers will report ALL major or minor physical aggression by submitting a discipline referral. 80% of students using restorative detention will not need further interventions		

8: Other (Optional)

Goal 8: Increase the number of students exiting the Preschool program “ready” for K by 10% as determined by BRIGANCE.					
Objective	Strategy	Activities	Measure of Success	Progress Monitoring	Funding
Objective 1:	KCWP 2: Design and Deliver Instruction	Personal Information We want every student to know their name and answer to their name.	Checklist of skills	Checklist of skills	
		Letters While we will introduce each letter, we want each student to recognize and write the letters in their name.	Checklist of skills	Checklist of skills	

Goal 8: Increase the number of students exiting the Preschool program “ready” for K by 10% as determined by BRIGANCE.					
Objective	Strategy	Activities	Measure of Success	Progress Monitoring	Funding
		We would also like for students to have the correct pencil grip and letter formation.			
		Numbers We would like each student to use one-to-one correspondence when counting.	Checklist of skills	Checklist of skills	
		Gross Motor Practice During Purposeful Play, we will motor the gross motor skills of each student. Also, we will work on skills such as stairs, skipping,	Checklist of skills	Checklist of skills	

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.

Increase overall reading PD from 64% PD to 77.7% PD during the 2024-2025 school year.
Increase overall math PD from 66% PD to 73.1%PD during the 2024-2025 school year.
Increase the reading proficiency for students with disabilities from 20% to 39% by May of 2025
Increase the math proficiency for students with disabilities from 19% to 26.4% by May 2025.

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.

Overall objectives to improve student achievement levels have been maintained over the past years. Even though the percentage of proficient and distinguished students changes each year, the goal to increase scores overall does not. The strategy of meeting in content PLC's to analyze student data and common assessments will continue. Data will be reviewed, and assessments adjusted when needed.

To meet the needs of our students GMS has implemented an MTSS bi-weekly meeting that analyzes student academic, behavior, and SEL needs. Grade-level families come together to discuss individual students. As a team, we look at any factors that could prevent a specific student from succeeding in any aspect of his or her education.

There has been an emphasis on Character Education for the 2024-2025 school year. Weekly time has been built into the schedule where students receive tier 1 character education through Character Strong. The reasoning for the implementation was based on staff and parent feedback about the importance of student well-being and acceptance of all.

Indicator Scores

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

Indicator	Status	Change
State Assessment Results in reading and mathematics	64% reading 66% math	+1 No change
State Assessment Results in science, social studies and writing	45% science 56% SS 70% On-Demand	+4 -4 +8
English Learner Progress	N/A	
Quality of School Climate and Safety	69.5%	No change
Postsecondary Readiness (high schools and districts only)	N/A	

Graduation Rate (high schools and districts only)	N/A	
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Explanations/Directions

Goal: Schools should determine long-term goals that are three- to five-year targets for each required school level indicator. Elementary/middle schools must address state assessment results in reading and mathematics, state assessment results in science, social studies and writing, achievement gap, English learner progress, and quality of school climate and safety. High schools must address 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, and graduation rate. Long-term goals should be informed by The Needs Assessment for Schools.

Objective	Strategy	Activities	Measure of Success	Progress Monitoring	Funding
Schools should determine short-term objectives to be attained by the end of the current academic year. Objectives should address state assessment results and/or aligned formative assessments. There can be multiple objectives for each goal.	Describe your approach to systematically address a process, practice, or condition that was identified as a priority during the Needs Assessment for Schools. There can be multiple strategies for each objective. The strategy can be based upon Kentucky's six (6) Key Core Work Processes or another established improvement approach (i.e. <i>Six Sigma, Shipley, Baldridge, etc.</i>).	Describe the actionable steps the school will take to deploy the chosen strategy. There can be multiple activities for each strategy.	List the criteria that will gauge the impact of your work. The measures may be quantitative or qualitative but are observable in some way. Consider measures of input as well as outcomes for both staff and students.	Describe the process used to assess the implementation of the plan, the rate of improvement, and the effectiveness of the plan. Your description should include the artifacts to be reviewed, specific timelines, and responsible individuals.	List the specific federal, state, or local funding source(s) used to support each improvement initiative. If your school is a recipient of Title I, Part A funds, your CSIP serves as your annual plan and must indicate how Title I funds are utilized to carry out the planned activities.

1: State Assessment Results in Reading and Mathematics

Goal 1 (State your reading and math goal.): Gray Middle School will increase READING proficiency from 66% PD to 77.7% PD by May of 2027. GMS will increase MATH proficiency from 66% PD to 73.1% PD by May of 2027.					
Objective	Strategy	Activities	Measure of Success	Progress Monitoring	Funding
<p>Objective 1: Increase Reading proficiency from 66% PD to 70% PD by May of 2025.</p> <p>Objective 2: Increase Math proficiency from 66% PD to 73.1% PD by May of 2025.</p>	KCWP 4 Review, Analyze, and Apply Data	<ol style="list-style-type: none"> Through the course of the 24-25 school year content teams will begin analyzing common assessment data. A PLC form will be introduced, and teachers will complete the form before coming to PLC's. Questions will be reviewed based on how successful or unsuccessful students are on the assessment. In addition, benchmark assessment data will be analyzed (This data includes District paced Benchmark Unit assessments and district MVPA assessment). The MVPA assessments take place three times per year. Three times a year students will complete their own Goal Setting sheet that will allow them to see their academic data on each benchmark assessment and then create a goal to ensure growth. GMS teams and families will analyze MTSS data to determine the appropriate tier for each student based on success with academic standards. 	<ol style="list-style-type: none"> Ongoing in PLC meetings with specific content areas. Through PLC's teachers will analyze individual student assessment data and determine overall growth. MTSS academic data will drive decisions for tier 2 and tier 3 interventions. After conversations about individual students and using progress monitoring data students will be placed based on individual needs. 	<ol style="list-style-type: none"> Principal, Assistant Principal, Instructional Coach Principal, Assistant Principal, Instructional Coach. GMS Leadership Team- Principal, AP, Instructional Coach and School Counselors. 	

Goal 1 (State your reading and math goal.): Gray Middle School will increase READING proficiency from 66% PD to 77.7% PD by May of 2027. GMS will increase MATH proficiency from 66% PD to 73.1% PD by May of 2027.					
Objective	Strategy	Activities	Measure of Success	Progress Monitoring	Funding

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

Goal 2 (State your science, social studies, and writing goal.): Gray Middle School will increase the Proficiency of science from 45% to 55.1%, Social Studies from 56% to 69%, and Writing from 70% to 79% by May 2027.					
Objective	Strategy	Activities	Measure of Success	Progress Monitoring	Funding
Objective 1 Increase Science proficiency from 45% PD to 48% PD by May 2025. Objective 2 Increase SS proficiency from 56% PD to 61% PD by May 2025. Objective 3 Increase Writing proficiency from 70% to 73% by May of 2025.	KCWP 4 Review, Analyze, and Apply Data	Through the course of the 24-25 school year content teams will begin analyzing common assessment data. A PLC form will be utilized, and teachers will complete the form before coming to PLC's. Questions will be reviewed based on how successful or unsuccessful students are on the assessment. In addition, benchmark assessment data will be analyzed (i.e. MVPA and District Unit Assessments)	Increase in student academic success on benchmark assessments. As common formative assessment questions are analyzed and adjusted to ensure higher DOK student success in benchmark assessments (MVPA) should improve.	Administrative team. Principal and AP will each have a content area that they meet with for PLC's. Content teams will also be tasked with holding one another accountable for data.	
	KWCP 5 Design, Align, and Deliver Support	Academic data is being reviewed in bi-weekly PLC's. During this time common formative and summative assessments are being created, and if already created, analyzed to determine the rigor of the assessment. District Unit assessments have been implemented and given to students throughout the school year.	An increase in rigor for common formative and summative assessments. The increase will be measured by a variety of ways for students to demonstrate their understanding.	Administrative team. Principal and AP will each have a content area that they meet with for PLC's. Content teams will also be tasked with holding one another accountable for data.	
	KWCP 6 Establishing Learning Environment and Culture	A Core plus more model has been implemented at GMS. This ensure all students are receiving grade level standards in addition to their Specially Designed Instruction. Through an effective co-teaching model, the goal is to see student	An increase in student engagement based on administrative walk-thru tool. Engagement and Participation: Measure student	Administrative team and IC will review walk-thru data specifically targeting student engagement.	

Goal 2 (State your science, social studies, and writing goal.): Gray Middle School will increase the Proficiency of science from 45% to 55.1%, Social Studies from 56% to 69%, and Writing from 70% to 79% by May 2027.					
Objective	Strategy	Activities	Measure of Success	Progress Monitoring	Funding
Objective 2		engagement rise through a variety of differentiated lessons. Additionally, a push in cooperative learning will give students the opportunity to work with others and see different points of view.	engagement, participation, and interest in the classroom activities. This can include tracking attendance, involvement in discussions, and completion of assignments.		

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 reading proficiency for Disability from 20% to 39.3% by May 2025. Objective 2: Increase the math proficiency for Disability 19% to 26.4% by May 2025.	KWCP 6 Establishing Learning Environment and Culture	Through the implementation of a core plus more model GMS students showed a steady increase in both reading and math. Continuing the Core plus more model ensure students are exposed to grade level standards and are also receiving their SDI. If a student has resource minutes that go beyond school-wide MTSS time those minutes will be addressed during unified arts time.	An increase in student engagement based on administrative walk-thru tool. Engagement and Participation: Measure student engagement, participation, and interest in the classroom activities. Increase in benchmark assessment data (i.e. District Unit Assessments and MVPA)	Administrative team and IC will review walk-thru data specifically targeting student engagement.	

Objective	Strategy	Activities	Measure of Success	Progress Monitoring	Funding

4: English Learner Progress

Goal 4 (State your English Learner goal.): Gray Middle School will increase English Learner proficiency in reading from 34% to 36.9% by May of 2025. GMS will increase math proficiency from 36% to 39.2% by May of 2025.					
Objective	Strategy	Activities	Measure of Success	Progress Monitoring	Funding
Objective 1: Increase English Learner proficiency in reading from 34% to 36.9% by May of 2025. GMS will increase math proficiency from 36% to 39.2% by May of 2025.	KCWP 5: Design, Align, and Administer Support	Provide quality professional learning for all teachers centered around developing English language proficiency through curriculum, instruction, & assessment, and increase training regarding Sheltered Instruction Observation Protocol (SIOP) strategies for all teachers. These have started during monthly staff meetings.	Desired Teacher Outcome: Improved teacher efficacy Desired Student Outcome: Increased English proficiency	Administrative team will monitor lessons to ensure information from monthly trainings are being embedded. Teachers also have access to District ELL coordinator to come in and support.	
Objective 2					

5: Quality of School Climate and Safety

Goal 5 (State your climate and safety goal.): Increase the Quality of School Climate and Safety indicator from 69.5 to 81 by 2027.					
Objective	Strategy	Activities	Measure of Success	Progress Monitoring	Funding
Objective 1: Increase the quality of school climate and safety indicator from 69.5 to 75.9 by May 2025.	KCWP 2 Design and Deliver Instruction	Teachers will utilize Character Strong to deliver Character Education lessons on a weekly basis.	Decreased school counselor requests by students. Decreased behavior referrals.	Guidance counselors will review data in the fall and spring.	\$6,000
	KCWP 5 Design, Align and Deliver Support	Guidance counselors will deliver the SEL survey in Panorama, and then use results to identify students in need of service	Decreased school counselor requests by students. Decreased behavior referrals.	Guidance counselors will review data in the fall and spring.	
Objective 2					

6: Postsecondary Readiness (High School Only)

Goal 6 (State your postsecondary goal.):					
Objective	Strategy	Activities	Measure of Success	Progress Monitoring	Funding
Objective 1					
Objective 2					

7: Graduation Rate (High School Only)

Goal 7 (State your graduation goal.):					
Objective	Strategy	Activities	Measure of Success	Progress Monitoring	Funding
Objective 1					
Objective 2					

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:
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:
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:
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:
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.	<input checked="" type="checkbox"/>
		<input type="checkbox"/>
		<input type="checkbox"/>
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		<input type="checkbox"/>

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:
<div><div>Consider:</div><div>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</div></div> <div><div>Response:</div><div></div></div>
Identification of Critical Resources Inequities:
<div><div>Consider:</div><div>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.</div></div> <div><div>Response:</div><div></div></div>

CSI 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 Continuous Improvement Platform (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.	<input checked="" type="checkbox"/>
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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.

In Reading, 67% of our students are Novice or Apprentice
In Math, 71% of our students are Novice or Apprentice

In Reading, 93% of our Disabled students are Novice or Apprentice
In Math, 90% of our Disabled students are Novice or Apprentice

In Reading, 81% of our EL students are Novice or Apprentice
In Math, 84% of our EL students are Novice or Apprentice

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 4: Review, Analyze and Apply Data – Communicate and implement a sustainable MTSS system for reviewing, analyzing, and applying data results. Leadership ensures a uniform way to elicit, interpret, and act on meaningful evidence of student learning to determine priorities for student growth and achievement, while teachers develop routines and actions toward reteach and mastery of the standards. Defense of Learning Student Conferences will be led by 8th graders in the spring.

KCWP 5: Design, Align, and Deliver Support – Continue and improve PLC protocol with an effective cyclical process for standards deconstruction, designing of assessment measures, collaborative lesson creation, and analysis of data; Ensuring formative, interim, and summative assessment results are used appropriately to determined tiered intervention needs specifically with the MTSS framework.

Indicator Scores

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

Indicator	Status	Change
State Assessment Results in reading and mathematics	53.7 index	+13.4 index
State Assessment Results in science, social studies and writing	45.3 index	+13.8 index
English Learner Progress	37.6	+12.8
Quality of School Climate and Safety	59.4 index	-1.6 index
Postsecondary Readiness (high schools and districts only)		
Graduation Rate (high schools and districts only)		

1: State Assessment Results in Reading and Mathematics

Goal 1: JMS will increase READING proficiency on KSA from 33% to 55.3% by May 2027. JMS will increase MATH proficiency on KSA from 29% to 41.4% by May 2027.					
Objective	Strategy	Activities	Measure of Success	Progress Monitoring	Funding
<p>Objective 1: Increase READING proficiency on KSA from 33% to 42% by May 2025.</p> <p>Objective 2: Increase MATH proficiency on KSA from 29% to 35% by May 2025.</p>	<p>KCWP 1: Design & Deploy Standards</p> <p>Ensure that all students have access to the same outlined, high expectations and continually assess, review, and revise school curricula to support the assurance that all students have the knowledge, skills, and dispositions for future success.</p>	<p>ELA and Math teachers will implement a curriculum aligned with KSA standards and ensure congruence between the standards, learning intentions, and assessment measures.</p>	<p>MVPA data, summative data, Lesson Plans (Jet Sets), PLC Agenda/Minutes</p>	<p>Walkthrough data, PDSA minutes</p>	<p>Amplify Reading (Title 1 25-26)</p> <p>Illustrative Math (Title 1 25-26)</p>
	<p>KCWP 2: Design & Deliver Instruction</p> <p>Sustain a systematic approach to designing and delivering instruction in reading and math by ensuring Tier 1 is intentionally highly effective and provided to all students in the classroom.</p>	<p>Teachers will participate in job-embedded PLCs using the DuFour PLC model.</p>	<p>Lesson Plans (Jet Sets), PLC Agenda/Minutes, Professional Learning Plan, Student Name and Claim</p>	<p>Walkthrough data, PDSA minutes</p>	<p>Illustrative Math/ Amplify Training (Title 1 25-26)</p>
		<p>Teachers will participate in differentiated professional learning during the school day and/or extension of the school day on high yield instructional strategies.</p>	<p>Lesson Plans (Jet Sets), PLC Agenda/Minutes, Professional Learning Plan</p>	<p>Walkthrough data,</p>	<p>Professional Learning (Title 1 25-26)</p>
		<p>Teachers will effectively use an instructional process aligned to district guiding documents (Priority Standards, Learning Targets, and Success Criteria) and use the</p>	<p>Lesson Plans (Jet Sets), PLC Agenda/Minutes, Professional Learning Plan</p>	<p>Walkthrough data,</p>	

Goal 1: JMS will increase READING proficiency on KSA from 33% to 55.3% by May 2027. JMS will increase MATH proficiency on KSA from 29% to 41.4% by May 2027.					
Objective	Strategy	Activities	Measure of Success	Progress Monitoring	Funding
		backward design process to plan for core instruction.			
		District and school coach will work collaboratively with teachers to design and deliver instruction and implement highly effective instruction through best practices and effective coaching models.	Lesson Plans (Jet Sets), PLC Agenda/Minutes, Professional Learning Plan	PDSA minutes, Walkthrough data,	
	KCWP 5: Design, Align, Deliver Support Processes	ILT will conduct weekly walkthroughs and provide immediate feedback to teachers	Increase proficiency on MVPA		
	Implement and sustain a continuous improvement process to design, align, and deliver support services that focus on student learning and academic purposes.	ILT will review walkthrough data weekly during ILT meetings and use data to identify specific coaching and professional learning needs.	Increase proficiency on MVPA	30-60-90 day ILT support	

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

Goal 2: JMS will increase SCIENCE proficiency on KSA from 12% to 34.2% by May 2027. JMS will increase SOCIAL STUDIES proficiency on KSA from 19% to 51.1% by May 2027. JMS will increase WRITING proficiency on KSA from 26% to 35.5% by May 2027.					
Objective	Strategy	Activities	Measure of Success	Progress Monitoring	Funding
Objective 1 Increase SCIENCE proficiency on KSA from 12% to 20%, SOCIAL STUDIES proficiency on KSA from 19% to 30%, and WRITING proficiency on KSA from 26% to 35% by May of 2025.	KCWP 1: Design & Deploy Standards Ensure that all students have access to the same outlined, high expectations and continually assess, review, and revise school curricula to support the assurance that all students have the knowledge, skills, and dispositions for future success.	Science teachers will implement a science curriculum that aligns with NGSS standards and ensures congruence between the standards, learning intentions, and assessment measures that are student-driven with critical thinking strategies	Common Unit Data MVPA Data, Student Name, and Claim PLC minutes Lesson Plans (Jet Sets)	Walkthrough data	Open SciEd (Title Fund 25-26)
		Social Studies teachers will utilize instructional resources, such as History Alive and the DBQ Process, to develop all Social Studies curricular units using a backward design to ensure congruence between standards, learning intentions, and assessment measures.	Common Unit Data MVPA Data, Student Name, and Claim, PLC minutes Lesson Plans (Jet Sets)	Walkthrough data	TCI (Title 1 Fund 25-26) DBQ (Title 1 Fund 25-26)
	KCWP 2: Design & Deliver Instruction Sustain a systematic approach to designing and delivering instruction in writing by ensuring Tier 1 is intentionally highly effective and provided to all students in the classroom.	Teachers will allow students to write for authentic purposes, analyze rich text, use rubrics and success criteria exemplars, collaborate with peers, and improve critical thinking skills in response to on-demand writing prompts, extended response questions, lab reports, essays, and research papers.	Rubrics, Success Criteria, Student Work Sample, Student Name and Claim, PDSA Lesson Plans (Jet Sets)	PDSA minutes – Student Work Samples	
		Teachers will implement a school-wide standard writing plan to increase stamina.	MVPA Writing Data Common Unit assessments	PDSA Minutes Walkthrough data	Writing PL (Title 1 Fund 25-26)

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 READING proficiency on KSA for African Americans from 31% to 42%, Hispanics from 30% to 42%, English Learners from 19% to 30%, and Disability students from 7% to 25% by May 2025. Objective 2: Increase MATH proficiency on KSA for African Americans from 21% to 35%, Hispanics from 28% to 35%, English Learners from 16% to 28%, and Disability students from 10% to 25% by May 2025.	KCWP 5: Design, Align, Deliver Support Processes Implement and sustain a continuous improvement process to design, align, and deliver support services that focus on language, literacy, and math skills needed for Disabled students: Specifically Designed Instruction and English Learners, listening, reading, writing, and speaking in English for academic purposes.	Teachers will collaborate with co-teachers to implement evidence-based, Specifically Designed Instruction focused on the student’s individual needs, providing structured opportunities for engaging students in academic discussions about the content using instructional tools strategically to clarify and anchor the content and use formative assessment tools to adjust instruction in real-time to ensure access to grade-level content.	PLC minutes, observations, MVPA data, Lesson Plans (Jet Sets), Student Name and Claim	Data Dashboard; SpEd PLC minutes, Walkthrough Data	
		Teachers will collaborate with co-teachers and paras to implement evidence-based intervention strategies focused on language and literacy skills for English Learners in making content comprehensible, providing structured opportunities for engaging students in academic discussions about the content using	PLC minutes, observations, MVPA data, ACCESS data, Lesson Plans (Jet Sets)	Data Dashboard; EL PLC minutes, Walkthrough Data	Instructional Para 27,000 (Title 1 25-26) EL teacher 60,000 (Title 1 25-26)

Objective	Strategy	Activities	Measure of Success	Progress Monitoring	Funding
		instructional tools strategically to clarify and anchor the content, and teaching explicitly academic vocabulary that is central for understanding the content.			
		All Teachers will use the study-act protocol to analyze formative and summative assessments and use data to readjust the curriculum (content and pacing) to meet student needs based on assessment results.	PDSA, student work samples, assessment data, Student Name and Claim	Study Act Protocol discussions with opportunities for next steps	

4: English Learner Progress

Goal 4: JMS will increase the English Learner indicator from 37.6 to 38.0 by May 2027.					
Objective	Strategy	Activities	Measure of Success	Progress Monitoring	Funding
Objective 1 Increase the English Learner indicator from 37.6 to 38.0 by May 2025.	KCWP 5: Design, Align, Deliver Support Processes Implement and sustain a continuous improvement process to design, align, and deliver support services that focus on language, and literacy needed for English Learners, listening, reading, writing, and speaking in English for academic purposes.	Provide quality professional learning for all teachers centered around developing English language proficiency through curriculum, instruction, and assessment, and increase training regarding Sheltered Instruction Observation Protocol (SIOP) strategies and scaffolding strategies for all teachers working with EL students.	Teacher efficacy Increased student proficiency, Jet Sets	Data Dashboard; EL PLC minutes, Walkthrough Data	
		EL teachers and general education teachers will collaborate with instructional paras to implement evidence-based intervention strategies focused on language and literacy skills for English Learners in making content comprehensible, providing structured opportunities for engaging students in academic discussions about the content using instructional tools strategically to clarify and anchor the content, and teaching explicitly academic vocabulary that is central for understanding the content.	PLC minutes, observations, MVPA data, ACCESS data, Lesson Plans (Jet Sets), Student Name and Claim	Data Dashboard; EL PLC minutes, Walkthrough Data	Instructional Para 27,000 (Title 1) EL teacher 60,000 (Title 1)

5: Quality of School Climate and Safety

Goal 5: JMS will increase the Quality of School Climate and Safety indicator from 59.4 to 67.8 by May 2027.					
Objective	Strategy	Activities	Measure of Success	Progress Monitoring	Funding
Objective 1 Increase the Quality of School Climate and Safety indicator from 59.4 to 63.0 by May 2025.	KCWP 5: Design, Align, Deliver Support Processes	Align and integrate school mental health, PBIS, and Rti, ensuring an interconnected MTSS framework.	Student data dashboards, PLC minutes, Referral data	CSIP monitoring and ILT will determine the next steps	
	Implement a continuous improvement process to design, align, and deliver support services focusing on the Multi-Tiered System of Support framework.	PBIS team will meet monthly to ensure that school-wide expectations of students are clearly defined and that group norms have been established within the school and classroom. These practices should align with the student code of conduct.	PBIS minutes, Intervention data, Student Name and Claim	CSIP monitoring and ILT will determine the next steps	
	KCWP 6: Establishing Learning Culture and Environment	Leadership will systemically monitor indicators that adversely affect student success and develop action items to remove those barriers.	Leadership PLC minutes, Student name and claim	CSIP monitoring and ILT will determine the next steps	
	Develop a systemic approach that establishes a safe, supportive, and positive learning culture and environment. Maintain an atmosphere that allows students to learn at the optimum level to increase the percentage of students who meet benchmarks and successfully transition to the next level.				

Goal 5: JMS will increase the Quality of School Climate and Safety indicator from 59.4 to 67.8 by May 2027.					
Objective	Strategy	Activities	Measure of Success	Progress Monitoring	Funding
Objective 2 Increase teacher retention of renewal contract documentation from 82% to 90% by August 2025.	KCWP 6: Establishing Learning Culture and Environment Develop a systemic approach to establishing a safe, supportive, positive learning culture and environment. Maintain an atmosphere that allows students to learn at the optimum level to increase the percentage of students who meet benchmarks and successfully transition to the next level.	Provide New Teacher induction and support throughout the year.	New teacher induction plan, monthly meeting minutes & Sign in sheets	CSIP monitoring and ILT will determine the next steps	
		Provide formal mentorship for new teachers with support from the university, district, and instructional coach.	Mentorship plan, observations, surveys	CSIP monitoring and ILT will determine the next steps	
		Continue Monday Morning Check-ins to obtain the teacher's voice. All administrators will respond to items needing follow-up by Friday.	Survey results,	CSIP monitoring and ILT will determine the next steps	
		Implement action teams to support shared decision-making and engagement in all areas of the school.	Action Team minutes,	CSIP monitoring and ILT will determine the next steps	

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:
<p>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?</p> <p>Response: To ensure effective leadership, each leader will establish a professional development program tailored to address their professional growth plan to support the needs of Disabled students. This involves training sessions with collaborative leadership groups, mentorship programs, and workshops focusing on cultural sensitivity, differentiated instruction, data-driven decision-making, and fostering a positive and inclusive school culture.</p>
Identification of Critical Resources Inequities:
<p>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.</p> <p>Response: A review of the allocation of resources, including staff, time, and budget, with a lens toward identifying any disparities that might contribute to underperformance. This process involves data analysis, surveys, and discussions among stakeholders. Once inequities are identified, a plan to reallocate resources equitably to support the needs of IEP students will be created.</p>
Additional Actions That Address the Causes of Consistently Underperforming Subgroups of Students
<p>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.</p> <p>Response: A thorough analysis of the school's learning culture, paying specific attention to the IEP students was conducted. Identified Tier 1 as a systemic issue contributing to underperformance and developed tailored professional learning for teachers and walkthroughs for monitoring. Continued Professional learning progression includes culturally responsive teaching practices, fostering a growth mindset, implementing SDI, and intervening with socio-emotional learning.</p>
Targeted Subgroups and Evidence-Based Interventions:
<p>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?</p> <p>Response: Utilize academic and non-academic data to pinpoint areas of need for IEP students. Incorporate evidence-based practices, such as differentiated instruction methods, personalized learning approaches, SDI, or targeted support programs, to directly address the identified needs. Develop a monitoring system to ensure fidelity in implementing these evidence-based practices and regularly assess their effectiveness through ongoing data collection and analysis. The data analysis will include before-and-after academic performance data, student surveys, teacher feedback, or external evaluations. Fostering a collaborative environment involving all stakeholders—teachers, administrators, parents, students, and the community—is crucial for the success of any improvement plan. This collaboration ensures diverse perspectives are considered and increases the likelihood of sustainable, meaningful improvements for all subgroups.</p>
<p>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.</p>

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.	<input checked="" type="checkbox"/>
<ul style="list-style-type: none">Develop a collaborative teaching model where general and special education teachers co-plan and co-teach lessons.Implement strategies for peer interaction (Kagan) and social skills development in inclusive settings.Use visual aids, graphic organizers, and other supports (SDI) to make content accessible to all learners.Provide consistent and specific praise to reinforce academic and behavioral progress (PBIS).Foster a growth mindset by emphasizing effort and perseverance rather than innate ability.	Munk, D. D., & Reutebuch, C. K. (2012). Promoting academic achievement for students with disabilities in inclusive classrooms. <i>Journal of Positive Behavior Interventions</i> , 14(2), 96-104.	<input type="checkbox"/>

Evidence-based Activity	Evidence Citation	Uploaded in CIP
<ul style="list-style-type: none">○ Use differentiated instruction tailored to students’ specific needs (SDI).○ Incorporate peer tutoring and cooperative learning (Kagan) to enhance social and academic skills.○ Establish clear, measurable academic goals aligned with IEPs and track progress regularly.○ Engage families in the education process, ensuring they understand how they can support learning at home.○ Provide professional development to teachers on effective strategies for inclusive classrooms.	Fuchs, D., & Fuchs, L. S. (2017). Improving outcomes for students with disabilities. <i>Learning Disabilities Research & Practice</i> , 32(4), 188-195.	<input type="checkbox"/>
<ul style="list-style-type: none">○ Differentiate the content, process, and product to accommodate a wide range of learners’ needs (SDI).○ Offer choice and flexibility in how students learn and demonstrate mastery.○ Use formative assessment tools to adjust instruction in real-time and ensure access to grade-level content.○ Design flexible groupings that allow students to collaborate with peers who have diverse strengths.○ Encourage self-reflection and goal-setting to help students take ownership of their learning.	Tomlinson, C. A., & Strickland, C. A. (2005). Differentiated instruction for students with disabilities. <i>Theory into Practice</i> , 44(3), 176-184.	<input type="checkbox"/>

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.

We have identified the following to be areas of priority at Kelly Elementary School: Reading and Mathematics. Although we met our goal for the school in math and reading, we recognize that not all students are reading and performing proficiently in mathematics at grade level and it is a priority to increase student achievement in both areas. At Kelly Elementary, we will continue to embed professional development in instructional best practices in our PLCs and will implement the strategies in the classroom. Reading and Math are two instructional curricula to which Kelly Elementary School continues to commit increased resources which included but are not limited to: math software, reading software, CKLA, Eureka Math, technology hardware and professional development for teachers and para-educators to support the implementation of these resources.

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 & Deliver Instruction; KCWP 3 Design & Deliver Assessment Literacy; KCWP 4 Review, Analyze, and Apply Data; KCWP 5 Design, Align, and Administer Support

Indicator Scores

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

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

Explanations/Directions

Goal: Schools should determine long-term goals that are three- to five-year targets for each required school level indicator. Elementary/middle schools must address state assessment results in reading and mathematics, state assessment results in science, social studies and writing, achievement gap, English learner progress, and quality of school climate and safety. High schools must address 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, and graduation rate. Long-term goals should be informed by The Needs Assessment for Schools.					
Objective	Strategy	Activities	Measure of Success	Progress Monitoring	Funding
Schools should determine short-term objectives to be attained by the end of the current academic year. Objectives should address state assessment results and/or aligned formative assessments. There can be multiple objectives for each goal.	Describe your approach to systematically address a process, practice, or condition that was identified as a priority during the Needs Assessment for Schools. There can be multiple strategies for each objective. The strategy can be based upon Kentucky’s six (6) Key Core Work Processes or another established improvement approach (i.e. <i>Six Sigma, Shipley, Baldridge, etc.</i>).	Describe the actionable steps the school will take to deploy the chosen strategy. There can be multiple activities for each strategy.	List the criteria that will gauge the impact of your work. The measures may be quantitative or qualitative but are observable in some way. Consider measures of input as well as outcomes for both staff and students.	Describe the process used to assess the implementation of the plan, the rate of improvement, and the effectiveness of the plan. Your description should include the artifacts to be reviewed, specific timelines, and responsible individuals.	List the specific federal, state, or local funding source(s) used to support each improvement initiative. If your school is a recipient of Title I, Part A funds, your CSIP serves as your annual plan and must indicate how Title I funds are utilized to carry out the planned activities.

1: State Assessment Results in Reading and Mathematics

Goal 1 (State your reading and math goal.): Goal 1 Increase READING proficiency from 68% PD to 74% PD by May 2028. Increase MATH proficiency from 68% PD to 70.8% by May 2028					
Objective	Strategy	Activities	Measure of Success	Progress Monitoring	Funding
Objective 1: Increase READING proficiency from 68% PD to 68.8% PD by May 2025.	KCWP 2 Design & Deliver Instruction	Implement strategies from LETRS and Science of Reading (phonetic based instruction) to deliver a solid core instruction; Utilize End of Unit Common Assessments; Mid-year STAR assessments; Progress Monitor and MVPA assessments	Increased reading level; increase lexile reading levels, and sight word recognition; Learning Targets that align to standards that align to the district developed curriculum map	Running records, teacher checklists; End of Assessment Data; STAR, T2 and T3 progress monitoring, MVPA Data, Panorama Data	\$3000 - Title 1 for Educator Professional Development
		PLC Processes Teacher teams collaborate to review curriculum, discuss student progress, and determine next steps in instruction that is appropriate as it meets individual student needs and is vertically aligned 3rd grade - 5th grade	PLC agendas and Plus/Delta from Curriculum work	On-going and reflected through agenda notes and teacher reflections	None needed \$0
		Professional learning opportunities with focus on standards-based accountability for student learning (ie utilizing assessment data to drive instruction through standards-based grading)	Student defense of learning (student google site), PLC Agendas, Student academic growth	Teacher reflections, PD attendance with PLC share-out, PLC minutes	\$5000 SBDM/Title 1 for Professional Development
		Aligned District Curriculum Bundled by priority and supporting standards are in place and being utilized by KES teachers; District aligned Curricular program	Lesson Planning, PLC agendas, Plus/Delta from Curriculum work, and Learning Targets that align to standards	On-going and reflected through PLC student data share; MVPA; End of Unit common assessments; Evidenced Based Reporting	None needed \$0

Goal 1 (State your reading and math goal.): Goal 1 Increase READING proficiency from 68% PD to 74% PD by May 2028. Increase MATH proficiency from 68% PD to 70.8% by May 2028					
Objective	Strategy	Activities	Measure of Success	Progress Monitoring	Funding
	KCWP 3 Design & Deliver Assessment Literacy	Utilize Pre and Post Assessments to make instructional design decision	Students mastery of standards (EBR)	On-going running records, conferencing, reflections	None needed \$0
		Teachers will utilize the highly aligned assessment system that is based on KY standards to ensure alignment and monitor student progress (MVPA/STAR/Common End of Unit Assessment)	PLC agendas/notes analyzing student achievement data through MTSS Protocols	Progress monitor quarterly report data from MVPA: End of Assessment Data; STAR Data	None needed \$0
Objective 2: Increase MATH proficiency from 68% PD to 69% by May 2025.	KCWP 2 Design & Deliver Instruction	Implement District Aligned Curriculum to deliver a solid core instruction K-5 with a focus on critical thinking	Increased mathematical literacy to include: math reasoning, number sense, basic fact computation, writing in mathematics	Teacher checklists; Intentional Stopping Points; Standard Based Grading, Progress Monitoring; MVPA, Unit Common Assessments and Mid-year STAR	\$3000 - Title 1 for Educator Professional Development
		PLC Processes Teacher teams collaborate to review curriculum, discuss student progress, and determine next steps in instruction that is appropriate as it meets individual student needs and is vertically aligned 3rd grade - 5th grade	PLC agendas and Plus/Delta from Curriculum work	On-going and reflected through agenda notes and teacher reflections	None needed \$0
		Professional learning opportunities with focus on standards-based accountability for student learning (ie utilizing assessment data to drive instruction through standards-based grading)	Student defense of learning (student google site), PLC Agendas, Student academic growth	Teacher reflections, PD attendance with PLC share-out, PLC minutes	\$5000 SBDM/Title 1 for Professional Development
		Aligned District Curriculum Bundled by priority and supporting standards are in place	Lesson Planning, PLC agendas, Plus/Delta from Curriculum	On-going and reflected through PLC student data share; MVPA; End of	None needed \$0

Goal 1 (State your reading and math goal.): Goal 1 Increase READING proficiency from 68% PD to 74% PD by May 2028. Increase MATH proficiency from 68% PD to 70.8% by May 2028					
Objective	Strategy	Activities	Measure of Success	Progress Monitoring	Funding
		and being utilized by KES teachers; District aligned Curricular program	work, and Learning Targets that align to standards	Unit common assessments; Evidenced Based Reporting	
	KCWP 3 Design & Deliver Assessment Literacy	Teachers will utilize the highly aligned assessment system that is based on KY standards to ensure alignment and monitor student progress (MVPA/STAR/Common End of Unit Assessment)	PLC agendas/notes analyzing student achievement data through MTSS Protocols	On-going and reflected through PLC student data share; MVPA; End of Unit common assessments; Evidenced Based Reporting	None needed \$0
		Utilize Pre and Post Assessments to make instructional design decision	Students mastery of standards (EBR)	On-going running records, conferencing, reflections	None needed \$0

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

Goal 2 (State your science, social studies, and writing goal.): Maintain the Proficiency of Science 64% PD or Higher; Social Studies 59% PD to 79.1%, and Writing from 67% PD to 76.3% by May 2028.					
Objective	Strategy	Activities	Measure of Success	Progress Monitoring	Funding
Objective 1: Increase the Proficiency of Science 64% PD to 65% by May 2025	KCWP 2 Design & Deliver Instruction	Kagan Structures (all Teachers will be KAGAN trained by 2024) will employ high-yield, research-based cooperative learning strategies to improve student engagement in the classroom, specifically focusing on our students who fall in a gap group.	KSA data, ongoing classroom formative assessments, TCTs, Unit Assessments (when applicable)	Lesson Plans, PLC agenda/notes, classroom walk-throughs	\$3000 - Title 1 Professional Development/Resource Support
		Utilize Mystery Science to vertically align standards; common graphic organizers (ie C.E.R.), PLC, tired extension and interventions for all students; Implement Project Lead the Way for all students through a scheduled weekly implementation - to be explored as a 4th grade curriculum by the end of the 2024 school year	Analyzing student work for informational writing, PLC notes, increased scores in Science (KSA)	On-going PLC notes; Lesson Plans; Professional Development reflections	\$2000 - PLTW Grant (Boesch); Title 1 Support
		Walk-throughs School leadership teams will conduct walkthroughs to ensure that students are engaged in learning experiences that are equitable for all students	KSA data, ongoing classroom formative and summative assessments; Evidence based reporting; Walk-through feedback	ongoing through school level walk-throughs	None needed \$0
Objective 2: Social Studies 59% PD to 75% by May 2025.	KCWP 2 Design & Deliver Instruction	Kagan Structures (all Teachers will be KAGAN trained by 2024) will employ high-yield, research-	KSA data, ongoing classroom formative assessments, Unit	Lesson Plans, PLC agenda/notes, classroom walk-throughs	\$3000 - Title 1 Professional

Goal 2 (State your science, social studies, and writing goal.): Maintain the Proficiency of Science 64% PD or Higher; Social Studies 59% PD to 79.1%, and Writing from 67% PD to 76.3% by May 2028.

Objective	Strategy	Activities	Measure of Success	Progress Monitoring	Funding
		based cooperative learning strategies to improve student engagement in the classroom, specifically focusing on our students who fall in a gap group.	Assessments (when applicable)		Development/Resource Support
		Utilize Teacher Created Materials to vertically align standards in Social Studies (K- 5); common graphic organizers (ie C.E.R.), PLC discussions	Analyzing student work for understanding and applications utilizing social studies standards, PLC notes, increased scores in Social Studies (KSA)	On-going PLC notes; Lesson Plans; Professional Development reflections	\$2000 Title 1 Resource Support
		Walk-throughs School leadership teams will conduct walkthroughs to ensure that students are engaged in learning experiences that are equitable for all students	KSA data, ongoing classroom formative and summative assessments; Evidence based reporting; Walk-through feedback	ongoing through school level walk-throughs	None needed \$0
Objective 3: Combined Writing from 67% PD to 71.6% by May 2025.	KCWP 2 Design & Deliver Instruction	Kagan Structures (all Teachers will be KAGAN trained by 2024) will employ high-yield, research-based cooperative learning strategies to improve student engagement in the classroom, specifically focusing on our students who fall in a gap group.	KSA data, ongoing classroom formative assessments, Unit Assessments (when applicable)	Lesson Plans, PLC agenda/notes, classroom walk-throughs	\$3000 - Title 1 Professional Development/Resource Support
		Professional Learning to support teachers after engagement data is collected Conduct professional	KSA data, ongoing classroom formative and summative	ongoing through PLC agenda/notes, Lesson Planning;	None needed \$0

Goal 2 (State your science, social studies, and writing goal.): Maintain the Proficiency of Science 64% PD or Higher; Social Studies 59% PD to 79.1%, and Writing from 67% PD to 76.3% by May 2028.					
Objective	Strategy	Activities	Measure of Success	Progress Monitoring	Funding
		development at PLCs and faculty meetings to ensure teachers receive support for improving the learning environment of focus based on collected and shared data, Writers’ Workshop Model coupled with CKLA that is vertically aligned K-5	assessments; evidenced based reporting; increase in writing proficiency	analyzing student work samples vertically	
		Walk-throughs School leadership teams will conduct walkthroughs to ensure that students are engaged in learning experiences that are equitable for all students	KSA data, ongoing classroom formative and summative assessments; Evidence based reporting; Walk-through feedback	ongoing through school level walk-throughs	None needed \$0

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 science, social studies, and writing proficiency for Economically Disadvantaged group from 69.1% to 78.1% by May 2025.	KCWP 5 Design, Align, and Administer Support	Professional Learning to support teachers after engagement data is collected Conduct professional development at PLCs and faculty meetings to ensure teachers receive support for improving the learning environment with a focus based on collected and shared data in writing, science and social studies	MVPA scores, KSA data, ongoing classroom formative and summative assessments	Ongoing through PLCs agendas/notes	\$3000 - Title 1 Professional Development/Resource Support
		Remove non-academic barriers through the Family Resource Center (FRC) – FRC Coordinator, administrators, teachers, school counselor, and SRO will work collaboratively to provide social/emotional support and meeting basic needs, and provide programing for families using outside agencies	High Attendance rate, Decreased Discipline reports, Academic Success in reading; ESS Learning Club; Family/Extracurricular activity involvement	Ongoing documented through team meetings, parent surveys, increase in school attendance; Panorama Survey; Technology Survey	In-Kind
		Intentional practice with document based questions in social studies, Project Lead the Way support through a 5 week rotation; hands on interactive opportunities to explore scientific	MVPA scores, KSA data, ongoing classroom formative and summative assessments; EBR	Ongoing data review through PLCs agendas/notes	None needed \$0

Objective	Strategy	Activities	Measure of Success	Progress Monitoring	Funding
		phenomenon; live score CER for immediate feedback			

4: English Learner Progress

Goal 4 (State your English Learner goal.): NOT APPLICABLE					
Objective	Strategy	Activities	Measure of Success	Progress Monitoring	Funding

5: Quality of School Climate and Safety

Goal 5 (State your climate and safety goal.): : Increase the Quality of School Climate and Safety indicator from 83.1 to 85 by 2028.					
Objective	Strategy	Activities	Measure of Success	Progress Monitoring	Funding
Objective 1: Increase the Quality of School Climate and Safety indicator from 83.1 to 84 by 2025	KCWP 5: Design, Align, and Administer Support	Provide training and professional learning regarding emotional and mental wellness supports	Student Achievement; Reduced disciplinary events; High level of student engagement	PLC minutes, lesson plans, walk-throughs	\$1000 SBDM Professional Development
		Align and integrate school mental health, PBIS, and RTI ensuring an interconnected Multi-Tiered Systems of Support framework.	PBIS Fidelity Recognition; MTSS progress reporting	SEL lesson planning; walk through data; MTSS data review (interventionist reporting Tier 3); PLC Tier 2 data reviews	\$2000 Title1/ SBDM resource support

6: Postsecondary Readiness (High School Only)

Goal 6 (State your postsecondary goal.):					
Objective	Strategy	Activities	Measure of Success	Progress Monitoring	Funding
Objective 1					
Objective 2					

7: Graduation Rate (High School Only)

Goal 7 (State your graduation goal.):					
Objective	Strategy	Activities	Measure of Success	Progress Monitoring	Funding
Objective 1					
Objective 2					

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:
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:
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:
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:
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.	<input checked="" type="checkbox"/>
		<input type="checkbox"/>
		<input type="checkbox"/>
		<input type="checkbox"/>
		<input type="checkbox"/>

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:
<p>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</p> <p>Response:</p>
Identification of Critical Resources Inequities:
<p>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.</p> <p>Response:</p>

CSI 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 Continuous Improvement Platform (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.

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		<input type="checkbox"/>
		<input type="checkbox"/>
		<input type="checkbox"/>
		<input type="checkbox"/>

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.

- 1: Gap group of special education students.
- 2: Economically Disadvantaged students
- 2: EL students level of proficiency

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.

- 1: LSS and Longbranch will provide training and support for schools to ensure that students are provided high quality, personalized learning targeted to help students at all levels succeed at mastering content standards and develop student agency as a learner. This ensures that ALL Learners receive an EQUITABLE, ACCESSIBLE, RIGOROUS, and RELEVANT educational experience
- 2: Continue to strengthen the continuum of Comprehensive Mental Health Services provided through a multi-tiered system of inclusive supports utilizing school employed & school district community mental health partnerships to support students, families, and the school community.
- 3: Continued implementation of co-teaching classrooms in grades K, 1, 2, 3, 4, and 5 to assist in students getting accessible, rigorous, and equitable instruction at the tier 1 level.

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

Indicator	Status	Change
State Assessment Results in reading and mathematics	81.3	-4.9
State Assessment Results in science, social studies and writing	73.4	-8.6
English Learner Progress	71.3	NA
Quality of School Climate and Safety	75.9	-1.8
Postsecondary Readiness (high schools and districts only)	NA	NA
Graduation Rate (high schools and districts only)	NA	NA

1: State Assessment Results in reading and mathematics

Goal 1: Increase READING proficiency from 67% PD to 80.0 PD by May 2028. Increase MATH proficiency from 66% PD to 80% by May 2028.					
Objective	Strategy	Activities	Measure of Success	Progress Monitoring	Funding
Objective 1: Increase READING proficiency from 67% PD to 73% PD by May 2025. Objective 2: Increase MATH proficiency from 68.0 PD to 75% by May 2025.	KCWP 1 Design & Deploy Standards	School teams will work in weekly PLC/ILT meetings in order to address the 4 DuFour Questions of: Work in grade level teams and collaborative PLCs to ensure that common assessments are aligned to standards, vary in rigor, and provide instructional feedback so students can increase proficiency.	School/Team PLC/ILT agendas or minutes *Collab Plan feedback form PLCs ; calibration of rubrics/ scoring; common assessments	student conferencing & scored data, PLC minutes	SBDM
		Continue our system to fully support implementing standards-based learning and grading practices. The focus for the 25-26 school year. Focus on standard alignment with the new HQIR in reading to endure congruence.	Anecdotal conversations between school staff and families. Teachers along with the leadership team and instructional coach.	PLC notes District Grading Committee	SBDM
	KCWP 2 Design & Deliver Instruction	Ensure that students and staff are equipped with resources and instructional materials that provide high levels of rigor, mastery of standards, and research based.	Needs assessments, Surveys, Team meeting notes; Team leader meetings; check-ins; implementation and impact checks.	Student assessment and growth data, anecdotal notes, Surveys	SBDM

Goal 1: Increase READING proficiency from 67% PD to 80.0 PD by May 2028. Increase MATH proficiency from 66% PD to 80% by May 2028.

Objective	Strategy	Activities	Measure of Success	Progress Monitoring	Funding
	KCWP 3 Design & Deliver Assessment Literacy	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	*Wildly Important Goals *Lead Measures *Compelling Scoreboard *Cadence of Accountability *Norm Referenced assessments *Unit assessments	PLC participation and notes, action teams will monitor and report WIGS and scoreboards.	SBDM
		Ensure that effective communication regarding assessments and student performance are shared with appropriate stakeholders to guide instructional planning, student grouping, etc. (i.e.: vertical collaboration for transitions, P/T conferences, IC parent portal, communication folders, assessment results, etc.)	Conferences, Report Cards, midterms, regular feedback conversations; Individualized Learning plans at the end of the year.	Survey data, parent conference feedback	SBDM

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

Goal 2: Increase the Proficiency of Science, Social Studies, and Writing of % P/D each year, while meeting or exceeding the state set goals.					
Objective	Strategy	Activities	Measure of Success	Progress Monitoring	Funding
Objective: Increase the Proficiency of Science 50% PD to 65%, Social Studies 50% PD to 65%, and Writing from 51% PD to 65% by May 2025.	KCWP 1 Design & Deploy Standards	Ensure ongoing professional development in the area of best practice / high yield instructional strategies, program fidelity, and resources to aid in curricular enhancements.	Student growth, walkthrough data, BCS climate survey,	Family meetings; Professional development; University meetings, etc., CSIP I & I check	SBDM, general
		Ensure that students and staff are equipped with high quality resources and instructional materials that provide high levels of rigor and mastery of standards.	student growth data, common assessment data	Student data binders; grades; Data analysis; team meetings; walkthroughs and observations	SBDM
Objective: Increase the Proficiency of Science 50% PD to 65%, Social Studies 50% PD to 65%, and Writing from 51% PD to 65% by May 2025.	KCWP 2 Design & Deliver Instruction	School leadership will work with grade level PLC's, ILT meetings, or faculty meetings to ensure teachers receive support for improving the learning environment of focus based on collected and shared data.	* Provide one designated planning for each team per week as well as one collaborative plan per week. Teachers do receive a total of 6 planning periods per week.	PLC Planning agendas, Grade level agreed upon instructional practices	None needed
		Ensure ongoing professional development in the area of best practice / high yield instructional strategies,	PD plan, PD survey, KY Impact Survey, Post evaluation & summative	Evidence will be seen in classroom observations, walkthroughs, and discussions in PLC's.	Local, SBDM funds

Goal 2: Increase the Proficiency of Science, Social Studies, and Writing of % P/D each year, while meeting or exceeding the state set goals.

Objective	Strategy	Activities	Measure of Success	Progress Monitoring	Funding
		program fidelity, and resources to aid in curricular adjustments. Specifically in science, social studies, and writing.	conferences-walkthrough and evaluative data.		
	KCWP 3 Design & Deliver Assessment Literacy	Create formative and summative assessments that are aligned to the standards as grade level teams for social studies and science.	Grades 1-5 will begin developing common formative and summative assessments in science and social studies.	This work will be monitored in PLC and collaborative planning	SBDM
	KCWP 4 Review, Analyze, and Apply Data	Collect assessment evidence (formative/ summative) to inform next steps for individual students and groups of students, and evaluate this data regularly to design or adapt instruction	Student assessment and growth data	Student leadership notebooks grades; Data analysis; team meetings, common assessment data	SBDM

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 reading proficiency for Special Education Gap Group from 22% PD to 32.5% PD by May 2025.	KCWP 1 Design & Deploy Standards	Utilize research based curriculum and strategies to address deficits within student sub groups.	Student assessment and growth data	PLC data analysis, lesson plans, walkthrough data	SBDM, IDEA
Objective 2: Increase the math proficiency for Special Education Gap Group from 21% PD to 35.5% PD by May 2025.		Continue to provide an opportunity for students who are academically at-risk in reading &/or math (K-5th grade) to have access to extended school services through use of ESS day waiver planning (MTSS)	downtrend of intervention students from K to 5th; improved academic performance	ESS day waiver- scheduling; Observations, IC flags, use of data and PLC conversations. - Observation of interventions in classrooms; PM reporting.	SBDM, IDEA, General fund, Activity
Objective 1: Increase the reading proficiency for the Economically Disadvantaged Gap Group from 47% PD to 58.3% PD by May 2025.	KCWP 2 Design & Deliver Instruction	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.	*Review and discussion of unit planning in PLC's. Pre-assessment data will be used to drive differentiated instruction. *MVPA data	PLC Planning agendas, Grade level agreed upon instructional practices, Longbranch Non-negotiable instructional practices. MTSS Team, Teacher, Administrative Staff, Counselors and Instructional Coach.	SBDM
Objective 2: Increase the math proficiency for Economically Disadvantaged Gap					

Objective	Strategy	Activities	Measure of Success	Progress Monitoring	Funding
Group from 49% PD to 55% PD by May 2025	KCWP 5: Design, Align, and Administer Support	Working in collaboration with school counselors, and community agencies to; provide resources and support services to address learning barriers, such as transiency, attendance, and access to health, social/ emotional/ mental services in collaboration with school, community, and guardian partners.	Survey data, reduction in referrals	Parent communication documentation, home visit log, Truancy / Fast team documentation; Parent conferences Log & contact documentation- Master calendar of events	SBDM
		During Special Education PLC's, will design and align instructional routines using the SDI intervention toolkit, evidence based resources, using case studies of individual students and goals.	Progress Monitoring data	PLC Notes	IDEA and SBDM
	KCWP 6 Establish Learning Culture and Environment	Student emotional check ins occur on a regular basis and such discussions support a culture for learning. One community circle occurs per week in each classroom. Establish a 2x10 network of staff to student partners. Establish a 2x10 network of student to student partners. Small groups and/or mentors based on Panorama	2x10 schedule Small group pre and post data Panorama data	School Counselor Programming, Panorama Survey Results, Pre and Post School Counselor Data, Attendance, Behavior, and Academic Data. Data of students entering and exiting Tier 2/3 for behavior	SBDM

Objective	Strategy	Activities	Measure of Success	Progress Monitoring	Funding
		information. Individual student interventions based on student needs.			
		Intentional time in our full school schedule to teach all students CASEL standards. This is our social emotional learning time for all students.	Perception data, projects, project based learning outcomes, teacher and student rating scales, Panorama data	School Counselor Programming, Panorama Survey Results, Pre and Post School Counselor Data, Attendance, Behavior, and Academic Data. Data of students entering and exiting Tier 2/3 for behavior	SBDM

4: English Learner Progress

Goal 4: Increase the English Learner ACCESS Composite Scores (student growth from previous years composite scores)

Objective	Strategy	Activities	Measure of Success	Progress Monitor
Objective 1: Increase the English Learner ACCESS Composite Scores (student growth from previous years composite scores)	KCWP 5: Design, Align, and Administer Support	Provide quality professional learning for all teachers centered around developing English language proficiency through curriculum, instruction, & assessment, and increase training regarding Sheltered Instruction Observation Protocol (SIOP) strategies for all teachers working with EL students.	Desired Teacher Outcome: Improved teacher efficacy Desired Student Outcome: Increased English proficiency	

5: Quality of School Climate and Safety

Goal 5: Increase the Quality of School Climate and Safety indicator from 77.7 to _85.0__ by 2028.					
Objective	Strategy	Activities	Measure of Success	Progress Monitoring	Funding
Objective 1: Increase the Quality of School Climate and Safety indicator from 77.7 to _80.2__ by 2025.	KCWP 5: Design, Align, and Administer Support	Provide training and professional learning regarding emotional and mental wellness supports	Impact KY survey and MRA LIM survey	PLC conversations, Post observation conferences, and summative evaluation meetings.	SBDM
		Align and integrate school mental health, PBIS, and MTSS ensuring an interconnected Multi-Tiered Systems of Support framework.	Impact KY survey and MRA LIM survey, KSA Culture and Climate Survey	Data of all MTSS structures, students that enter and exit interventions, special education referrals.	SBDM
	KCWP 6: Establish Learning and Culture and Environment	Continue work on aligning Leader in Me with the Boone County Schools strategic plan and the Portrait of a Graduate. Looking at our entry points for Deeper Learning opportunities for students through avenues like: service learning, student assessment choice, and project based learning.	Student leadership notebooks Student Led Conferences Student defense of learning for 5th graders, potentially 2nd graders as well.	PLC conversations, collaborative planning	SBDM
		Continue to work to reduce barriers for EL families	Family Partnership Survey Translation of more sent home documents	number of survey results Increased EL family partnership	SBDM

6: Postsecondary Readiness (high school only)

7: Graduation Rate (high school only)

8: Other (Optional)

Goal 8 (State your separate goal.):					
Objective	Strategy	Activities	Measure of Success	Progress Monitoring	Funding
Objective 1					
Objective 2					

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 all subgroups?
Response:
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 the achievement gap. How will identified resource inequities will be addressed.
Response:
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 achievement gap.
Response:
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). How will the school incorporate that specifically targets the subgroup(s) achievement that contributed to the TSI identification? How will we monitor the evidence-based practices for fidelity?
Response:
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.

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 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 “[Documenting Evidence under ESSA](#)” 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
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

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:
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 continue to exist, and how identified resource inequities will be addressed. Response:

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 “[Documenting Evidence under ESSA](#)” 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
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

Mann Elementary School

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.

Students with disabilities population. Even though they are showing increases, we need to continue to close this gap. This would include reading, math, and writing. Science is another priority area of improvement for the overall proficient/distinguished for ALL students.

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, 3, 4 would be the priority, but certainly not our only focus. We have established a list of what we believe had the most impact last year and will refine that. We have also created a list of what we believe are weaknesses entering each grade. This will help our vertical teams stay focused on the areas most targeted for improvement.

Indicator Scores

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

Indicator	Status	Change
State Assessment Results in reading and mathematics	Rd-74% P/D Math-72% P/D	+7% increase in both areas
State Assessment Results in science, social studies and writing	SC-52% P/D; SS-74% P/D; Wr-76% P/D	-1% Sci; +15% SS; +25% WR.
English Learner Progress		
Quality of School Climate and Safety	Index 80.8	+.5

Explanations/Directions

Goal: Schools should determine long-term goals that are three- to five-year targets for each required school level indicator. Elementary/middle schools must address state assessment results in reading and mathematics, state assessment results in science, social studies and writing, achievement gap, English learner progress, and quality of school climate and safety. High schools must address 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, and graduation rate. Long-term goals should be informed by The Needs Assessment for Schools.					
Objective	Strategy	Activities	Measure of Success	Progress Monitoring	Funding
Schools should determine short-term objectives to be attained by the end of the current academic year. Objectives should address state assessment results and/or aligned formative assessments. There can be multiple objectives for each goal.	Describe your approach to systematically address a process, practice, or condition that was identified as a priority during the Needs Assessment for Schools. There can be multiple strategies for each objective. The strategy can be based upon Kentucky’s six (6) Key Core Work Processes or another established improvement approach (i.e. <i>Six Sigma, Shipley, Baldrige, etc.</i>).	Describe the actionable steps the school will take to deploy the chosen strategy. There can be multiple activities for each strategy.	List the criteria that will gauge the impact of your work. The measures may be quantitative or qualitative but are observable in some way. Consider measures of input as well as outcomes for both staff and students.	Describe the process used to assess the implementation of the plan, the rate of improvement, and the effectiveness of the plan. Your description should include the artifacts to be reviewed, specific timelines, and responsible individuals.	List the specific federal, state, or local funding source(s) used to support each improvement initiative. If your school is a recipient of Title I, Part A funds, your CSIP serves as your annual plan and must indicate how Title I funds are utilized to carry out the planned activities.

1: State Assessment Results in Reading and Mathematics

Goal 1: Increase READING proficiency from 67% PD to 81.2% PD by May 2027. Increase MATH proficiency from 65% PD to 79.1% by May 2027.					
Objective	Strategy	Activities	Measure of Success	Progress Monitoring	Funding
Objective 1: Increase READING proficiency from 75% PD to 77% PD by May 2025.	KCWP 1 Design & Deploy Standards	Activity – Provide teacher support/PD on utilizing all results from KPREP, STAR, Lexia, Reading Plus, Dreambox, common formative and summative assessments, Wonders assessments, ESGI, PLC rubrics, and progress monitoring to drive instructional practice.	Increased student achievement evidenced through progress monitoring and weekly PLCs; improved teacher monitoring as evidenced through instructional classroom adjustments	Data analysis of results; review student data sheets; PD agendas; team and leadership notes	SBDM; KETS funds; District funds
		Activity – Continue with the expanded role of our teacher leadership team to guide and direct weekly PLC's that include student goals and data disaggregation along with the MTSS implementation at all grade levels. Each grade level will update MTSS plan 3 xs per year if needed.	Increased student achievement evidenced through progress monitoring and weekly PLCs; improved teacher monitoring as evidenced through instructional classroom adjustments	Data analysis of results; review student of student data sheets; PD agendas; team and leadership notes; qtrly review of MTSS students and plan	
		Activity – Utilize vertical teams to assure curriculum alignment for all subjects and grade levels.	Checklists and student progress monitoring; adjustments to core schedule when necessary	Lesson plans; walkthrough data; PLCs; leadership review	
		Activity – Grade level teams collect and analyze data weekly to ensure student progress. This directly relates to the flexibility of the MTSS groups.		Data analysis of results; review student of student data sheets; PD agendas; team and leadership notes;	

Goal 1: Increase READING proficiency from 67% PD to 81.2% PD by May 2027. Increase MATH proficiency from 65% PD to 79.1% by May 2027.					
Objective	Strategy	Activities	Measure of Success	Progress Monitoring	Funding
				qtrly review of MTSS students and plan	
		Activity - Utilize the STEAM lab, Computer lab class, and Media class through the Project Lead the Way program in order to increase the skills of creativity, communication, collaboration, and critical thinking directly related to improved reading skills. This can also be utilized for defense of learning projects at all grade levels.	Schedule changes, improved student scores on progress monitoring	Lesson plans; master schedule	
	KCWP 2 Design & Deliver Instruction	Activity - Provide modeling, training, and embedded PD, to support best practice strategies; differentiation of instruction;	Improved student performance, specifically engagement;	Walkthroughs; progress monitoring; PLC work/planning;	SBDM
		Activity: Provide staff with any additional training needed for Wonders, Everyday Math 4 program, Lexia, Reading Plus, Dreambox, Mastery Connect, PLTW; and TCM	Instructional adjustments; student engagement; progress monitoring	Walkthroughs; progress monitoring; PLC work/planning;	SBDM; District supported funds
		Activity - Reading instruction will include, but not limited to, Wonders, standards based units, Fast ForWord, Lexia, Reading Plus; Mastery Connect, Accelerated Reader, Science of Reading info, and LEVELED LITERACY INTERVENTION for the purpose of maintaining vertical alignment and student comprehension and fluency levels.	Increased student achievement evidenced through progress monitoring and weekly PLCs; improved teacher monitoring as evidenced through instructional classroom adjustments		SBDM; District Supported funds

Goal 1: Increase READING proficiency from 67% PD to 81.2% PD by May 2027. Increase MATH proficiency from 65% PD to 79.1% by May 2027.					
Objective	Strategy	Activities	Measure of Success	Progress Monitoring	Funding
Objective 2: Increase MATH proficiency from 74% PD to 76% by May 2025.	KCWP 1 Design & Deploy Standards	Activity - Math instruction will include, but not limited to, full implementation of the Everyday Math 4 program, Dreambox, and Mastery Connect based on student need.	Increased student achievement evidenced through progress monitoring and weekly PLCs; improved teacher monitoring as evidenced through instructional classroom adjustments	Lesson plans, walkthroughs, student growth data	SBDM, Activity Funds; District funded support
		Activity – continue to implement rigorous common math assessments for each grade level through the utilization of Mastery Connect. Also focusing on common vocabulary and problem solving process.	Increased student achievement evidenced through progress monitoring and weekly PLCs; improved teacher monitoring as evidenced through instructional classroom adjustments	Lesson plans, walkthroughs, student growth data	
	KCWP 2 Design & Deliver Instruction	Activity – Scaffold math instruction to extended response using acronym of RAMP (restate; answer; make a model/show the math; prove with words). Introduce and implement across all grade levels.	Increased student achievement evidenced through progress monitoring and weekly PLCs; improved teacher monitoring as evidenced through instructional classroom adjustments	Lesson plans, walkthroughs, student growth data	

Goal 1: Increase READING proficiency from 67% PD to 81.2% PD by May 2027. Increase MATH proficiency from 65% PD to 79.1% by May 2027.					
Objective	Strategy	Activities	Measure of Success	Progress Monitoring	Funding
		Activity – Before school ESS for Math only	Increased student achievement evidenced through progress monitoring	ESS data sheets	District grant
		Activity – Each grade level will implement a math plan which is specific to the MTSS process	Increased student achievement evidenced through progress monitoring and weekly PLCs; improved teacher monitoring as evidenced through instructional classroom adjustments	Monthly leadership meetings; weekly PLCs, student data sheets	

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

Goal 2 Increase the Proficiency of Science 53% PD to 62.9%, Social Studies 61% PD to 81.5%, and Writing from 59% PD to 79.3% by May 2027.					
Objective	Strategy	Activities	Measure of Success	Progress Monitoring	Funding
Objective 1 Increase the Proficiency of Science 56% PD to 58%, Social Studies 70% PD to 75%, and Writing from 70% PD to 75% by May 2025.	KCWP 2 Design & Deliver Instruction KCWP 1 Design & Deploy Standards	Activity- Ongoing Professional Development for Wonders (writing); PLTW (science); TCM (Social studies)	Student and staff growth;	Staff meetings; PLC meetings; walkthroughs; Teacher Professional Growth Plan	SBDM; grants
		Activity- Writing alignment based on Wonders curriculum connected to content writing specifically in science and social studies. Standard approach at all grade levels for completing open response/short answer with utilization of RACES, and CER	Student growth; improved scores on common writing assessments	Lesson plans, walkthroughs, student growth data	

Goal 2 Increase the Proficiency of Science 53% PD to 62.9%, Social Studies 61% PD to 81.5%, and Writing from 59% PD to 79.3% by May 2027.					
Objective	Strategy	Activities	Measure of Success	Progress Monitoring	Funding
		Activity- Utilize Common Assessments to analyze student progress and any students who may fall in a gap group. Monitor growth in writing, rubrics and Mastery Connect will help monitor and measure student growth.	Student growth; improved scores on common writing assessments	Mastery Connect; writing assessments; PLCs	District supported funds
		Activity-Continue Implementation of TCM (social studies) curriculum across grade levels to provide students with opportunities to use inquiry based thinking	Student achievement and growth;	Lesson plans; student assessments;	District supported funds
		Activity-Provide classroom teachers ongoing training in Project Lead the Way in order to complete specific units within the science classroom instruction.	Student achievement and growth;	Lesson plans; walkthroughs; student growth data	SBDM
		Activity- Continue to align PLTW and KY Science standards	Student achievement and growth;	Lesson plans and walkthroughs	SBDM
		Activity-Implement Daily Oral Language practice during morning work at each grade level specifically for improving language mechanics.	Student achievement and growth;	Lesson plans and walkthroughs	

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 reading proficiency for Economically Disadvantaged from 61% to 63% in 2025 Increase reading proficiency for students with disabilities from 28% to 36% while reducing the novice from 43% 35% in 2025	KCWP 2 Design & Deliver Instruction	Activity-. Improve student with disability implementation of use of technology, specifically the use of Read/Write technology, for assistance in the gen ed curriculum	Monitor improved utilization of technology tools; improved writing measures	Teacher observation; review of technology dashboards	SBDM; KETS; District supported funds
		Activity- Offer additional exposure to writing opportunities with connection to Wonders and monitored by classroom teachers. Standard approach at all grade levels for completing open response/short answer with utilization of RACES, CER will be practiced in both the gen ed and special ed classroom	Student assessments and growth	Student assessments; walkthroughs, lesson plans	SBDM; District supported funds
		Activity- Professional Learning Support with monthly ½ day PD utilizing the book, Specially Designed Instruction (increasing success for students with disabilities) with district sped coordinator. Includes deep dive on student cases	Staff and student growth; PLCs	PLC notes; Teacher PGP, walkthroughs	Grants
Objective 2: Increase the math proficiency for Economically					
		Activity – Monthly Monitor the grade level math plan specifically for data on students in the gap	Student growth	Reviewed in PLCs and monitoring sheets	

Objective	Strategy	Activities	Measure of Success	Progress Monitoring	Funding
disadvantaged from 49% PD to 51% P/D in 2025		group. Monitored by admin and instructional coach			
Increase math proficiency for Students with Disabilities from 25% to 31% while reducing novice from 35% to 32% in 2025		Activity- Professional Learning Support with monthly ½ day PD utilizing the book, Specially Designed Instruction (increasing success for students with disabilities) with district sped coordinator. Includes deep dive on student cases	Staff and student growth; PLCs	PLC notes; Teacher PGP, walkthroughs	Grants

4: English Learner Progress

Goal 4 Increase English Learner ACCESS Composite score from previous year					
Objective	Strategy	Activities	Measure of Success	Progress Monitoring	Funding
Objective 1 Increase the English Learner ACCESS Composite Scores (student growth from previous years composite scores).	KCWP 5: Design, Align, and Administer Support	Provide quality professional learning for all teachers centered around developing English language proficiency through curriculum, instruction, & assessment, and increase training regarding Sheltered Instruction Observation Protocol (SIOP) strategies for all teachers working with EL students.	Increased student proficiency in English	EL teacher assessments; monthly progress monitoring,	District Supported funds

5: Quality of School Climate and Safety

Goal 5: Increase the Quality of School Climate and Safety indicator from 80.3 to 85 by 2027.					
Objective	Strategy	Activities	Measure of Success	Progress Monitoring	Funding
Objective 1: Increase the Quality of School Climate and Safety indicator from 79.7 to 82 by 2025.	KCWP 5: Design, Align, and Administer Support	Provide training and professional learning regarding emotional and mental wellness supports	Survey Data	small group data; monthly PLCs; decreased office referrals, behavior data; positive office referrals increased	SBDM
		Align and integrate school mental health, PBIS, and MTSS ensuring an interconnected Multi-Tiered Systems of Support framework.	Survey Data	small group data; monthly PLCs; decreased office referrals, behavior data; positive office referrals increased	
		Additionally utilizing SEL small groups and classroom guidance curriculum			
		Implement Grow and Glow notes across all grade levels with a process of recognizing students quarterly for their success and getting to pond 4	Number of students getting into pond 4	Quarterly review of data	
		Quarterly recognition for students with Accelerated Reading Goals, Attendance, Grow and Glow notes for Pond 4	Data on AR, Attendance, and notes	Quarterly review of data	

New Haven Elementary

Comprehensive School Improvement Plan (CSIP)

2025-2026 School Year

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.

- 1) Students in our disability with IEP category saw a decline in overall reading and math proficiency from 44.1 to 43.1 and are significantly below our overall school wide achievement (93.4)

2) Students in our economically disadvantaged category saw an increase in overall reading and math proficiency from 75.2 ti 77.7, but remain well below our overall school wide achievement of 93.4.

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, KCWP 4: Review, Analyze and Apply Data, KCWP 5: Design, Align and Deliver Support

Indicator Scores

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

Indicator	Status	Change
State Assessment Results in reading and mathematics	93.4	+2.9
State Assessment Results in science, social studies and writing	85.8	+ 3.2
English Learner Progress	N/A	N/A
Quality of School Climate and Safety	83.3	+3.1

SBDM1: State Assessment Results in Reading and Mathematics

Goal 1: Increase READING proficiency from 79% PD to 84% PD by May 2027. Increase MATH proficiency from 74% PD to 80% by May 2027.					
Objective	Strategy	Activities	Measure of Success	Progress Monitoring	Funding
<p>Objective 1: Increase READING proficiency from 79% PD to 81% PD by May 2025.</p> <p>Objective 2: Increase MATH proficiency from 74% PD to 77% by May 2025.</p>	KCWP 1 Design & Deploy Standards	Promote and plan for continuous professional growth by emphasizing best practices, research based instructional strategies, program fidelity, and resources for curricular enhancements in reading and math.	PL agendas; PLC notes; walkthroughs; Staff PD log / increased student achievement/engagement and student progress	PLCs, walkthroughs, observations, impact checks, and student data.	SBDM, General
		Design vertical curriculum mapping to identify instructional gaps, development of and gradual release phases, and mastery of standards.	Curriculum maps, triangulation of data, and needs assessment to adjust maps for next school year, mastery checklists	Data analysis of formative / summative; mastery checks, common assessments- Pacing	SBDM
		Ensure vertical alignment of content specific and academic vocabulary instruction using HQIR / curriculum .	lesson plans, walk through observation, student data	Universal screening data, MTSS monitoring, common assessments	SBDM, General
		Continue to work with the leadership team to modify the master schedule to provide optimum minutes for both reading and math instruction; allowing for an uninterrupted amount of instructional time when possible.	Walkthroughs, lesson plans, pacing,	Feedback from leadership team & departments	None
	KCWP 2 Design & Deliver Instruction	Ensure that students and staff are equipped with resources and instructional materials that provide high levels of rigor, mastery of standards, and research based.	Needs assessments, Surveys, Team meeting notes; Team leader meetings; check-ins; implementation and impact checks.	Student assessment and growth data, anecdotal notes, Surveys	SBDM
		Schedule opportunities for teachers to observe colleagues in both reading and math to ensure calibration and delivery of quality instruction that target vocabulary, fluency, skills, and rigor.	Pacing guides, PLC discussions, teacher reflections, student data	Walkthroughs, lesson plans, pacing guides	SBDM
		Provide professional time to align and plan for lessons that incorporate strategies and foundations using HQIR.	Lesson plans, pacing guides, walkthrough observations, student data	MTSS data, common assessments, universal data	SBDM

Goal 1: Increase READING proficiency from 79% PD to 84% PD by May 2027. Increase MATH proficiency from 74% PD to 80% by May 2027.					
Objective	Strategy	Activities	Measure of Success	Progress Monitoring	Funding
	KCWP 3 Design & Deliver Assessment Literacy	Work in grade level teams and collaborative PLCs to ensure that common assessments are aligned to standards, vary in rigor, and provide instructional feedback so students can increase proficiency.	PLCs ; calibration of rubrics/ scoring; common assessments	Live scoring; student conferencing & scored data, PLC minutes	None
		Ensure that effective communication regarding assessments and student performance are shared with appropriate stakeholders to guide instructional planning, student grouping, etc. (<i>i.e.: vertical collaboration for transitions, P/T conferences, IC parent portal, communication folders, assessment results, etc.</i>)	Conferences, Report Cards, midterms, regular feedback conversations; Individualized Learning plans at the end of the year.	Survey data, parent conference feedback,	SBDM, General, IDEA
	KCWP 4 Review, Analyze, and Apply Data	Collect assessment evidence (formative / summative) to inform next steps for individual students and groups of students and evaluate this data weekly to design or adapt core instruction.	Student data binders / folders; progress conferences; Student's assessment and growth data	PLC meetings, ARC meetings, MTSS, teacher assessment binders	None
		Support teacher teams in using results from collected assessment data to inform instructional practices that will impact students who need extension or intervention in content areas.	Student data reporting, check lists, lesson plans	PLC notes and discussions, adjustments to pacing guides,	SBDM, General
		Implement a systematic approach to data collection, including formative, summative, benchmark, non-academic data, and teacher observations with the aim of promoting elevated levels of teacher capacity and student achievement.	Data binders, PLC conversations, revision of long range plans due to data analysis, Grade level assessment tracking reports	Checklists, Student data reports, lesson plans, grade level PLC notes/ agendas	None
		Allow staff opportunities to calibrate grading practices horizontally &	Aligned- standards based grading reports / calibrated grading	LRP, walkthrough data, Student assessment data	SBDM

Goal 1: Increase READING proficiency from 79% PD to 84% PD by May 2027. Increase MATH proficiency from 74% PD to 80% by May 2027.					
Objective	Strategy	Activities	Measure of Success	Progress Monitoring	Funding
	KCWP 5 Design, Align, and Deliver Support Processes	vertically, in content areas that align to school policies and district strategic planning.	practices- PLC work; Team leaders; SBDM		
		Provide all students the opportunity to explore and utilize technology tools and applications that allow for collaboration, communication, and independent access to content.	PD and lessons for students and staff; Technology integrated lessons , individualized programs	Walkthrough data, implementation checks, programing reports	Activity, SBDM
		Provide collaborative opportunities for Preschool and Kindergarten teachers to vertically align curriculum and strategies to address basic skills and transition needs. Include service providers when applicable.	PLC work, alignment documents;	walkthrough, transition data, kindergarten fall data	None
		All staff will utilize the House System to reinforce PBIS, fostering a positive school climate and encouraging consistent demonstration of desired behaviors.	Common lesson resources; daily routines; announcements- Indicators through observation & referral processes. Implementation of House system	Observation and Referral data, House points reports	SBDM, Activity
		Leverage the Family Resource Center (FRC) to engage families in supporting student proficiency in reading and math, targeting underserved populations to address achievement gaps.	Documentation; communication log; FRC advisory council agendas / minutes & monthly reports	Parent involvement reports, surveys, student summative data.	SBDM, Grants, Activity
	KCWP 6 Establish Learning Culture and Environment	Provide opportunities for all families to engage with school personnel and fellow stakeholders to support needs, such as academic, social/emotional, transitional, and potential barriers.	Student club/ sports activities, Parent conferences, Open House, Family nights	Parent involvement reports, surveys, student summative data.	SBDM, Grants, Activity
		Ensure that classrooms appreciate and accept diversity and hold students to high expectations through classroom team building, exposure through school wide programming, and professional training.	Morning meetings (observation & lesson plans); assemblies; "field trip experiences", House meetings & celebrations, TIGER TALE participation	student surveys & feedback, school surveys, parent feedback; behavior data;	SBDM, Activity

Goal 1: Increase READING proficiency from 79% PD to 84% PD by May 2027. Increase MATH proficiency from 74% PD to 80% by May 2027.					
Objective	Strategy	Activities	Measure of Success	Progress Monitoring	Funding
		Foster a collaborative and supportive school culture by engaging staff in team-building activities that promote trust, communication, and shared accountability for student success.	PLC agendas; meeting notes; newsletters; attendance; survey results from students and staff/ all stakeholders, climate building feedback	Climate surveys, staff feedback and planning; student assessment data	SBDM, Grant

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

Goal 2: Increase the Proficiency of Science, Social Studies, and Writing of % P/D each year, while meeting or exceeding the state set goals.					
Objective	Strategy	Activities	Measure of Success	Progress Monitoring	Funding
Objective 1: Increase the Proficiency of Science from 51% PD to 59% by May 2025. Objective 2: Increase Social Studies 69% PD to 72% by May 2025. Objective 3: Increase Writing from 77% PD to 79% by May 2025.	KCWP 1 Design & Deploy Standards	Ensure ongoing professional development in the area of best practice / high yield instructional strategies, program fidelity, and resources to aid in curricular enhancements.	Student growth, walkthrough data, BCS climate survey,	Family meetings; Professional development; University meetings, etc., CSIP I & I check	SBDM, General
		Collaborate in deconstructing standards and developing congruent learning targets that are focused, measurable, and clear to students. Standards will be organized by each grade level / content area using a long-range plan document to ensure all standards are being taught.	Student achievement & growth data; walkthrough data	Long range plans; PLC conversations; Common and Universal assessments; Team leader notes, mastery checklists; TCTs	SBDM
		Ensure that students and staff are equipped with high quality resources and instructional materials that provide high levels of rigor and mastery of standards.	student growth data, common assessment data	Student data binders; grades; Data analysis; team meetings; walkthroughs and observations	SBDM, Activity
		Provide opportunities for staff to align writing standards and practices across all content areas integrating academic vocabulary.	student growth data, common assessment data, walkthrough, live scoring	Student data; grades, data analysis.	SBDM

Goal 2: Increase the Proficiency of Science, Social Studies, and Writing of % P/D each year, while meeting or exceeding the state set goals.					
Objective	Strategy	Activities	Measure of Success	Progress Monitoring	Funding
	KCWP 2 Design & Deliver Instruction	Enhance K-5th students' writing proficiency by implementing structured, standards-aligned activities supported by targeted instruction, research based strategies, and timely feedback.	student assessment and growth data	Walkthrough data, live scoring/ rubrics, lesson plans,	None
		Implement an agreed upon writing framework across contents in grades 3rd - 5th.	Increased writing rubric scores, student written / oral growth in explanation of content/ use of content vocabulary	Writing pieces, conferencing notes, increased achievement on higher DOK prompts.	None
	KCWP 3 Design & Deliver Assessment Literacy	Work in grade level teams and collaborative PLCs to ensure content vocabulary is integrated in reading & writing as part of a balanced assessment system that provides feedback to students on their progression of learning	student assessment and growth data, assessment materials,	Live scoring; TCTs, common assessments; aligned standards mapping	SBDM, General
	KCWP 4 Review, Analyze, and Apply Data	Collect assessment evidence (formative / summative) to inform next steps for individual students and groups of students, and evaluate this data regularly to design or adapt instruction.	Student assessment and growth data	Student data binders; grades; Data analysis; team meetings, common assessment data	None
	KCWP 5 Design, Align, and Deliver Support Processes	Utilize STEM class to provide strong science-based skills, including critical thinking and inquiry-based problem solving, hands-on experiences that promote science literacy K-5th.	student assessment and growth data	Student assessment and growth data,	Activity, SBDM, Grants
		Provide professional learning and research based resources that allow teachers access to tools that support remediation of writing.	Improved writing (physical / development)	Progress monitoring of writing samples/	SBDM

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 Reading and math proficiency from 77.7% to 81% PD for the Economically Disadvantaged demographic group by May 2027. Objective 2: Increase the combined Reading and Math proficiency score from 43.1% PD to 51% PD for the Disability demographic group by May 2027.	KCWP 1 Design & Deploy Standards	Implement and reinforce formative assessment practices across all contents to facilitate student awareness of their progress and strategies to bridge gaps towards mastering grade level standards.	student assessment and growth data	PLC data analysis, grade book, lesson plans, observations.	SBDM, General, Grants
		Utilize research based curriculum and strategies to address deficits within student sub groups.	Student assessment and growth data	PLC data analysis, lesson plans, walkthrough data	SBDM, IDEA
	KCWP 2 Design & Deliver Instruction	Continue to provide an opportunity for students who are academically at-risk in reading &/or math (K-5th grade) to have access to extended school services through use of ESS day waiver planning (MTSS)	downtrend of intervention students from K to 5th; improved academic performance	ESS day waiver- scheduling; Observations, IC flags, use of data and PLC conversations. - Observation of interventions in classrooms; PM reporting.	SBDM, IDEA, General fund, Activity
	KCWP 4 Review, Analyze, and Apply Data	Use formative, summative, and universal screening data results to determine tiered intervention needs that will address the learning needs for those students who are consistently underperforming, or who are not meeting mastery of content standards.	Positive trend data on student growth using PM tools; reduction of underperformance in assessments; increase in mastery of content standards.	PLCs, data analysis of progress monitoring, assessments, and performance observations (team meetings); mastery checklists; Individualized and Gap analysis data	None
		Provide meeting time to review and analyze student data; (academic, behavior & other learning barriers) to determine intervention needs and	Positive trend data on student growth using PM tools; reduction of underperformance in	PLC agendas & notes, data folders, mastery checklists, data reporting, analysis of performance levels.	SBDM

Objective	Strategy	Activities	Measure of Success	Progress Monitoring	Funding
		flexibility in grouping. Include related service professionals as needed (FRC, Psych, admin, sped, EL, etc.)	assessments; increase in mastery of content standards; reduction of achievement gap (novice performance)	(Universal and common assessments)	
	KCWP 5: Design, Align, and Administer Support	Collaborate with community partners that can support additional student progress through mentoring, academic & S/E assistance, and family education programming. <i>(ie:whiz kids, Kiwanis, FRC, Community partners, etc.)</i>	Reduction of achievement gap; student engagement; family participation, positive achievement growth	Universal screener; common assessment; programming attendance; survey feedback	SBDM, General, Activity
		Working through NH's FRC; provide resources and support services to address learning barriers, such as transiency, attendance, and access to health, social/ emotional/ mental services in collaboration with school, community, and guardian partners.	Survey data, reduction in referrals	FRC documentation, home visit log, Truancy / Fast team documentation; Parent conferences Log & contact documentation- Master calendar of events	Grants, SBDM
		Ensure that the master schedule and related services allow for students to receive grade level standards and interventions as needed to close identified instructional gaps.	PLC data, related services feedback	Student assessment and growth data	
	KCWP 6 Establish Learning Culture and Environment	Ensure that student feedback and parent communication occurs on a regular basis and such discussions support a culture for learning while reporting a clear picture of student performance.	Parent conferences: newsletters, ARCs, requested meetings; report cards- (Schedules, documentation, observations)	Survey data; attendance % of conferences / ARC attendance; feedback from stakeholders	SBDM

4: English Learner Progress

Goal 4: Increase the English Learner ACCESS Composite Scores (student growth from previous years composite scores)					
Objective	Strategy	Activities	Measure of Success	Progress Monitoring	Funding
Objective 1: Increase the English Learner ACCESS Composite Scores <i>(student growth from previous years composite scores)</i> <i>**NH currently does not have a reportable EL sub group.</i>	KCWP 2 Design & Deliver Instruction	Incorporate content-specific vocabulary and build background understanding/ experiences through lessons and field experiences to enhance comprehension of topics and concepts	Engagement of students, formative / summative data	Observation data, lesson plans,	Activity, SBDM, Grants
		Ensure English Language students receive both grade level and skill based instruction to support their language acquisition and academic proficiency.	PLC, student growth, feedback	student assessment and growth data, ACCESS scores	None
	KCWP 5: Design, Align, and Administer Support	Provide quality professional learning for all teachers centered around developing English language proficiency through curriculum, instruction, & assessment, and increase training regarding Sheltered Instruction Observation Protocol (SIOP) strategies for all teachers working with EL students.	Improved teacher efficacy; increased student English proficiency	EL teacher service minutes; Student assessment and growth data; PLCs, Observation data. PD agendas, SIOP strategies implementation	SBDM, General
	KCWP 6 Establish Learning Culture and Environment	Collaborate with district level staff to ensure that our EL learners have access to consistent and qualified support services.	Improved EL proficiency scores/ universal data	Walkthroughs, schedules	General

5: Quality of School Climate and Safety

Goal 5: Increase the Quality of School Climate and Safety indicator from 86.4% to 90% by 2027.					
Objective	Strategy	Activities	Measure of Success	Progress Monitoring	Funding
Objective 1: Increase the Quality of School Climate and Safety indicator from 86.4% to 88% by 2025.	KCWP 5: Design, Align, and Administer Support	Provide training and professional learning for staff to enhance school climate and safety fostering a culture of inclusivity, proactive behavior	Survey data, lesson plans, staff feedback	decreased referrals, counseling group data, observations, behavior data	SBDM

Goal 5: Increase the Quality of School Climate and Safety indicator from 86.4% to 90% by 2027.

Objective	Strategy	Activities	Measure of Success	Progress Monitoring	Funding
		management, and preparedness when addressing students with diverse academic and social/emotional needs.			
		Ensure all students understand technical formats, vocabulary, and purpose of surveys so all students can respond with fidelity.	student questions / feedback,	observations, feedback data	Activity, SBDM
		Utilize small group and classroom instruction to address identified school / student needs (<i>could include but not limited to guidance lessons, targeted small group, individual instruction.</i>)	Survey data, Counselor data, decrease in support groups	Decreased referrals, observations, teacher/ student feedback	None
		School wide implementation of the House system; including staff professional learning, student leadership & feedback, & yearly review of expectations & end of year impact reflection.	behavior data, student feedback, surveys, PL plan	TFI, panorama data, PBIS incidences, increase in student engagement & points tracking, PL feedback and reflection	SBDM, Activity
		Family Resource Center family events focused on needs survey and CPP (<i>ie: healthy family education, food pantry, holiday assistance, literacy nights, parent education classes/ speakers, summer health programming, etc.</i>)	Survey results, decreased needs referrals, parent feedback.	Attendance response; participation, FRC event reports	Grants, SBDM
		Implement TIGER TALES, a k-5th grade, after school club that promotes cultural learning, experiences, and exploration of diversity within our community.	Survey results, student participation, parent feedback	Attendance response, increased positive survey response	SBDM, Activity, Grants
		Analyze student survey results to ensure all students have a connection to at least 1 adult. Address needs through House System mentoring.	Student feedback / discussions, quarterly check-ins	Increased positive survey responses, student feedback	None

North Pointe 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.

1) Continue to increase proficiency levels in reading and math

2) Increase proficiency and novice reduction for students receiving special education services

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.

1) Provide continued support for teachers to implement high quality, research-based Tier 1 instruction in reading (CKLA) and math (Eureka 2) that includes best-practices and high-yield strategies.

2) Refine the implementation of our MTSS system of supports for academics and noncognitive skills.

3) Continue use of PLCs to review, analyze, and apply data results

Indicator Scores

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

Indicator	Status	Change
State Assessment Results in reading and mathematics	Very High	Sig Decline (-6.4)
State Assessment Results in science, social studies and writing	Very High	Sig Decline (-10.1)
English Learner Progress	NA	NA
Quality of School Climate and Safety	Medium	Maintain (-0.8)
Postsecondary Readiness (high schools and districts only)	NA	NA
Graduation Rate (high schools and districts only)	NA	NA

Explanations/Directions

Goal: Schools should determine long-term goals that are three- to five-year targets for each required school level indicator. Elementary/middle schools must address state assessment results in reading and mathematics, state assessment results in science, social studies and writing, achievement gap, English learner progress, and quality of school climate and safety. High schools must address 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, and graduation rate. Long-term goals should be informed by The Needs Assessment for Schools.					
Objective	Strategy	Activities	Measure of Success	Progress Monitoring	Funding
Schools should determine short-term objectives to be attained by the end of the current academic year. Objectives should address state assessment results and/or aligned formative assessments. There can be multiple objectives for each goal.	Describe your approach to systematically address a process, practice, or condition that was identified as a priority during the Needs Assessment for Schools. There can be multiple strategies for each objective. The strategy can be based upon Kentucky’s six (6) Key Core Work Processes or another established improvement approach (i.e. <i>Six Sigma, Shipley, Baldridge, etc.</i>).	Describe the actionable steps the school will take to deploy the chosen strategy. There can be multiple activities for each strategy.	List the criteria that will gauge the impact of your work. The measures may be quantitative or qualitative but are observable in some way. Consider measures of input as well as outcomes for both staff and students.	Describe the process used to assess the implementation of the plan, the rate of improvement, and the effectiveness of the plan. Your description should include the artifacts to be reviewed, specific timelines, and responsible individuals.	List the specific federal, state, or local funding source(s) used to support each improvement initiative. If your school is a recipient of Title I, Part A funds, your CSIP serves as your annual plan and must indicate how Title I funds are utilized to carry out the planned activities.

1: State Assessment Results in Reading and Mathematics

Goal 1: Increase READING proficiency from 74% PD to 76.1% PD by May 2027. Increase MATH proficiency from 71% PD to 72.7% by May 2027.					
Objective	Strategy	Activities	Measure of Success	Progress Monitoring	Funding
Objective 1 Increase READING proficiency from 64% PD to 74% PD by May 2025.	KCWP 2 Design & Deliver Instruction	Design and deliver instruction based around the Science of Reading research and addressing the 5 components of reading (phonemic awareness, phonics, vocabulary, fluency, and comprehension) through implementation of CKLA HQIR comprehensive literacy program in Grades K-5. <ul style="list-style-type: none"> Unit internalization protocols Learning walks Professional learning (CKLA roundtables, coaching support, CKLA webinars, etc) Collaborative teacher planning 	Curriculum alignment/ pacing, lesson plans w/ instruction aligned to Science of Reading research, unit internalization PLCs	Walkthrough Feedback, PLC Work, discussions, notes	NA
		Literacy support through use of instructional coach and district instructional leads to improve core instruction.	Student-centered coaching cycle, coach co-teaching plans, collaborative plans with teachers, and/or planning sessions with teachers	Weekly PLC common planning with district pacing guide led by priority standards. Accountability by Admin team and PLC	NA
	KCWP 4 Review, Analyze, and Apply Data	Ensure collaborative planning in PLCs through use of DuFour questions and data analysis to form MTSS groups (Tier 2 and Tier 3) and monitor student progress.	PLC notes; student growth through MTSS processes	PLC Notes are maintained in a shared Google Drive; MTSS student data reviews, Panorama	Panorama funded by district
Objective 2 Increase MATH proficiency from 64% PD to 71% PD by May 2025.	KCWP 2 Design & Deliver Instruction	Math support through use of instructional coach and district instructional leads to improve core instruction.	Student-centered coaching cycle, coach co-teaching plans, collaborative plans with teachers, and/or planning sessions with teachers	Weekly PLC common planning with district pacing guide led by priority standards. Accountability by Admin team and PLC, Kentucky Mathematics Innovation Tool (KMIT)	NA
	KCWP 4 Review, Analyze, and Apply Data	Ensure collaborative planning in PLCs through use of DuFour questions and data analysis to form MTSS groups (Tier 2 and Tier 3) and monitor student progress.	PLC notes; student growth through MTSS processes	PLC Notes are maintained in a shared Google Drive; MTSS student data reviews, Panorama	Panorama funded by district

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

Goal 2: Increase the Proficiency of Science from 39% PD to 56%, Social Studies from 55% PD to 72%, and Writing from 68% PD to 82% by May 2027.					
Objective	Strategy	Activities	Measure of Success	Progress Monitoring	Funding
Objective 1 Increase proficiency of Science from 39% to 50%, Social Studies from 55% to 65%, and Writing from 68% to 75% by May 2025.	KCWP 5 Design, Align, and Deliver Support	Provide instructional support through use of instructional coach and district professional learning opportunities to improve core instruction in science, social studies, and writing	Notes from collaborative teacher meetings. Intended results are to increase rigor through the use of inquiry-based learning.	Lesson plans, unit assessments	NA
	KCWP 2 Design & Deliver Instruction	Provide professional learning for utilization of writing strategies, use of CER (Claim, Evidence, Reasoning) and on-demand writing and constructed response questions within the CKLA knowledge-based program.	Increased student success on constructed response questions on unit assessments	PLC Notes, student writing samples, professional learning plan	NA

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 reading proficiency for students w/ disability gap group from 20% to 35% by May 2025. Increase math proficiency for students w/ disability gap group from 23% to 35% by May 2025.	KCWP 5 Design, Align, and Deliver Support	Special education teachers will complete professional learning on providing specially designed instruction and analyze best practices through the use of case study reviews.	Lesson plans incorporating specially designed instruction, STAR data for special education students	Special education PLC meeting agendas and notes	IDEA
	KCWP 2 Design & Deliver Instruction	Provide continued professional learning on strategies that promote student success, such as engagement strategies, vocabulary acquisition, increased student collaboration and discussion, etc.	Improved special education growth and performance on assessments	Student progress on common assessments, MVPA, STAR, walkthrough observations	NA
	KCWP 5 Design, Align, and Deliver Support	Attain a 3 STAR rating on the STARS rating scale from the state.	TPOT review data	Classroom Essential walkthrough reviews, TPOT rubric with action components for improvement	NA
Objective 2 Increase reading proficiency of students in economically disadvantaged gap group from 58% to 62% by May 2025. Increase math proficiency of students in economically disadvantaged gap group	KCWP 6 Establish Learning Culture and Environment	Promote family access of resources and engagement through participation in school, district, and community events	Continued facilitation of relationships between home and school; utilization of resources to remove barriers for families	FRC data and survey results	FRC PTA
	KCWP 5 Design, Align, and Deliver Support	Continue to solidify MTSS processes and data tracking methods to provide a continuum of supports	Student data tracking system; increased levels of proficiency and novice reduction on student assessments	MTSS meeting notes, student monitoring data	NA
	KCWP 5 Design, Align, and Deliver Support	Attain a 3 STAR rating on the STARS rating scale from the state.	TPOT review data	Classroom Essentials walkthrough reviews, TPOT rubric with action components for improvement	NA

Objective	Strategy	Activities	Measure of Success	Progress Monitoring	Funding
from 48% to 55% by May 2025.					

4: English Learner Progress

Goal 4: Increase the English Learner ACCESS Indicator Score from 72.4 to 80.0 by May 2027 (based on EL student growth).					
Objective	Strategy	Activities	Measure of Success	Progress Monitoring	Funding
Objective 1 Increase the English Learner ACCESS Composite Scores (student growth from previous year’s composite scores).	KCWP 2 Design & Deliver Instruction	Provide continued professional learning on strategies that promote EL student success, such as engagement strategies, vocabulary acquisition, increased student collaboration and discussion, etc.	Improved EL student growth and performance on ACCESS assessment	Student progress on common assessments, MVPA, STAR, walkthrough observations	NA
	KCWP 4 Review, Analyze, and Apply Data	Ensure collaborative planning in PLCs through use of DuFour questions and data analysis to form MTSS groups (Tier 2 and Tier 3) and monitor student progress.	PLC notes, student growth through MTSS processes	PLC Notes, student data reviews	NA

5: Quality of School Climate and Safety

Goal 5: Increase the Quality of School Climate and Safety indicator from 77.0 to 85.0 by 2027.					
Objective	Strategy	Activities	Measure of Success	Progress Monitoring	Funding
Objective 1 Increase the Quality of School Climate and Safety Indicator from 75.4 to 80.0 by May 2024.	KCWP 2 Design, and Deliver Instruction	Continue to incorporate Character Strong program for Tier 1 instruction in noncognitive skills.	Panorama	Competency Survey results; review PBIS data monthly at Tier 1 meetings, lesson plans	SBDM
	KCWP6 Establish Learning Culture and Environment	Promote Diversity, Equity, and Inclusion through development of school-wide activities that focus on acceptance, inclusivity, awareness, and appreciation of others’ differences.	Panorama, counselor spot checks	Competency Survey results, counselor will monitor specific areas of concern through guidance lessons, FRC survey data	FRC PTA
	KCWP6 Establish Learning Culture and Environment	Promote student grit and self-efficacy through the use of student/class/school goal setting and quarterly celebration/recognition events.	Panorama data	Panorama data, attendance and chronic absenteeism data, PBIS committee notes, calendar invites for assemblies, student, class, and/or goal setting records	SBDM FRC

6: Postsecondary Readiness (High School Only)

Goal 6: NA					
Objective	Strategy	Activities	Measure of Success	Progress Monitoring	Funding
Objective 1					
Objective 2					

7: Graduation Rate (High School Only)

Goal 7: NA					
Objective	Strategy	Activities	Measure of Success	Progress Monitoring	Funding
Objective 1					
Objective 2					

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:
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:
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:
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:
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.	<input checked="" type="checkbox"/>
		<input type="checkbox"/>
		<input type="checkbox"/>
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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:
<p>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</p> <p>Response:</p>
Identification of Critical Resources Inequities:
<p>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.</p> <p>Response:</p>

CSI 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 Continuous Improvement Platform (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.	<input checked="" type="checkbox"/>
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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.

- Our priorities and concerns are still increasing the score of our identified GAP group of disability from 28.8% to 40% to move out of TSI.
- Continue to work on increasing our reading proficient and distinguished scores from 44% proficient and distinguished to 58.1%.
- Continue to work on increasing our math proficient and distinguished scores from 39% to 58.1%.
- Continue to work on increasing our science proficient and distinguished scored from 25% to 42.1%.
- Continue to work on increasing our social studies proficient scores from 26% to 63%.
- Continue CER work to increase combined writing proficient and distinguished scores from 25% to 55.2%.

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.

- Utilize walkthrough observations as conversation starters on evidence based instructional practices.
- Highlight best practice instructional strategies at the beginning of PLC’s.
- Specific special education PLC looking at data, instructional decisions, and assessments.
- Continue with LETRS and OG instruction in primary grades with getting administration and coach trained to support those instructional practices.
- Continue reviewing student’s data from I-Ready, Unit Assessments, CKLA, MVPA, and STAR to track student progress.
- We will name and claim students on the TSI list as well as students that are identified as movables to track their progress.
- Ensure assessment data is shared with parents and students on a regular basis.
- Utilize data to drive MTSS decisions.
- Prior to PLC, schedule and plan for data that teachers need to bring to PLC to make informative decisions on instructional strategies.

Indicator Scores

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

Indicator	Status	Change
State Assessment Results in reading and mathematics	59	1.3
State Assessment Results in science, social studies and writing	52	-1.3
English Learner Progress	77.9	9.8
Quality of School Climate and Safety	73.1	-1.9
Postsecondary Readiness (high schools and districts only)	N/A	
Graduation Rate (high schools and districts only)	N/A	

Explanations/Directions

Goal: Schools should determine long-term goals that are three- to five-year targets for each required school level indicator. Elementary/middle schools must address state assessment results in reading and mathematics, state assessment results in science, social studies and writing, achievement gap, English learner progress, and quality of school climate and safety. High schools must address 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, and graduation rate. Long-term goals should be informed by The Needs Assessment for Schools.					
Objective	Strategy	Activities	Measure of Success	Progress Monitoring	Funding
Schools should determine short-term objectives to be attained by the end of the current academic year. Objectives should address state assessment results and/or aligned formative assessments. There can be multiple objectives for each goal.	Describe your approach to systematically address a process, practice, or condition that was identified as a priority during the Needs Assessment for Schools. There can be multiple strategies for each objective. The strategy can be based upon Kentucky’s six (6) Key Core Work Processes or another established improvement approach (i.e. <i>Six Sigma, Shipley, Baldridge, etc.</i>).	Describe the actionable steps the school will take to deploy the chosen strategy. There can be multiple activities for each strategy.	List the criteria that will gauge the impact of your work. The measures may be quantitative or qualitative but are observable in some way. Consider measures of input as well as outcomes for both staff and students.	Describe the process used to assess the implementation of the plan, the rate of improvement, and the effectiveness of the plan. Your description should include the artifacts to be reviewed, specific timelines, and responsible individuals.	List the specific federal, state, or local funding source(s) used to support each improvement initiative. If your school is a recipient of Title I, Part A funds, your CSIP serves as your annual plan and must indicate how Title I funds are utilized to carry out the planned activities.

1: State Assessment Results in Reading and Mathematics

Goal 1 (State your reading and math goal.): Increase READING proficiency from 44% PD to 65.1% PD by May 2028. Increase MATH proficiency from 39% PD to 65.1% by May 2028.					
Objective	Strategy	Activities	Measure of Success	Progress Monitoring	Funding
Objective 1: Increase READING proficiency from 44% PD to 58.1% PD by May 2025.	KCWP 2 Design & Deliver Instruction	Implementation of new HQIR CKLA reading series for grade K-5. Follow their timeline for skills and knowledge instruction. Utilize OG for MTSS Tier2 instruction. Teachers are utilizing strategies learned during LETRS and Reading League training to implement good strong phonics instruction. Teachers are also using Heggerty for phonics instruction as well. LLI and OG for resource/special education students; small group remedial instruction for RTI students using ESSA approved interventions.	PLC Meetings, Training around LETRS, OG, and the Science of Reading. Walkthroughs looking for implementation of OG, Heggerty and student engagement. Review CKLA Unit assessments, STAR and MVPA data. CKLA roundtable attendance rates monitored	Admin Team	Title 1 SBDM Funding
		Continued progress toward mastery learning/standards-based grading; collaborative model within classrooms daily	Reviewing standards and asking the four Dufour questions during PLC's, MVPA Assessment Data, I-Ready Assessment Data, and CKLA Unit data	Admin Team	Title 1 District PD
		Literacy support through use of instructional coach; district support and administration to improve core instruction	Review walkthrough data collected on CKLA instruction, Utilizing Heggerty phonics in primary and Orton Gillingham Scope and Sequence for additional phonics instruction, Using information gained from LETRS training, PLC Notes and Agendas	Coach, district office supports, Admin Team	Title 1
		Working as professional learning communities on data driven instruction practices	KSA data.,PLC notes / agendas, Naming and Claiming students,	Admin Team	Title 1, District PD

Goal 1 (State your reading and math goal.): Increase READING proficiency from 44% PD to 65.1% PD by May 2028. Increase MATH proficiency from 39% PD to 65.1% by May 2028.					
Objective	Strategy	Activities	Measure of Success	Progress Monitoring	Funding
			Individual student goal setting, MVPA Assessment Data, Unit Assessment Data, I-Ready diagnostic assessment and standards mastery checks		
Objective 2: Increase MATH proficiency from 39% PD to 58.1% by May 2025.		Utilize HQIR I-Ready math curriculum to provide high level instruction with student discourse and engagement. Small group differentiated instruction for RTI students using approved interventions. Math walkthroughs focusing on students utilizing math tools, looking at math practices and discourse taking place	Professional Development from the I-Ready team on math discourse. Instructional walks with district team reviewing use of the curriculum and instructional practices PLC Data Assessment, District PD	Admin Team, District Team	Title 1, District PD
		Math support through use of instructional coach; district support and administration to improve core instruction mainly focusing on discourse and use of instructional tools and math practices.	I-Ready Training, PLC Data Assessment, District PD	Admin Team, District Team	Title 1
	KCWP 4 Review, Analyze, and Apply Data	Instructional feedback through observations and use of walkthrough tool	Data Collected Through Walkthrough tools and recorded on walkthrough tool, feedback provided on what was viewed looking for student engagement	Admin Team	N/A
		Data Analysis of gap group students will occur a minimum of every 30 days during grade level / content area planning sessions using DuFour's model	PLC agenda, meeting notes, STAR Benchmark Data, Mastery Connect Data, MVPA Assessment Data, IReady diagnostic	Admin Team	N/A

Goal 1 (State your reading and math goal.): Increase READING proficiency from 44% PD to 65.1% PD by May 2028. Increase MATH proficiency from 39% PD to 65.1% by May 2028.					
Objective	Strategy	Activities	Measure of Success	Progress Monitoring	Funding
			and standard mastery check, data.		

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

Goal 2 (State your science, social studies, and writing goal.): Increase the Proficiency of Science 25% PD to 51.7%, Social Studies 26% PD to 69.2%, and Combined Writing from 25% PD to 62.6% by May 2028.					
Objective	Strategy	Activities	Measure of Success	Progress Monitoring	Funding
Objective 1: Increase the Proficiency of Science 25% PD to 42.1%, Social Studies 26% PD to 63%, and Combined Writing from 25% PD to 55.2% by May 2025.	KCWP 2 Design & Deliver Instruction	Utilize new HQIR PHD science to provide a better framework for science instructions that is Phenomena based. Training was provided recently on this new curriculum. Teachers working with district on continuing to implement SSS with the TCM materials they were provided. Working in vertical teams to review standards and plan science, social studies, and writing instruction.	PD Notes from Science intro PD. Walkthrough with PHD Science representative to ensure HQI is occurring. Notes from district SS days as well as planning days during summer and PLC time.	Admin Team	Title 1
		Implementation of engagement strategies to increase student participation (Kagan)	Professional Learning Attendance, Engagement Walkthroughs	Admin Team	Title 1, District PD
		Ensure monitoring measures are in place to support holistic planning for high fidelity of instructional delivery of the standards for each content area. Utilizing TCM materials for social studies instruction and PHD for science instruction	Lesson Plans, PLC Notes Grade Specific skills/checklists	Admin Team	Title 1, District PD
		Professional learning for differentiation strategies in the content areas to meet individual student needs.	Professional Learning Logs, Implementation Checklists, Classroom Walkthroughs	Admin Team	N/A
		Data Analysis of gap group students will occur a minimum of every 30 days during grade level / content area planning sessions using DuFour's model	Data Collected from Walkthrough tools	Admin Team	N/A
		Professional learning to increase writing instruction and implementation of writing through CKLA. Continue work on utilizing Claim Evidence and Reasoning for students to write	CKLA writing logs and prompts. Writing Journals, Writing Notebooks, CER practice	Admin Team, District Office	Title 1

Goal 2 (State your science, social studies, and writing goal.): Increase the Proficiency of Science 25% PD to 51.7%, Social Studies 26% PD to 69.2%, and Combined Writing from 25% PD to 62.6% by May 2028.					
Objective	Strategy	Activities	Measure of Success	Progress Monitoring	Funding
		effective responses. Review released test items and analyzed student writing for CRQ questions.	with constructed responses and On Demand prompts		
		Identification of Gap students, tracking student progress in writing classroom data collection, CER work	Writing Journals, Writing Notebooks, CER practice with constructed responses and On Demand prompt Writing Rubrics, CKLA writing prompts and lessons	Admin Team and Teachers	N/A
	KCWP 4 Review, Analyze, and Apply Data	Monthly review of student writing pieces on Constructed responses, and On Demand utilizing CER, Continued whole school On Demand prompts,	Calibrate with teams on expectations around CER, Analyze data form student work and plan for next steps during PLC	Admin Team, Teachers, LSS District Lead	

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 reading proficiency for Disability 11% to 40.2% by May 2025. Objective 2: Increase the math proficiency for Disability 13% to 36.5% by May 2025.	KCWP 5 Design, Align, and Administer Support	PLC’s with special education teachers with a focus on determining next steps for students with disabilities based upon content area data. Review with whole staff what differentiation and modifications look like for SPED students. Review co-teaching structures with whole staff and whole staff training on Autism.	PLC Notes, Agenda, Student Plans	Admin Team, Sped Coordinator, Teachers	IDEA SBDM
		District admins, LSS team, and school leadership teams employ Kagan Structures and other high-yield, research-based cooperative learning strategies to improve student engagement in the classroom, specifically focusing on our students who fall in a gap group. Utilize OG and UFLI phonics instruction to support LLI.	STAR Scores, KSA Data, I-Ready Diagnostic and Standards Mastery Check data Classroom Assessments	Admin Team, Teachers	Title 1, SBDM
		PLC’s with all teachers with a focus on determining next steps for students with language and / or cultural barriers, socioeconomic disadvantages, and SPED Gap group based upon content area data,	PLC Notes, Agenda, Student Plans	Admin Team	N/A
		Walkthrough tool developed with district office SPED department to review and analyze SPED student engagement and instructional	Walkthrough Tool	Admin Team SPED department	N/A

Objective	Strategy	Activities	Measure of Success	Progress Monitoring	Funding
		practices during both collaborative time and resource setting.			
	KCWP 4 Review, Analyze, and Apply Data	Develop a clearly defined school wide process with applicable checklists and documentation tools, including such information as service frequency, intervention program, SMART goal measurement and progress monitoring checks with an intentional focus on students who fall in gap groups.	Progress Monitoring data reports, STAR, Running Records, Scholastic Data, District Common Assessments MVPA data, I-Ready Diagnostic and Standards Mastery Check data Classroom Assessments	Admin Team, Teachers,	Title 1, SBDM
		Develop and deploy a PLC Protocol with an effective cyclical process for standards, deconstruction, designing of assessment measures, and resource sharing and collaboration lesson creation with an analysis of data that addresses the specific needs of students who fall in the gap groups.	Progress Monitoring data, PLC Notes and Agendas	Admin Team	N/A
	KCWP 2 Design & Deliver Instruction	Identification of gap students, tracking students' progress in reading. (Triangulating data sources to drive instruction)	STAR Student Assessment Data, Mastery Connect Data, I-Ready Diagnostic data	Admin Team	District Funds, SBDM, Title 1
		Continued implementation of LLI for resource/special education students as well as UFLI and OG. Small group remedial instruction for RTI students using approved interventions such as	Implementation Checklists, Lesson plans, KSA Data progress monitoring, I-Ready Standards Mastery Checks	Admin Team, Teachers,	Title 1, SBDM, IDEA
		Continued implementation of the co teaching model for students with disabilities	Meeting Notes/Agendas Classroom Observations Professional Learning Logs, progress monitoring data	Admin Team	IDEA, Title 1
		Continued implementation of both push in and pull-out models for instruction depending upon the	Implementation Checklists, Lesson plans, KSA Data progress monitoring	Admin Team, LSS Support,	District Funds, SBDM, Title 1

Objective	Strategy	Activities	Measure of Success	Progress Monitoring	Funding
		specific needs of individual SPED students.			
		Continued implementation of small group remedial instruction for MTSS students using approved interventions	Implementation Checklists, Lesson plans, KSA Data progress monitoring,	Admin Team, Teachers, LSS Support	District Funds, SBDM, Title 1
		Identification of gap students, tracking students’ progress in math (Triangulating data sources to drive instruction)	Implementation Checklists, Lesson plans, KSA Data progress monitoring,	Admin Team, Teachers, MTSS	District Funds, SBDM, Title 1
Objective 3					

4: English Learner Progress

Goal 4 (State your English Learner goal.): Increase the English Learner indicator from 77.9% to 85% by 2028.					
Objective	Strategy	Activities	Measure of Success	Progress Monitoring	Funding
Objective 1: Increase the English Learner indicator from 77.9% to 82% by 2025.	KCWP 5: Design, Align, and Administer Support	Provide quality professional learning for all teachers centered around developing English language proficiency through curriculum, instruction, & assessment, and increase training regarding Sheltered Instruction Observation Protocol (SIOP) strategies for all teachers working with EL students.	Desired Teacher Outcome: Improved teacher efficacy Desired Student Outcome: Increased English proficiency	Admin and EL Staff	SBDM
		Continued implementation of both push in and pull-out models for instruction depending upon the specific needs of individual English learner students.	Implementation Checklists, Lesson plans, KSA Data progress monitoring	Admin Team, LSS Support, ELL Team	District Funds, SBDM, Title 1
	KCWP 2 Design & Deliver Instruction	Provide teachers with HQIR from CKLA called Language Studio and Caminos for instructional purposes used to supplement EL students understanding of the CKLA curriculum as well as providing them the same resources in their home language.	ELL PLC, district ELL PLC, training from CKLA, Lesson Plans, Walkthroughs	Admin Team, LSS Support, ELL Team	District Funds, SBDM, Title 1
Objective 2					

5: Quality of School Climate and Safety

Goal 5 (State your climate and safety goal.): Increase the Quality of School Climate and Safety indicator from 73.1% to 90% by 2028.					
Objective	Strategy	Activities	Measure of Success	Progress Monitoring	Funding
Objective 1: Increase the Quality of School Climate and Safety indicator from 73.1% to 80% by 2025.	Utilize new SEL program to meet need of students.	Character strong lessons in whole school for morning meetings as well as lesson for MTSS Tier 2 and Tier 3 lesson for students around behaviors.	Walkthroughs during morning meetings as long as guidance lessons.	Panorama survey as and counselor surveys.	Title one an SBDM
Objective 2					

6: Postsecondary Readiness (High School Only)

Goal 6 (State your postsecondary goal.):					
Objective	Strategy	Activities	Measure of Success	Progress Monitoring	Funding
Objective 1					
Objective 2					

7: Graduation Rate (High School Only)

Goal 7 (State your graduation goal.):					
Objective	Strategy	Activities	Measure of Success	Progress Monitoring	Funding
Objective 1					
Objective 2					

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:
<p>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?</p> <p>Response: Continued work with state and district leadership on implementing professional development for leadership team around understanding the unique needs of the the underperforming subgroup. Offer training on evidence-based instructional strategies, culturally responsive teaching, and differentiation to address diverse learning style lies within subgroups. Foster a culture of data-driven decision-making, where school leaders regularly analyze student performance data, identify trends, and make informed adjustments to instructional practices. Train leaders in interpreting and utilizing assessment data to inform targeted interventions for underperforming subgroups.</p>
Identification of Critical Resources Inequities:
<p>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.</p> <p>Response: Ensure that resources are allocated strategically, with a focus on providing additional support and interventions for underperforming subgroups. We will review effective resource management to maximize the impact of available funds, personnel, and instructional materials.</p>
Additional Actions That Address the Causes of Consistently Underperforming Subgroups of Students
<p>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.</p> <p>Response: We will work to instill a culture of continuous improvement where we are encouraged to experiment with new approaches, learn from failures, and adapt our instructional practices. We will provide strategies based on feedback mechanisms for regular self-assessment and reflection for ourselves to evaluate our effectiveness and identify areas for growth. We will develop a walkthrough tool specifically based on looking at Special Education students and the services they are receiving as well as their engagement in both the general education and resource settings.</p>
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: Through walkthroughs we will be looking for SIOP language in learning targets as well as Kagan structures and collaborative learning among students. These strategies will provide higher level engagement for students which will also be monitoring. Teachers will be using more phonics-based instruction with LLI using Orton Gillingham and University of Florida Reading Institute. We will be monitoring the implementation and effectiveness of these phonics interventions during walkthroughs.

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.	<input checked="" type="checkbox"/>
LLI		<input type="checkbox"/>
SIOP	Batt, E. (2010) Cognitive Coaching: A critical phase in professional development to implement sheltered instruction. <i>Teaching and Teacher Education</i> 26, 997-1005 Boughoulid, M. (2020). The SIOP Model as an empowering teaching method for English language learners. <i>European Journal of English Language Teaching</i> , 6 (2), 39-53	<input type="checkbox"/>
Orton Gillingham		<input type="checkbox"/>
Kagan	Cooperative Learning as an Evidence-Based Teaching Strategy: What Teachers Know, Believe, and How They Use It https://eric.ed.gov/?id=EJ1258601	<input type="checkbox"/>
University of Florida Literacy Institute (UFLI)		

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:
<div><div>Consider:</div><div>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</div></div> <div><div>Response:</div><div></div></div>
Identification of Critical Resources Inequities:
<div><div>Consider:</div><div>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.</div></div> <div><div>Response:</div><div></div></div>

CSI 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 Continuous Improvement Platform (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.	<input checked="" type="checkbox"/>
		<input type="checkbox"/>
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Ockerman Middle School - 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.

- | |
|--|
| <ol style="list-style-type: none">1. Continued increase in the number of students with an IEP scoring proficient and distinguished in Math and ELA2. Continued increase in the number of students scoring proficient and distinguished in Social Studies3. Continued increase in the number of students scoring proficient and distinguished in Science4. Continued reduction in performance gap as it relates to EL students |
|--|

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.

- | |
|--|
| <ol style="list-style-type: none">1. Design and Deliver Instruction; Continued prioritization of improving instruction and assessment models in Science and Social Studies as supported through the PLC system
Continued prioritization of specially designed instruction (SDI) in place of supplemental supports to properly instruction and support students with IEPs
Continued prioritization of implementing SIOP instructional strategies from 2 year professional learning plan to support EL students and students with IEPs2. Review, Analyze, and Apply Data; OMS’ system of PLCs will ensure continual review and analysis of student performance data on school, local, and state predictive assessments in relation to Instructional practices |
| |

Indicator Scores

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

Indicator	Status	Change
State Assessment Results in reading and mathematics	48% P/D	+1%
State Assessment Results in science, social studies and writing	Science – 23% P/D Social Studies – 35% P/D Writing – 41% P/D	Science – 0% change Social Studies - +5% Writing - +7%
English Learner Progress	69.2 indicator for growth and statues	+65.4
Quality of School Climate and Safety	N/A; not enough respondents	N/A; not enough respondents
Postsecondary Readiness (high schools and districts only)	N/A	N/A

Graduation Rate (high schools and districts only)		
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Explanations/Directions

Goal: Schools should determine long-term goals that are three- to five-year targets for each required school level indicator. Elementary/middle schools must address state assessment results in reading and mathematics, state assessment results in science, social studies and writing, achievement gap, English learner progress, and quality of school climate and safety. High schools must address 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, and graduation rate. Long-term goals should be informed by The Needs Assessment for Schools.					
Objective	Strategy	Activities	Measure of Success	Progress Monitoring	Funding
Schools should determine short-term objectives to be attained by the end of the current academic year. Objectives should address state assessment results and/or aligned formative assessments. There can be multiple objectives for each goal.	Describe your approach to systematically address a process, practice, or condition that was identified as a priority during the Needs Assessment for Schools. There can be multiple strategies for each objective. The strategy can be based upon Kentucky’s six (6) Key Core Work Processes or another established improvement approach (i.e. <i>Six Sigma, Shipley, Baldridge, etc.</i>).	Describe the actionable steps the school will take to deploy the chosen strategy. There can be multiple activities for each strategy.	List the criteria that will gauge the impact of your work. The measures may be quantitative or qualitative but are observable in some way. Consider measures of input as well as outcomes for both staff and students.	Describe the process used to assess the implementation of the plan, the rate of improvement, and the effectiveness of the plan. Your description should include the artifacts to be reviewed, specific timelines, and responsible individuals.	List the specific federal, state, or local funding source(s) used to support each improvement initiative. If your school is a recipient of Title I, Part A funds, your CSIP serves as your annual plan and must indicate how Title I funds are utilized to carry out the planned activities.

1: State Assessment Results in Reading and Mathematics

Goal 1 (State your reading and math goal.): Increase reading proficiency from 48% to 75% by May 2025. Increase math proficiency from 43% to 70% by May of 2025.					
Objective	Strategy	Activities	Measure of Success	Progress Monitoring	Funding
Objective 1 Reading -5% Novice Reduction -5% Apprentice Reduction -21% Proficient Increase	Instruction and assessment practices are being adjusted to more intentional include the language and rigor of the standards	PLCs continue to prioritize assessment refinement	-Development of local assessments -student performance on local, district, and predictive assessments -PLCs -classroom observations	-PLCs -Review of local assessments -student performance on local, district, and predictive assessments -District ELA professional learning	
	Prioritization of Tier II instruction based on data analysis of student performance on local, district, and state predictive assessments	PLCs continue to prioritize student performance data and resulting Tier II instructional plans and strategies	Number of students exiting Tier II instruction models due to demonstration of standard mastery	-Student intervention data -classroom observations	
		Tier II instruction is directly targeted as standard deficiencies	Number of students exiting Tier II instruction models due to demonstration of standard mastery	-Student intervention data -classroom observations	
		MVPA assessment items and district common assessments used a guides to model instructional practices and formative assessment improvements	PLC work which translates into improved and more rigorous instructional and assessment practices	-Student intervention data -classroom observations	
Objective 2 (Math) -10% Novice reduction -10% Novice reduction -20% Proficient increase	Instruction and assessment models are being refined to reflect mathematics practices and question formats	PLCs are entirely focused on assessment refinement and student performance data	Number of students exiting Tier II and Tier III instruction and interventions	-PLCs -Local assessment data -district common assessment data -classroom observations	

Goal 1 (State your reading and math goal.): Increase reading proficiency from 48% to 75% by May 2025. Increase math proficiency from 43% to 70% by May of 2025.					
Objective	Strategy	Activities	Measure of Success	Progress Monitoring	Funding
-10% Distinguished increase	consistent with state assessments	Tier II instruction is directly targeted at standard deficiencies based on local and district and predictive assessments	Refinement and improvement of local assessments		
	Continued professional learning based on 8 mathematical practices		Quantitative data from classroom observations for implementation of math practices	-classroom observations -math walk throughs	

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

Goal 2 (State your science, social studies, and writing goal.): Increase the proficiency of science from 23% P/D to 50% P/D, Social Studies from 35% to 50% P/D and combined writing from 41% P/D to 50% P/D					
Objective	Strategy	Activities	Measure of Success	Progress Monitoring	Funding
Objective 1 (Science) 10% Novice reduction 20% Apprentice reduction 25% Proficient increase 15% Distinguished increase	Instruction and assessment practices adjusted to support problem and phenomena learning	PLCs are entirely focused on assessment refinement and student performance data	-School and district assessments -predictive assessments -PLCs -classroom observations	-PLCs -school and district assessments -district professional learning -classroom observations for OpenSciEd implementation -student assessment and Tier II data	
		Tier II instruction is directly targeted at standard deficiencies based on local and district assessments			
	Instruction and assessment practices are improved to match the rigor of state assessment model	District Science professional learning			
		Continued implementation of OpenSciEd curriculum and instruction			
Objective 2 (Social Studies) -25% Novice reduction -15% Proficient increase	Instruction and assessment are being adjusted to support new state social studies standards and accountability assessment	PLCs are entirely focused on assessment refinement and student performance data	-school and district assessments -utilization of state released items -PLCs -classroom observations	-school and district assessments -predictive assessments -PLCs -Classroom observations	
		Project DBQ utilized in both instruction and assessment models	PLCs Classroom Observations	PLCs Classroom Observations	

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 EL students will improve in reading by 10%	Improved instructional practices	Continuation of 2 year SIOP professional learning initiative	-Instructional implementation as observed in classroom	-classroom observations	
			Local assessments Access student performance	-Access student performance	
Objective 2 EL students will improve in math by 10%	Improved instructional practices	Continued 2 year SIOP professional learning initiative	-Instructional implementation as observed in classroom	classroom observations	
			Local assessments Access student performance	-Access student performance	
Objective 3 Students with IEPs will grow to -15% proficient in reading -20% proficient in math	Instructional practices are improved to better support students with IEPs through 2 year SIOP professional learning initiative	Continued 2 year SIOP professional learning initiative	-SDI walkthroughs -classroom observations -student performance as analyzed during PLCs	-SDI walkthroughs -classroom observations -student performance as analyzed during PLCs	

Objective	Strategy	Activities	Measure of Success	Progress Monitoring	Funding
	Continued prioritization on Specially Designed Instruction (SDI)	Continued SDI instructional initiative	-SDI walkthroughs -classroom observations -student performance as analyzed during PLCs	-SDI walkthroughs -classroom observations -student performance as analyzed during PLCs	

4: English Learner Progress

Goal 4 (State your English Learner goal.):					
Objective	Strategy	Activities	Measure of Success	Progress Monitoring	Funding
Objective 1 EL students will improve in reading by 10%	Improved instructional practices	Continuation of 2 year SIOP professional learning initiative	-Instructional implementation as observed in classroom	-classroom observations	
			Local assessments Access student performance	-Access student performance	
Objective 2 EL students will improve in math by 10%	Improved instructional practices	Continuation of 2 year SIOP professional learning initiative	-Instructional implementation as observed in classroom	-classroom observations	
			Local assessments Access student performance	-Access student performance	

5: Quality of School Climate and Safety

Goal 5 (State your climate and safety goal.):					
Objective	Strategy	Activities	Measure of Success	Progress Monitoring	Funding
Objective 1 Reduce percentage of students strongly disagreeing/disagreeing that school rules are fair	Student management matrix was developed for classroom level management and administrative level management to ensure consistency	Monthly behavior data analysis	Monthly behavior data analysis	Monthly behavior data analysis	
		Developing alternatives to suspensions as well as individualized behavior supports as needed	SEB PLCs bi-weekly meetings	SEB PLCs bi-weekly meetings	
	PBIS Tier I and Tier II committees were created. Including renovated systems and structures for both PBIS Tier I and Tier II	Monthly PBIS Tier I and Tier II meetings	SEB PLCs bi-weekly meetings	SEB PLCs bi-weekly meetings	
		Restructured PBIS Tier I and Tier II systems	Monthly behavior data analysis		
	SEB PLCs bi-weekly meetings have been revamped and restructured among grade level administrators and respective teaching teams	Bi-weekly SEB PLCs meetings	SEB PLCs bi-weekly meetings	SEB PLCs bi-weekly meetings	
Objective 2 Reduce percentage of students strongly disagreeing/disagreeing that adults from my school stay calm when dealing with bad behavior	Student management matrix was developed for classroom level management and administrative level management to ensure consistency	SEB PLCs bi-weekly meetings	Monthly behavior data analysis	Monthly behavior data analysis	
		Continued professional learning	SEB PLCs bi-weekly meetings	SEB PLCs bi-weekly meetings	
	PBIS Tier I and Tier II committees were created. Including renovated systems and structures for both PBIS Tier I and Tier II	SEB PLCs bi-weekly meetings	Monthly behavior data analysis	SEB PLCs bi-weekly meetings	
		Continued PBIS fidelity and restructuring			

6: Postsecondary Readiness (High School Only)

Goal 6 (State your postsecondary goal.):					
Objective	Strategy	Activities	Measure of Success	Progress Monitoring	Funding
Objective 1					
Objective 2					

7: Graduation Rate (High School Only)

Goal 7 (State your graduation goal.):					
Objective	Strategy	Activities	Measure of Success	Progress Monitoring	Funding
Objective 1					
Objective 2					

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:
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:
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:
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:
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.	<input checked="" type="checkbox"/>
		<input type="checkbox"/>
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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:
<p>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</p> <p>Response:</p>
Identification of Critical Resources Inequities:
<p>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.</p> <p>Response:</p>

CSI 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 Continuous Improvement Platform (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.	<input checked="" type="checkbox"/>
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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 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

1: State Assessment Results in reading and mathematics

Goal 1: Increase READING proficiency from 49% PD to 68.7% PD by May 2027. Increase MATH proficiency from 44% PD to 68.2% by May 2027.					
Objective	Strategy	Activities	Measure of Success	Progress Monitoring	Funding
Reading—By the end of 2025, reading proficiency on the KSA will increase from 49% to 56%	Design and Deliver instruction	Plan strategically in the selection of high yield instructional strategy usage specific to reading within lessons	Meeting minutes will indicate implementation. Unit assessment data will be analyzed 3 times during each school year to look at reading growth.	For the 24-25 school year the English department will look at one strategy every month and implement it in classrooms after each meeting. By the end of the 24-25 school year, the department identifies effective strategies, collects those strategies in a shared drive with a specific reading strategies folder.	None
	Review, Analyze, and Apply Data	The instructional coach will conduct a data review with each department and ILT to analyze the results of the MVPA and district unit tests. These sets of data will also be analyzed by the leadership team, and this will inform instruction and curriculum for the ILTs and departments.	Data from the MVPA and unit assessments will improve test-to-test and year-to-year	After each unit assessment, the instructional coach will review the data with the leadership team and ILT After each MVPA assessment, the instructional coach will review the data with the leadership team and ILT	
Math—By the end of 2025 math proficiency on the KSA will increase from 44% to 52%	Design and Deploy Standards	Each math ILT will better align their scope and sequence documents to the standards assessed on the district assessments.	The updated scope and sequence documents will have better alignment, and unit assessment scores will increase	By the end of May the scope and sequence documents will be updated Once each semester the department will review data	None
		The math department will connect with the math departments at the primary feeder middle schools to ensure curricular alignment and to provide feedback on strengths and weaknesses.	The will be reflected in department minutes	By the end of May the department will connect with BMS and CEMS to begin discussing alignment In the fall of 2025, a plan will be developed to establish regular communication	

Goal 1: Increase READING proficiency from 49% PD to 68.7% PD by May 2027. Increase MATH proficiency from 44% PD to 68.2% by May 2027.					
Objective	Strategy	Activities	Measure of Success	Progress Monitoring	Funding
	Review, Analyze, and Apply Data	The instructional coach will conduct a data review with each department and ILT to analyze the results of the MVPA and district unit tests. These sets of data will also be analyzed by the leadership team, and this will inform instruction and curriculum for the ILTs and departments.	Data from the MVPA and unit assessments will improve test-to-test and year-to-year	After each unit assessment, the instructional coach will review the data with the leadership team and ILT After each MVPA assessment, the instructional coach will review the data with the leadership team and ILT	

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

Goal 2: Increase the Proficiency of Science from 24% (2023) PD to 56.1%, Social Studies from 41% PD to 58%, and Writing from 48% PD to 69.6% by May 2027.					
Objective	Strategy	Activities	Measure of Success	Progress Monitoring	Funding
Science—By the end of 2025 science index score will increase on the KSA from 30.2 to 42.6	Review, Analyze, and Apply Data	Science ILTs and the science department will establish protocols for reviewing assessment data for SEPs. Data will be used at the ILT and department level to make decisions on instruction based on SEP progress	The department will review common assessment data and will show growth in SEPs that are targeted	By the end of March, the department will develop a data review protocol ILTs will use time after each unit assessment to analyze student progress on SEP skills, shared in a department document	None
		The instructional coach will conduct a data review with each department and ILT to analyze the results of the MVPA test. These sets of data will also be analyzed by the leadership team, and this will inform instruction and curriculum for the ILTs and departments.	Data from the MVPA will be compared to the other high schools and improve test-to-test	After each MVPA assessment (one in the spring), the instructional coach will review the data with the leadership team and ILT	
Social Studies—By the end of 2025 social studies proficiency on the KSA will increase from 41% to 47%	Design and Deliver Assessment Literacy	The social studies department will create common expectations for argumentative writing through a department rubric. Established common assessments will be scored with this rubric, and data from these assessments will be discussed in department meetings.	An established rubric An increase in scoring on the rubric by ILT	By March, the department will have created a common rubric for argumentative writing. By May, all ILTs will use the common rubric on at least two assessments to analyze growth for their students. By the end of 2025, ILTs will analyze student argumentative writing in each unit. In department meetings, there will be a review of the data.	None

Goal 2: Increase the Proficiency of Science from 24% (2023) PD to 56.1%, Social Studies from 41% PD to 58%, and Writing from 48% PD to 69.6% by May 2027.					
Objective	Strategy	Activities	Measure of Success	Progress Monitoring	Funding
	Review, Analyze, and Apply Data	The instructional coach will conduct a data review with each department and ILT to analyze the results of the MVPA test. These sets of data will also be analyzed by the leadership team, and this will inform instruction and curriculum for the ILTs and departments.	Data from the MVPA will be compared to the other high schools and improve test-to-test	After each MVPA assessment (one in the spring), the instructional coach will review the data with the leadership team and ILT	
Writing--By the end of 2025 writing proficiency on the KSA will increase from 48% to 57%	Design and Deliver Assessment Literacy	For the 24-25 school year each ILT in the English department will create/use at least one writing prompt mid-unit that is similar to the end of unit writing prompt(s). ILTs will analyze results and utilize the results to guide instruction.	Improvement on writing scores from mid-unit to end-of-unit and from unit to unit.	ILTs will report at each department meeting their progress and share data when they have it.	None
	Design and Deliver Instruction	Each department will implement the new writing plan, making writing commitments for each class that align to the plan and to their academic writing needs.	Writing pieces will be gathered and stored in a student Google folder, and students will share their best pieces on their Google sites.	Departments will honor the commitments they made in August 2024 with regards to regular writing in each class. Students will upload writing documents to a Google folder per the 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).

Goal 3: Increase READING proficiency from 9% in 2024 PD to 36.4% PD by May 2027. Increase MATH proficiency from 18% PD in 2024 to 38.5% by May 2027.					
Objective	Strategy	Activities	Measure of Success	Progress Monitoring	Funding
Special Education—By the end of 2025 writing proficiency will increase from 14% to 21% and math proficiency will increase from 8% to 18%	Design/Deliver Instruction	Plan strategically in the selection of high yield instructional strategy usage specific to reading within lessons	An established Google drive folder with reading resources; determining the percentage of students with an IEP that are meeting their reading goals, analyzed twice per year	For the 24-25 school year the Special Education department will look at one strategy every month and implement it in classrooms after each meeting. By the end of the 24-25 school year, the department identifies effective strategies, collects those strategies in a shared drive with a specific reading strategies folder.	None
	Design and Deliver Assessment Literacy	Special Education staff will create, implement, and analyze math assessments that are based around real-world situations	Created assessments will be created with Google forms (assessments will be compiled in the shared Google drive). Scores on these assessments will increase over the course of the year.	During the 24-25 school year the department will create math assessments that have skills and contexts based around real world situations. Once the assessments are created, teachers will administer and then gather data to review.	

4: English Learner Progress

Goal 4: Increase the percent of students scoring 60 or higher on English Learner ACCESS Composite Scores from 59% in 2024 to 72% in 2027					
Objective	Strategy	Activities	Measure of Success	Progress Monitoring	Funding
ELL-- By the end of 2025 the percent of students scoring 60 or higher on English Learner Access Composite Scores will increase from 59% to 64%	Design/Deliver Instruction	Students at level 1 and 2 on SummitK12 scores will utilize Imagine Learning to increase English proficiency	An increase in student grades and assessment scores (ACT, ACCESS)	After ACCESS testing in January, students at these levels will be identified and integrated on the program at least 3 times per week. In August, any additional students will be added. Data in the program will be used to track progress.	None

5: Quality of School Climate and Safety

Goal 5: Increase the Quality of School Climate and Safety indicator from 66.8 in 2024 to 71.7 by 2027.					
Objective	Strategy	Activities	Measure of Success	Progress Monitoring	Funding
By the end of 2025 the Quality of School Climate index will increase from 68 to 70 and School Safety index will increase from 65.6 to 68	Design/Deliver Instruction	Social/Emotional Learning (SEL) lessons will be provided to staff and administered by staff during JAM to students monthly, and guidance counselors will instruct on suicide prevention once in the fall and again in the winter	Decrease in guidance referrals, discipline referrals, increase in Panorama scores	Check JAM calendar to ensure lessons are created and sent out each month	None
	Design and Deliver Assessment Literacy	Leadership will train teachers on how to review Panorama survey results for their students, and Panorama data will be reviewed by the leadership team after each assessment	Increase in Panorama scores assessment- to-assessment	Notes from the leadership meeting and the development of next steps by the end of 2025	None

6: Postsecondary Readiness (high school only)

Goal 6: Maintain our Postsecondary Readiness Indicator above 84.7 (90.9 in 2024).					
Objective	Strategy	Activities	Measure of Success	Progress Monitoring	Funding
CTE—By the end of 2025 the number of students testing on EOP (End-of-Program tests) will increase from 99 to 130, and the pass rate will increase from 75% to 80%	Design and Deliver Assessment Literacy	The CTE teachers will review the new state-provided practice EOP tests and administer to students to inform instruction and assist in assessment preparation.	Data from the practice assessments will be reviewed as a department	January: Practice EOPs reviewed and administered to students April/May: Review and analyze data when available from EOP as a department May-December: Utilize data to better implement employability skills into the curriculum	None

7: Graduation Rate (high school only)

Goal 7: Maintain the 4-Year Graduation Rate above 95% by 2027 (98% in 2024).					
Objective	Strategy	Activities	Measure of Success	Progress Monitoring	Funding
By the end of 2025 the 4-year cohort graduation rate will increase from 98% to 98.5%	Design, Align, and Deliver Support Processes	Each student in their JAM class will create a Google site to review high school course options and career options, set academic goals after a data review, and to demonstrate attainment of the district Portrait of a Graduate competencies. Students in 9th-11th grade will present this information to parents/teachers, and 12th grade students will present to a committee.	Decrease in course change requests, increase in AP roster numbers	January 2025: Students (9-11 th grade) will complete their Google sites with career interests and academic goals/progress February 2025: Students will present career interest and academic goals/progress in a student-led conference with parents and JAM teachers Spring 2025: Senior students will present their achievements, career interests, academic next steps, and provide evidence for the Communication competency in senior graduation presentations	None

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
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.	<input checked="" type="checkbox"/>
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		<input type="checkbox"/>
		<input type="checkbox"/>

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.

- All academic indicators decreased
- Continued work to decrease GAP with Special Education Population and EL population.

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 3: ILT Meetings for CFA and CSA. Technology to help all students access their learning. Reallocating staffing resources to decrease class sizes in Special Education and EL classrooms
KCWP 2: Focus on Walk-throughs and strengthening Tier 1 Instruction
KCWP 1: Continuous assessment work in our ILTs. Skills Based Reporting allowing students and staff pinpoint deficiencies.

Indicator Scores

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

Indicator	Status	Change
State Assessment Results in reading and mathematics	High	Maintain
State Assessment Results in science, social studies and writing	High	Maintain
English Learner Progress	Medium	Increase
Quality of School Climate and Safety	High	Increase
Postsecondary Readiness (high schools and districts only)	Green	Increase
Graduation Rate (high schools and districts only)	Green	Increase

Explanations/Directions

Goal: Schools should determine long-term goals that are three- to five-year targets for each required school level indicator. Elementary/middle schools must address state assessment results in reading and mathematics, state assessment results in science, social studies and writing, achievement gap, English learner progress, and quality of school climate and safety. High schools must address 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, and graduation rate. Long-term goals should be informed by The Needs Assessment for Schools.					
Objective	Strategy	Activities	Measure of Success	Progress Monitoring	Funding
Schools should determine short-term objectives to be attained by the end of the current academic year. Objectives should address state assessment results and/or aligned formative assessments. There can be multiple objectives for each goal.	Describe your approach to systematically address a process, practice, or condition that was identified as a priority during the Needs Assessment for Schools. There can be multiple strategies for each objective. The strategy can be based upon Kentucky's six (6) Key Core Work Processes or another established improvement approach (i.e. <i>Six Sigma, Shipley, Baldridge, etc.</i>).	Describe the actionable steps the school will take to deploy the chosen strategy. There can be multiple activities for each strategy.	List the criteria that will gauge the impact of your work. The measures may be quantitative or qualitative but are observable in some way. Consider measures of input as well as outcomes for both staff and students.	Describe the process used to assess the implementation of the plan, the rate of improvement, and the effectiveness of the plan. Your description should include the artifacts to be reviewed, specific timelines, and responsible individuals.	List the specific federal, state, or local funding source(s) used to support each improvement initiative. If your school is a recipient of Title I, Part A funds, your CSIP serves as your annual plan and must indicate how Title I funds are utilized to carry out the planned activities.

1: State Assessment Results in Reading and Mathematics

Goal 1 (State your reading and math goal.): Increase READING proficiency from 59% PD to 73.5% PD by May 2027. Increase MATH proficiency from 52% PD to 70.6% by May 2027.					
Objective	Strategy	Activities	Measure of Success	Progress Monitoring	Funding
Objective 1: Increase READING proficiency from 59% PD to 70.1% PD by May 2025. Objective 2: Increase MATH proficiency from 52% PD to 66.9% by May 2025.	KCWP 1 Design & Deploy Standards				
	KCWP 2 Design & Deliver Instruction	Interventions – Students will be identified who are below benchmarks for Reading, Math or essential skill deficits in content classes. These students will be offered interventions that could include specific courses, RAP tutoring or RAP interventions. RAP Orange, Benchmarking test, KYOTE, CASE	Student Support Meetings, RAP Interventions, District Summatives, CASE results, KYOTE	Principals, Instructional Coach, Counselors	
		Focus on CORE Instruction- Defining High Quality Instruction	Walkthrough documentation, Observation, Unit plans	Principals and Instructional Coach	
		Engagement Strategies – Teachers will use strategies such as Kagan strategies to truly engage students in their learning. Teacher Observations, ILT meetings	Walkthrough documentation, Observation, Unit plans	Principals and Instructional Coach	
	KCWP 3 Design and Deliver Assessment Literacy	Common Assessments – Instructional learning teams will utilize common formative assessments to assess student learning, collect and analyze data and utilize different instructional strategies to assist the students who are below proficiency standard. Completed common formative and common summative assessments submitted to administration, ILT meetings.	Common formative and summative assessments, ILT meeting agenda and minutes	ILT leaders, Principals, Instructional Coach	
		Benchmark Assessments – Teachers will give benchmark assessments to determine student proficiency. CASE, ACT, District Summatives	CASE, ACT, District Summatives	ILT Leaders, Principals, Instructional Coach	

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

Goal 2 (State your science, social studies, and writing goal.): Increase the Proficiency of Science 7% PD to 63.5%, Social Studies 48% PD to 54%, and Wring from 53% PD to 75.8% by May 2027					
Objective	Strategy	Activities	Measure of Success	Progress Monitoring	Funding
Objective: Increase the Proficiency of Science 15% PD to 54.4%, Social Studies 52% PD to 56%, and Writing from 52% PD to 69.7% by May 2024.	KCWP 1 Design & Deploy Standards	Curriculum Refinement – All Ryle teachers will participate in curriculum refinement and alignment activities within Instructional Learning Teams to ensure the delivery of a clear, viable and sequential curriculum. ILT agenda and minutes, administrative support within common plan meetings	ILT Meeting Minutes, Department Meeting Minutes	Department Chairs, ILT Leaders, Principals, Instructional Coach	
		Practice – Students will be required to practice and apply writing skills in all content areas. Completed portfolio piece	Portfolio Piece, Walkthrough documentation	ILT Leaders, Principals, Instructional Coach	
	KCWP 2 Design & Deliver Instruction	Interventions – Students will be identified who are below benchmarks for Reading, Math or essential skill deficits in content classes. These students will be offered interventions that could include specific courses, RAP tutoring or RAP interventions. RAP Orange, Benchmarking test, KYOTE, CASE	Student Support Meetings, RAP Interventions, District Summatives, CASE results, KYOTE	Principals, Instructional Coach, Counselors	

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 reading proficiency for F/R 39% to 50% by May 2025. Objective 2: Increase the math proficiency for F/R 39% to 50% by May 2025.	KCWP 2 Design & Deliver Instruction	Canvas – teachers are incorporating a learning management system within the classroom to assess, communicate and collaborate with teachers and students. Canvas usage reports.	Canvas	Team Leaders, Instructional Coach	
		Interventions – Students will be identified who are below benchmarks for Reading, Math or essential skill deficits in content classes. These students will be offered interventions that could include specific courses, RAP tutoring or RAP interventions. RAP Orange, Benchmarking test, KYOTE, CASE	Student Support Meetings, RAP Interventions, District Summatives, CASE results, KYOTE	Principals, Instructional Coach, Counselors	
	KCWP 3 Design & Deliver Assessment Literacy	Formative Assessment Lessons – Teachers will utilize formative assessments to determine student understanding and teacher instructional strategies. ILTs will utilize common formative assessments to pinpoint student gaps. ILT minutes, common assessments submitted to administrator, admin support in ILT’s	ILT Meeting Minutes, Common Assessments	Principals, ILT Leaders, Instructional Coach	
		Technology – Teachers will use supportive software to assist in student understanding. This may include Canvas, Edgenuity, Kahn,	Canvas, Kahn , Gradebook report	Principals, ILT Leaders , Instructional Coach	

Objective	Strategy	Activities	Measure of Success	Progress Monitoring	Funding
		Kahoot, etc. that is used by teachers and students to improve understanding. Gradebook, Canvas usage report			
		ILT – Instructional Learning Teams will examine instructional strategies to improve student understanding and develop common assessments (formative and summative) during their weekly meeting. ILT minutes and administration supervision	ILT Meeting Minutes, Common Assessments	Principals, ILT Leaders, Instructional Coach	

4: English Learner Progress

Goal 4 (State your English Learner goal.):					
Objective	Strategy	Activities	Measure of Success	Progress Monitoring	Funding
Objective 1: Increase the English Learner indicator from 32.1 to 36 by 2025.	KCWP 5: Design, Align, and Administer Support	Provide quality professional learning for all teachers centered around developing English language proficiency through curriculum, instruction, & assessment, and increase training regarding Sheltered Instruction Observation Protocol (SIOP) strategies for all teachers working with EL students.	Desired Teacher Outcome: Improved teacher efficacy Desired Student Outcome: Increased English proficiency		

5: Quality of School Climate and Safety

Goal 5 (State your climate and safety goal.): Increase the Quality of School Climate and Safety Indicator from 68.8% to 70% by May 2025					
Objective	Strategy	Activities	Measure of Success	Progress Monitoring	Funding
Objective 1	KCWP 5: Design, Align, Administer Support	Intentionality During Monday RAP regarding SEL Work			
		Use of counselor to run groups for different SEL needs.			
Objective 2					

6: Postsecondary Readiness (High School Only)

Goal 6 (State your postsecondary goal.): Increase post secondary readiness from 93% to 96% by May 2025					
Objective	Strategy	Activities	Measure of Success	Progress Monitoring	Funding
Objective 1	KCWP 1	Dual Credit Programs Located on Campus, including UK Next Gen			SBDM and Allocations
		CTE- Continued certification testing for Career Readiness			
		KYOTE Testing and Support in English IV and Senior Level Math			
Objective 2					

7: Graduation Rate (High School Only)

Goal 7 (State your graduation goal.): Increase Graduation rate from 97.7% to 99% by May 2024					
Objective	Strategy	Activities	Measure of Success	Progress Monitoring	Funding
Objective 1	KCWP 1 Design and Deploy	Team Meetings – ILT’s and Departmental teams will meet each month to discuss curriculum alignment, grading practices, mastery of standards, instructional techniques and data (including specific data targeting growth components and consistently identifying the minimal skills/performance levels of knowledge for each class). ILT agenda and minutes, administration supervision. rubrics			
	KCWP 5: Design, Align and Deliver Support	Grade Recovery – Students will be offered opportunities to recover credit through school initiated credit recovery programs and summer school opportunities. Completion of program.			Edgenuity cost paid from KETS. Price is getting higher *Teacher allocation for Ryle Virtual Academy
Objective 2					

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:
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:
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:
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:
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.	<input checked="" type="checkbox"/>
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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:
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:

CSI 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 Continuous Improvement Platform (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.	<input checked="" type="checkbox"/>
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Steeplechase Elementary Comprehensive School Improvement Plan (CSIP)2024-2025

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.

As we completed our third year and begin our fourth year at Steeplechase Elementary School, our focus is on continuing building school systems and creating school culture. Academically, we must prioritize the increase of proficiency in reading and math through intentional focus on core instruction and data analysis with intensive focus on all gap groups. We must focus on Science and Writing as a priority. We must intentionally focus on our ELL students and Special Education students and continue to find solutions. Increase with intentional language and vocabulary to support all students.

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.

Steeplechase Elementary continue to utilizes 30, 60, 90 Day plans (weekly/monthly in grade level), KSA scores (yearly, school-wide), MVPA assessments to determine student attainment of standards, District unit common assessments through Mastery Connect, STAR reading and math (3x year: Fall, Winter, and Spring school-wide), FastBridge data, classroom grades, assignments, PBIS behavior data (monthly PBIS team and faculty report), enrollment data (daily/monthly), attendance data (daily/monthly), and student, parent, and staff survey data to identify areas of strength supported by best practices and to identify areas of growth where we can implement new strategies for students, family, and teacher success and learning completed on-going and various times a year. In addition, we utilize our MRA Leader In Me assessments to help drive our school wide focus for students, staff, and families.

After data is collected, we work in Professional Learning Communities to look at results and share trends with SBDM. Reading and math data are analyzed in Fall and Spring during PLCs to identify the most at-risk students and develop learning plans for their success through our MTSS process. Any student not reaching proficiency receives additional reading and math interventions and students identified as high achieving in math or reading are provided enrichment and extension opportunities.

Based on our Brigance scores, we know that 34% of our students are coming to kindergarten "kindergarten ready". To combat this data, we have implemented full day kindergarten and we are working to strengthen our preschool early learning at the school level and district level. We also collect and analyze schoolwide behavior data, looking at frequency and cause of behavior issues so we can identify deficits and strengths of students' needs. Tiered behavior committees meet monthly to look at the data and make adjustments to student behavior plans as needed and explore new avenues of behavior modification and positive reinforcement.

Review of student, parent, and staff data support our assertion that Steeplechase Elementary employs outstanding teachers and support staff to the benefit of students. We strive for individual and personalized instruction for all student learners. Parents and students want more extracurricular opportunities for students outside the classroom. Teachers requested more professional development in highly effective strategies, modeling on interventions, and support for current program implementation. Data presented the need for more mental health services and support. Additional positions for guidance counselor, MTSS/RTI teachers, and assistant principal have been added for support. We will be collecting data with parents, students, and staff for effectiveness throughout the school year.

Steeplechase Elementary will focus on KCWP: 6 Establishing Learning Culture and Environment, KCWP: 2 Design and Deliver Instruction based on student needs and KCWP: 4 Review, Analyze and Apply Data through deployment of our 30,60, 90 day plan. We have identified data analysis,/instruction, professional learning, and celebration as our Big Rocks for the 24-25 school year.

Indicator Scores

Indicator	Status	Change
State Assessment Results in reading and mathematics	79.2	-1.2
State Assessment Results in science, social studies and writing	57.9	-11.1
English Learner Progress	85	12.7
Quality of School Climate and Safety	74.9	2.6

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

Explanations/Directions

Goal: Schools should determine long-term goals that are three to five year targets for each required school level indicator. Elementary/middle schools must address proficiency, separate academic indicator, achievement gap, and growth. High schools must address proficiency, separate academic indicator, achievement gap, graduation rate, and transition readiness. Long-term targets should be informed by The Needs Assessment for Schools.					
Objective	Strategy	Activities	Measure of Success	Progress Monitoring	Funding
Schools should determine short-term objectives to be attained by the end of the current academic year. There can be multiple objectives for each goal.	Describe your approach to systematically address a process, practice, or condition that was identified as a priority during the Needs Assessment for Schools. There can be multiple strategies for each objective. The strategy can be based upon Kentucky's six (6) Key Core Work Processes or another established improvement approach (i.e. <i>Six Sigma</i> , <i>Shipley</i> , <i>Baldrige</i> , etc.).	Describe the actionable steps that will occur to deploy the chosen strategy. There can be multiple activities for each strategy.	List the criteria that will gauge the impact of your work. The measures may be quantitative or qualitative but are observable in some way. Consider measures of input as well as outcomes for both staff and students.	Describe the process used to assess the implementation of the plan, the rate of improvement, and the effectiveness of the plan. Your description should include the artifacts to be reviewed, specific timelines, and responsible individuals.	List the specific federal, state, or local funding source(s) used to support each improvement initiative. If your school is a recipient of Title I, Part A funds, your CSIP serves as your annual plan and must indicate how Title I funds are utilized to carry out the planned activities.

1: State Assessment Results in reading and mathematics

Goal 1: Increase READING proficiency from 60% PD to 63% PD by May 2027. Increase MATH proficiency from 54% PD to 57% by May 2027.					
Objective	Strategy	Activities	Measure of Success	Progress Monitoring	Funding
Objective 1: Increase READING proficiency from 60% PD to 63% PD by May 2027. Objective 2: Increase MATH proficiency from 54% PD to 57% by May 2027.	KCWP 1 Design & Deploy Standards	Professional Learning Community (PLC)- working on data driven instructional practices in both reading and math to include the 4 DuFour Questions.	Weekly PLC meetings (agendas, notes)	Admin Team and classroom teachers	\$0
		Using priority standards to develop curriculum maps that will be revised annually based on Kentucky Core Standards.	Completed Curriculum Maps with timelines.	Admin Team and classroom teachers	\$0
		Modify master schedule to prioritize reading and math.	Maximizing student learning through Master Schedule.	Instructional Coach, Admin Team	\$0
	KCWP 2 : Design & Deliver Instruction	SIOP implementation schoolwide to support for delivery in language instruction and vocabulary.	Completion of PD Learning and support language in lesson plans.	Admin Team, Teachers, Instructional Coach	\$0
		Increase language and vocabulary resources and instructional support for students and teachers (Flocabulary, Aleks, No Red Ink, IXL, Accelerated Reader, Go Pebble, A-Z Readers/RAZ Kids, Decodable Readers, Brain Pop, Scholastic News, StrongWorks, other instructional resources to	Increased proficiency in reading and math through program participation, assessment benchmark and MTSS data.	Admin Team, Teachers, and Students	\$45,000 Title 1

Goal 1: Increase READING proficiency from 60% PD to 63% PD by May 2027. Increase MATH proficiency from 54% PD to 57% by May 2027.					
Objective	Strategy	Activities	Measure of Success	Progress Monitoring	Funding
		support language and vocabulary, etc.)			
		Professional Development Opportunities in reading and math strategies (OG Training, IXL, Building Fact Fluency, etc) for staff	Completion of Training	Admin Team and Teachers	\$2,000
		Provide Professional Development Coaching in Reading and Math using feedback on instruction and instructional practices.	Participation in PD, PLC vertical alignment of strategies work with data collection from walk through.	Instructional Coach, Admin Team	\$2,500 Title 1
		Additional staffing MTSS Intervention teachers and or paras will be utilized to provide interventions through small group instruction.	Student growth RTI data- weekly progress monitoring: Fastbridge, STAR, and student progress monitoring of intervention.	Admin Team	\$150,000 Title 1
		ESS Afterschool, Before School, and Summer School Tutoring	Student participation and academic Growth.	Admin Team, Teachers, and Classified employees	\$23,000 (ESS) \$20,000 (Title 1)
	KCWP 4 Review, Analyze, and Apply Data	Data analysis gap group student will occur every 30 days in PLCs through 30, 60, 90 day planning; identification of red standards through MVPA 2 times a year; Mastery Connect, and other assessment measures, or data collection supports, etc.	Identification of student needs and development of shared data files through Google.30-60-90 day plan developed and monitored through our monthly cadence of accountability.	Admin Team; Teacher, Instructional Coach ; PLC Agenda and data file	\$0

Goal 1: Increase READING proficiency from 60% PD to 63% PD by May 2027. Increase MATH proficiency from 54% PD to 57% by May 2027.					
Objective	Strategy	Activities	Measure of Success	Progress Monitoring	Funding
		MTSS Data Day- Creating opportunities for teachers to discuss the whole child and break apart Red Standards to plan instruction based on student needs.	30-60-90 day plan developed and monitored through our monthly cadence of accountability. Identification of student needs and development of priority Red Standards. Developing Plans for Reading Intervention Plans, Tier 3, Tier 2, and Tier 1 students.	All staff	\$8,000 Subs Title
	KCWP 6 Establish Learning Culture and Environment	Positive Behavior Intervention System (PBIS)- creating and implementing Tier 1, Tier 2 and Tier 3 supports.	Development and implementation of a schoolwide system of safety and support. Behavioral Referrals, counseling referrals, Tier 1, Tier 2, and Tier 3 student data progress	All staff Admin Team	\$200 Title 1
		Additional staffing (2nd Assistant Principal) for behavior support/MTSS Behavior Supports)will be utilized to provide support, proactive strategies and interventions through small group instruction.	Student data on behavior referrals; Increase in school climate and safety (School Indicator Score: KSA)	Admin Team, Teachers, and Staff	\$40,000 SBDM + Teacher Allocation
		Leader In Me: (LIM)- improving school wide	Implementation of a school wide system	All staff Lighthouse Team	\$25,000 Title 1

Goal 1: Increase READING proficiency from 60% PD to 63% PD by May 2027. Increase MATH proficiency from 54% PD to 57% by May 2027.					
Objective	Strategy	Activities	Measure of Success	Progress Monitoring	Funding
		system of Leadership and cognitive skills for student support.	and staff Professional Development. Professional Development in LIM and Lighthouse Coaching Days, Committee Action Team Meetings, Lighthouse Team Meetings, notes		

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

Goal 2: Increase the Proficiency of Science 25% PD to 38.6%, Social Studies 44% PD to 52%, and Writing from 44% PD to 53.2% by May 2027.					
Objective	Strategy	Activities	Measure of Success	Progress Monitoring	Funding
Objective: Increase the Proficiency of Science 25% PD to 38%, Social Studies 44% PD to 49%, and Writing from 44% PD to 53.2 % by May 2027.	KCWP 2 Design & Deliver Instruction	SIOP implementation schoolwide to support for delivery in language instruction and vocabulary.	Completion of PD Learning and support language in lesson plans.	Admin Team, Teachers, Instructional Coach, ELL teachers	\$200 Title 1
		Professional Development in writing strategies, teaching writing structures, and implementation.	PD participation, lesson plans, student writing samples	All staff	\$1,000 Title 1
		Professional Development in Science and Social Studies and implementation supports	PD participation, lesson plans, student writing samples	All staff	\$3,000 Title 1

Goal 2: Increase the Proficiency of Science 25% PD to 38.6%, Social Studies 44% PD to 52%, and Writing from 44% PD to 53.2% by May 2027.					
Objective	Strategy	Activities	Measure of Success	Progress Monitoring	Funding
Objective: Increase the Proficiency of Science 25% PD to 38%, Social Studies 44% PD to 49%, and Writing from 44% PD to 53.2 % by May 2027.		Implementation of PLTW units in collaboration with STEAM teachers and homeroom teachers.	Lesson Plans	STEAM Teacher, Homeroom Teacher, and Instructional Coach.	\$1,000 General Funds
		Additional Science and Social Studies Resources -TCM Resources, Weekly Readers, Social Studies Weekly, Scholastic News, Mystery Science, Science Spin, Generation Genius, and other resources)	Lesson Plans	Admin Team, Classroom Teachers	\$12,100 Title 1
	KCWP 4 Review, Analyze, and Apply Data	Data analysis gap group students will occur every 30 days in PLCs through 30, 60, 90 day planning; identification of red standards through MVPA, Mastery Connect, and other assessment measures, or data collection support etc.	Identification of student needs and development of shared data files through Google.30-60-90 day plan developed and monitored through our monthly cadence of accountability.	Admin Team; Teacher, Instructional Coach ; PLC Agenda and data file	\$3,000 Title 1 (Subs)
		MTSS Data Day- Creating opportunities for teachers to discuss the whole child and break apart Red Standards to plan instruction based on student needs.	30-60-90 day plan developed and monitored through our monthly cadence of accountability. Identification of	All staff	\$8,000 Subs Title

Goal 2: Increase the Proficiency of Science 25% PD to 38.6%, Social Studies 44% PD to 52%, and Writing from 44% PD to 53.2% by May 2027.					
Objective	Strategy	Activities	Measure of Success	Progress Monitoring	Funding
			student needs and development of priority Red Standards. Developing Plans for Intervention Plans, Tier 3, Tier 2, and Tier 1 students.		
		Identification of gap students, tracking student progress in Science, Social Studies, and writing through classroom data collection and Mastery Connect..	Identification via Data Days and progress monitoring to provide MTSS/RtI and small guided group instruction.	Classroom teachers, MTSS/RTI Teachers, Instructional Coach, and Admin Team	\$0
	KCWP 6 Establish Learning Culture and Environment	Leader In Me: (LIM)-improving school wide system of Leadership and cognitive skills for student support.	Implementation of a school wide system and staff Professional Development. Professional Development in LIM and Lighthouse Coaching Days, Committee Action Team Meetings, Lighthouse Team Meetings, notes	All staff Lighthouse Team	\$25,000 Title 1

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 reading proficiency for Disability 31% to 41% by May 2027. Objective 2: Increase the math proficiency for Disability 24% to 34% by May 2027.	KCWP 4 Review, Analyze, and Apply Data	Additional staffing RTI teachers will be utilized to provide interventions through small group instruction.	Student growth RTI data- weekly progress monitoring: Fastbridge, STAR, and student progress monitoring of intervention.	Admin Team	\$150,000 Title 1
		MTSS Data Day- Creating opportunities for teachers to discuss the whole child and break apart Red Standards to plan instruction based on student needs.	30-60-90 day plan developed and monitored through our monthly cadence of accountability. Identification of student needs and development of priority Red Standards. Developing Plans for Intervention Plans, Tier 3, Tier 2, and Tier 1 students.	All staff	\$8,000 Subs Title 1
		All students performing below grade level will work with teacher to create and set goals for improvement.	Increase in student growth and proficiency levels (STAR)	Homeroom Teachers,Admin Team	\$0
		Special Education PLCs to increase teacher capacity	Meeting Notes, and student growth charts	Homeroom Teachers,Admin Team	\$0

Objective	Strategy	Activities	Measure of Success	Progress Monitoring	Funding
		and support evidence based practices			
	KCWP 2 Design & Deliver Instruction	Support Intervention Strategies for instruction, and instructional materials to meet the needs of students (LLI, RISE UP, ESS program, Origo, Building Fact Fluency, Orton Gillingham, Heggerty, Phonics, decodable readers, and others etc.)	Increase in student growth and proficiency levels (STAR)	Interventionist, Teachers, Admin	\$5,000 Title 1
		SIOP strategies implementation schoolwide to support for delivery in language instruction and vocabulary.	Completion of PD Learning and support language in lesson plans.	Admin Team, Teachers, Instructional Coach	\$200 Title 1
		All students performing below grade level will work with teacher to create and set goals for improvement.	Increase in student growth and proficiency levels (STAR).	Homeroom Teachers	\$0
	KCWP 6 Establish Learning Culture and Environment	Family Resource Center and student programs to support and reduce barriers for learning.	Parent survey to determine support needed. Acquisition and deployment of needed supports.	FRC Coordinator	\$73,000 Grant

4: English Learner Progress

Goal 4: Increase the English Learner indicator from 53.3 to 55%_ by 2027.					
Objective	Strategy	Activities	Measure of Success	Progress Monitoring	Funding
Objective 1: Increase the English Learner indicator from 53.3 to 55% by 2027.	KCWP 5: Design, Align, and Administer Support	Provide quality professional learning/coaching for all teachers centered around developing English language proficiency through curriculum, instruction, & assessment, and increase training regarding Sheltered Instruction Observation Protocol (SIOP) strategies for all teachers working with EL students.	Desired Teacher Outcome: Improved teacher efficacy Desired Student Outcome: Increased English proficiency	Admin Team, Teachers, Instructional Coach	\$500
	KCWP 2 Design & Deliver Instruction	SIOP implementation schoolwide to support for delivery in language instruction and vocabulary.	Completion of PD Learning and support language in lesson plans.	Admin Team, Teachers, Instructional Coach	\$200 Title 1

5: Quality of School Climate and Safety

Goal 5: Increase the Quality of School Climate and Safety indicator from 74.7 to 80% by 2027.					
Objective	Strategy	Activities	Measure of Success	Progress Monitoring	Funding
Objective 1: Increase the Quality of School Climate and Safety indicator from 74.7 to by 80% 2027.	KCWP 6 Establish Learning Culture and Environment	Leader In Me: (LIM)- Implementation a school wide system of Leadership and cognitive skills for student support.	Creating a school wide system and Professional Development. Professional Development in LIM, Lighthouse Coaching Days, Committee Action Team Meetings, Lighthouse Team Meetings, notes	All staff Lighthouse Team	\$25,000 Title 1
		MTSS Data Day- Creating opportunities for teachers to discuss the whole child and break apart Red Standards to plan instruction based on student needs.	30-60-90 day plan developed and monitored through our monthly cadence of accountability. Identification of student needs and development of priority Red Standards. Developing Plans for Intervention Plans, Tier 3, Tier 2, and Tier 1 students.	All staff	\$8,000 Subs Title

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.

1. Student Behavior Management
 2. Writing
 3. 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.

1. 4 Implementation Teams (SEB, KAGAN, CKLA, and Arts Integration
 2. Student Centered Coaching
 3. PLC structure
 4. MTSS Data Chats

Indicator Scores

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

Indicator	Status	Change
State Assessment Results in reading and mathematics	69.1	-1.7
State Assessment Results in science, social studies and writing	54.1	-0.2
English Learner Progress	54.2	16.8
Quality of School Climate and Safety	71.6	-3.3
Postsecondary Readiness (high schools and districts only)		
Graduation Rate (high schools and districts only)		

Explanations/Directions

Goal: Schools should determine long-term goals that are three- to five-year targets for each required school level indicator. Elementary/middle schools must address state assessment results in reading and mathematics, state assessment results in science, social studies and writing, achievement gap, English learner progress, and quality of school climate and safety. High schools must address 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, and graduation rate. Long-term goals should be informed by The Needs Assessment for Schools.					
Objective	Strategy	Activities	Measure of Success	Progress Monitoring	Funding
Schools should determine short-term objectives to be attained by the end of the current academic year. Objectives should address state assessment results and/or aligned formative assessments. There can be multiple objectives for each goal.	Describe your approach to systematically address a process, practice, or condition that was identified as a priority during the Needs Assessment for Schools. There can be multiple strategies for each objective. The strategy can be based upon Kentucky’s six (6) Key Core Work Processes or another established improvement approach (i.e. <i>Six Sigma, Shipley, Baldridge, etc.</i>).	Describe the actionable steps the school will take to deploy the chosen strategy. There can be multiple activities for each strategy.	List the criteria that will gauge the impact of your work. The measures may be quantitative or qualitative but are observable in some way. Consider measures of input as well as outcomes for both staff and students.	Describe the process used to assess the implementation of the plan, the rate of improvement, and the effectiveness of the plan. Your description should include the artifacts to be reviewed, specific timelines, and responsible individuals.	List the specific federal, state, or local funding source(s) used to support each improvement initiative. If your school is a recipient of Title I, Part A funds, your CSIP serves as your annual plan and must indicate how Title I funds are utilized to carry out the planned activities.

1: State Assessment Results in Reading and Mathematics

Goal 1: Increase READING proficiency from 55% PD to 67.1% PD by May 2027. Increase MATH proficiency from 50% PD to 61.2% by May 2027.					
Objective	Strategy	Activities	Measure of Success	Progress Monitoring	Funding
Objective 1: Objective 1: Increase READING proficiency from 55% PD to 63% PD by May 2025.	KCWP 2 Design & Deliver Instruction	Literacy and math support through use of instructional coach and district instructional leads to improve core instruction	Student-centered coaching cycle; collaborative plans with teachers. Intended Results- Curriculum alignment/ pacing; modeling best practices for teachers thereby raising rigor and engagement	Weekly PLC common planning with district pacing guide led by priority standards. Accountability by Admin team and PLC	Title 1, SBDM
		Deliver common HQIR assessments	Teachers bring their common assessments and resulting data to weekly PLC's. Intended Results- ensure all students have access to the same curriculum; inform team members' individual and collective teaching practice through data analysis	Common Assessments reviewed by IC and Admin Team.	NA
	KCWP 4 Review, Analyze, and Apply Data	Collaborative planning in PLC's through use of aligned PLC Agenda addressing 6 key guiding instructional questions.	PLC notes are kept for each weekly PLC in the faculty team drive for review. Intended Results- forming instructional plans for students based on data.	Unified Google Drive where all notes are kept. Data chats every 6 weeks involving entire MTSS team.	NA
		Analyze common assessment data and apply to MTSS groups	PLC notes are kept in the Faculty Google Drive for all PLC meetings. These are kept with the intent of forming MTSS groups based on student data and need.	Common HQIR Assessments, MVPA , and STAR data monitored by IC and Admin team. MTSS Team meet every 6 weeks for Data Chat (ATM)	NA
		Apply admin walkthrough feedback to improve instruction	On-going use of walk-through data with the intent to show improvement in areas of growth from week to week.	Monthly walk through for each staff member. Admin team will give individual feedback and whole school training based upon trends.	NA
		District Literacy walks	Literacy walks with school administration and LSS literacy team to look for trends in literacy practices.	Walk through forms aligned district wide. Trends analyzed by literacy team. Follow up data shared with staff and monthly focus of future instructional walks.	NA
		Develop Implementation team that meets monthly for CKLA	Monthly meetings followed up with strategies and practices shared with PLC.	Monthly faculty meetings for strategies and updates. PLC Agendas aligned with	SBDM, Title 1

Goal 1: Increase READING proficiency from 55% PD to 67.1% PD by May 2027. Increase MATH proficiency from 50% PD to 61.2% by May 2027.					
Objective	Strategy	Activities	Measure of Success	Progress Monitoring	Funding
		launch/Literacy Team, SEB Program, KAGAN, and Arts Integration.	Modeling and coaching from the implementation teams. Literacy Team district meetings followed by Unit Internalization.	strategies. Weekly updates and plans sent in daily Buzz newsletter.	
Objective 2: Objective 2: Increase MATH proficiency from 50% PD to 56.3% by May 2025.	KCWP 2 Design & Deliver Instruction	Literacy and math support through use of instructional coach and district instructional leads to improve core instruction	Student-centered coaching cycle; collaborative plans with teachers. Intended Results- Curriculum alignment/ pacing; modeling best practices for teachers thereby raising rigor and engagement	Weekly PLC common planning with district pacing guide led by priority standards. Accountability by Admin team and PLC	Title 1, SBDM
		Design and deliver common assessments	Teachers bring their common assessments and resulting data to weekly PLC's. Intended Results- ensure all students have access to the same curriculum; inform team members' individual and collective teaching practice through data analysis	Common HQIR Assessments reviewed by IC and Admin Team.	NA
	KCWP 4 Review, Analyze, and Apply Data	Collaborative planning in PLC's through use of aligned PLC Agenda addressing 6 key guiding instructional questions.	PLC notes are kept for each weekly PLC in the faculty team drive for review. Intended Results- forming instructional plans for students based on data.	Unified Google Drive where all notes are kept. Data chats every 6 weeks involving entire MTSS team.	NA
		Analyze common assessment data and apply to MTSS groups	PLC notes are kept in the Faculty Google Drive for all PLC meetings. These are kept with the intent of forming MTSS groups based on student data and need.	Common HQIR Assessments, MVPA , and STAR data monitored by IC and Admin team. MTSS Team meet every 6 weeks for Data Chat (ATM)	NA
		Apply admin walkthrough feedback to improve instruction	On-going use of walk-through data with the intent to show improvement in areas of growth from week to week.	Monthly walk through for each staff member. Admin team will give individual feedback and whole school training based upon trends.	NA
		Math coaching and learning walks.	Quarterly meetings set with district Math lead with administration and IC. Walk throughs and coaching performed with the district Math lead.	Use of the KMIT walk-through form. Coaching based upon trends.	NA

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

Goal 2: Increase the Proficiency of Science 24% PD to 52.9%, Social Studies 30% PD to 46.8%, and Combined Writing from 32% PD to 46.8% by May 2027.					
Objective	Strategy	Activities	Measure of Success	Progress Monitoring	Funding
Objective: Increase the Proficiency of Science 24% PD to 47.1%, Social Studies 40.2% PD to 36.9%, and Combined Writing from 1% PD to 40.2% by May 2025.	KCWP 2 Design & Deliver Instruction	Instructional support through use of instructional coach to improve core instruction	Notes from collaborative teacher meetings. Intended results are to increase rigor through the use of inquiry based learning.	Common Google Drive aligned to priority standards monitored by IC and Admin team	NA
		Increase use of engagement strategies such as Kagan	Provide additional training to teachers in Kagan strategies with the intended results being an increase in student engagement on weekly walkthrough forms and implementation teams.	PLC focus work with IC and Admin team	SBDM, Title 1
		Implement K – 5 PLTW collaborative curriculum.	Each core instruction homeroom will have a PLTW course that is collaborative with PLTW instructor in collaboration with core instruction.	Monthly walk throughs, end of unit comprehensive projects	SBDM, Title 1
		Collaborative CER workshops with district instructional coach.	Training of effective writing using CER.	Quarterly check in with district instructional coach. PLC follow up and alignment of CER scoring monitored by IC and Admin Team.	NA
		Writing workshop with use of HQIR with district literacy lead	Training and calibration with district literacy lead.	PLC data dive and calibration.	SBDM, Title1
	KCWP 5 Design, Align, and Deliver Support	Stakeholders evaluate current curriculum and instructional practices in these areas to ensure they meet current students’ needs (especially in gap groups)	Collecting stakeholder input towards revising the vision/mission with the intent that it will drive the work in evaluating curriculum and instructional practices moving forward.	Staff and Family Surveys for Family Engagement, needs, and support. FRYSC and Admin team survey and build support.	Title 1

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 reading proficiency for Gap Groups EL - 33% to 37% IEP- 11% to 30.4% by May 2025. Objective 2: Increase the math proficiency for Gap Group EL - 30% to 47.1% IEP - 5% to 26.9% by May 2025.	KCWP 4 Review, Analyze, and Apply Data	Regular SIOP training by our SIOP team lead, district lead, and EL teachers.	Provide teachers specific strategies and tools to assist EL students in targeted areas based upon student data.	Student progress on common assessments, MVPA, STAR, and HQIR assessments. SIOP lead, EL Team and Admin team	SBDM, Title 3
	KCWP 2 Design & Deliver Instruction	Increase co-teaching instruction to help target the EL and IEP gap group	Provide PD for teachers through district resources and/or NKCES. Intended results- increase support for students in the regular classroom setting through collaboration.	Admin team; Special ed coordinator	IDEA, Title 3, SBDM
		Provide additional LLI training and support to special education teachers and MTSS to support gap group.	Monthly PLC's providing ongoing training and support for LLI instruction. Intended results- ensure fidelity of instruction and increase student academic outcomes	Admin team; Special ed coordinator	IDEA, SBDM
		Provide SIOP training for teachers to support EL students in the classroom	Provide PD for teachers through district resources and/or NKCES to get at least one teacher in each grade level trained in SIOP strategies. Intended results- increase engagement and learning for EL students	SIOP Team Lead and Admin team	Title 3, SBDM

4: English Learner Progress

Goal 4: Increase the English Learner indicator from 54.2 to 60 by 2027.					
Objective	Strategy	Activities	Measure of Success	Progress Monitoring	Funding
Objective 1: Increase the English Learner indicator from 66.6 to 70 by 2025.	KCWP 5: Design, Align, and Administer Support	Provide quality professional learning for all teachers centered around developing English language proficiency through curriculum, instruction, & assessment, and increase training regarding Sheltered Instruction Observation Protocol (SIOP) strategies for all teachers working with EL students.	Desired Teacher Outcome: Improved teacher efficacy Desired Student Outcome: Increased English proficiency	Access	Title 3

5: Quality of School Climate and Safety

Goal 5: Increase the Quality of School Climate and Safety indicator from 71.6 to 80 by 2027.					
Objective	Strategy	Activities	Measure of Success	Progress Monitoring	Funding
Objective 1: Increase the Quality of School Climate and Safety indicator from 71.6% to 75% by 2025.	KCWP 5: Design, Align, and Administer Support	Provide training and professional learning regarding emotional and mental wellness supports: KAGAN, Zones, Character Strong, etc.	Monthly PLC focus on SEB, Behavior, Attendance, and Academic Connections. Implementation teams.	Panorama data to be monitored by teachers, counselors, MTSS and admin team.	Title 1, SBDM
		Align and integrate school mental health, PBIS, and MTSS ensuring an interconnected Multi-Tiered Systems of Support framework.	Monthly PBIS meetings and MTSS team meetings and SEB Data Chats.	Panorama and academic data alignment.	Title 1, SBDM
		Provide targeted SEB guidance lessons once a month by counselors and daily SEB morning meetings by teachers. Use of Zones of Regulation, Social Thinker/ing, Panorama Playbook, Kagan, Pathway to success, Restorative practices, PBIS world, and Character Strong.	Decrease in counselor referrals on guidance on targeted skills. ie(emotional regulation, problem solving, conflict resolution)	Counselor, admin, and MTSS monitored	Title 1, SBDM
		Tiered support for MTSS small group SEB instruction focusing on specific skills based upon SEB screeners/teacher recommendation/counselor referral data.	Increase in pre and post data collected on targeted skills.	Panorama Groups monitored by counselors	Title 1, SBDM
		Name and claim mentoring program so that 100% of students have positive adult mentor.	All students claimed and report a positive adult.	Data monitored by Admin Team and Counselors.	Title 1, SBMD

6: Postsecondary Readiness (High School Only)

Goal 6 (State your postsecondary goal.):					
Objective	Strategy	Activities	Measure of Success	Progress Monitoring	Funding
Objective 1					
Objective 2					

7: Graduation Rate (High School Only)

Goal 7 (State your graduation goal.):					
Objective	Strategy	Activities	Measure of Success	Progress Monitoring	Funding
Objective 1					
Objective 2					

8: Other (Optional)

Goal 8 (State your separate goal.): To obtain a 4 STAR rating.					
Objective	Strategy	Activities	Measure of Success	Progress Monitoring	Funding
Objective 1: TO obtain a 4 STAR rating on the KY STARS rating scale.	KCWP 6: Establish Learning Environment and Culture	All certified PreK staff Pyramid trained.	All teachers registered and Certificates of completion.	Certificates of completion	SBDM, Title 1, IDEA
		Classroom walks, PBIS implementation, Dojo, PLC, home visits, and PreK team meetings.	Teachers will collaborate as a team to have supports in place for students in all activity areas.	Admin walk throughs, TPOT, Classroom Essentials Checklists, Environmental Checklist.	SBDM, Title 1, IDEA
	KCWP 2: Design and Deliver Instruction	Instruction following a district wide HQIR.	Family Gatherings, PLC’s, Team Meetings.	Admin walk throughs, TPOT, Classroom Essentials Checklists, Environmental Checklist.	SBDM, Title 1, IDEA
		Develop a plan of action based upon walk though and TPOT data.	Walk Through and TPOT data.	Admin walk throughs, TPOT, Classroom Essentials Checklists, Environmental Checklist.	SBDM, Title 1, IDEA
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:
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:
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:
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:
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.	<input checked="" type="checkbox"/>
		<input type="checkbox"/>
		<input type="checkbox"/>
		<input type="checkbox"/>
		<input type="checkbox"/>

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:
<div><div>Consider:</div><div>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</div></div> <div><div>Response:</div><div></div></div>
Identification of Critical Resources Inequities:
<div><div>Consider:</div><div>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.</div></div> <div><div>Response:</div><div></div></div>

CSI 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 Continuous Improvement Platform (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.	<input checked="" type="checkbox"/>
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Thornwilde Elementary School 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.

- We need to continue to increase Reading, Science, Social Studies, and On-demand. Math will be a focus as it saw a 1.6 decrease 84.1 to 82.5.
- We saw a significant decrease in students with IEP's in both reading and math. Reading and Math combined went from 55.5 to 41.8.

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.

- Continuing implementation of Structured Literacy block using the HQIR (CKLA).
- PLC and committee work around the MTSS process for Math, specifically looking at tier 1 and 2.
- Continue to use PLC's to review, analyze, and apply data results, reflect on the impact of MTSS.

Indicator Scores

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

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

Explanations/Directions

Goal: Schools should determine long-term goals that are three- to five-year targets for each required school level indicator. Elementary/middle schools must address state assessment results in reading and mathematics, state assessment results in science, social studies and writing, achievement gap, English learner progress, and quality of school climate and safety. High schools must address 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, and graduation rate. Long-term goals should be informed by The Needs Assessment for Schools.					
Objective	Strategy	Activities	Measure of Success	Progress Monitoring	Funding
Schools should determine short-term objectives to be attained by the end of the current academic year. Objectives should address state assessment results and/or aligned formative assessments. There can be multiple objectives for each goal.	Describe your approach to systematically address a process, practice, or condition that was identified as a priority during the Needs Assessment for Schools. There can be multiple strategies for each objective. The strategy can be based upon Kentucky's six (6) Key Core Work Processes or another established improvement approach (i.e. <i>Six Sigma, Shipley, Baldridge, etc.</i>).	Describe the actionable steps the school will take to deploy the chosen strategy. There can be multiple activities for each strategy.	List the criteria that will gauge the impact of your work. The measures may be quantitative or qualitative but are observable in some way. Consider measures of input as well as outcomes for both staff and students.	Describe the process used to assess the implementation of the plan, the rate of improvement, and the effectiveness of the plan. Your description should include the artifacts to be reviewed, specific timelines, and responsible individuals.	List the specific federal, state, or local funding source(s) used to support each improvement initiative. If your school is a recipient of Title I, Part A funds, your CSIP serves as your annual plan and must indicate how Title I funds are utilized to carry out the planned activities.

1: State Assessment Results in Reading and Mathematics

Goal 1 : Increase READING proficiency from 71% PD to 76.5% PD by May 2027. Increase MATH proficiency from 63% PD to 74.7% by May 2027.					
Objective	Strategy	Activities	Measure of Success	Progress Monitoring	Funding
Objective 1: Increase READING proficiency from 71% PD to 73.6% PD by May 2025.	KCWP 2: Design and Deliver instruction	Teachers participate in LETRS cohorts with support, and/or book study around Science of Reading research, along with district support in implementing an HQIR (CKLA).	<ul style="list-style-type: none"> Flex hours indicate professional learning around Science of Reading (LETRS, OG, UFLI, etc) CKLA support team roundtable discussions 	<ul style="list-style-type: none"> Staff meeting and PLC notes Flex hours Monitored by admin team and literacy committee 	District level title 2 SBDM
		Designing and delivering instruction based around the Science of Reading research and addressing the 5 components of reading (phonemic awareness, phonics, vocabulary, fluency, and comprehension) including implementing a new HQIR with district support including learning walks, CKLA support team, and unit internalization protocols.	<ul style="list-style-type: none"> Lesson plans and instruction aligned with science of reading research Professional development alignment with new HQIR Unit internalization PLC's 	<ul style="list-style-type: none"> Walkthroughs by admin team PLC Notes Lesson plans Flex hours Monitored by admin team and district staff 	SBDM
	KCWP 5: Design, Align, and Deliver Support Processes	Use assessment data to form groups for MTSS, (tier 2 and tier3) monitor progress and analyze in PLC's	<ul style="list-style-type: none"> Mastery Connect and Screening data to determine groups PLC process for MTSS (flowchart) 	<ul style="list-style-type: none"> PLC notes Tier 2 / 3 meetings Walkthroughs by admin team Monitored by grade level teams, MTSS, sped and admin 	If needed, SBDM.
Objective 2 : Increase MATH proficiency from 63% PD to 71.5% by May 2025.	KCWP 1: Design and Deploy standards	Math committee discussion and vertical alignment with math standards	<ul style="list-style-type: none"> Committee members sharing with teams 	<ul style="list-style-type: none"> Committee/PLC notes Lesson plans Monitored by admin and math committee 	If needed, SBDM.
	KCWP 2: Design and Deliver instruction	Using the Kentucky Mathematics Innovation Tool (KMIT) grade-level PLC's will focus on number 4 (facilitate meaningful mathematical discourse).	<ul style="list-style-type: none"> PLC notes Lesson plan STAR math data 	<ul style="list-style-type: none"> Committee/PLC notes Lesson plans Walkthroughs by admin team Monitored by admin and math committee 	If needed, SBDM.
	KCWP 5: Design, Align, and Deliver Support Processes	Use assessment data to form groups for MTSS, (tier 2 and tier3) monitor progress and analyze in PLC's (focus on elicit and use evidence of student thinking number 8 on KMIT tool)	<ul style="list-style-type: none"> Mastery Connect and Screening data to determine groups PLC process for MTSS (flowchart) 	<ul style="list-style-type: none"> PLC notes Tier 2 / 3 meetings Walkthroughs by admin team Monitored by grade level teams, MTSS, sped and admin 	If needed, SBDM.

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

Goal 2 : Increase the Proficiency of Science 52% PD to 63%, Social Studies 59% PD to 72%, and Combined Writing from 78% PD to 80% by May 2027.

Objective	Strategy	Activities	Measure of Success	Progress Monitoring	Funding
Objective 1: Increase the Proficiency of Science 52% PD to 58.4%, Social Studies 59% PD to 68.5%, and Combined Writing from 78% PD to 80% by May 2025.	KCWP 1: Design and Deploy Standards	Committees will meet and discuss vertical alignment with standards	<ul style="list-style-type: none"> Committee members sharing with teams 	<ul style="list-style-type: none"> Committee/PLC notes Lesson plans Monitored by admin and school committees 	If needed, SBDM.
	KCWP 2: Design and Deliver Instruction	Apply science and social studies content knowledge through HQIR discussions and writing	<ul style="list-style-type: none"> Lesson plan and instruction incorporating science and social studies content into writing tasks and constructed response 	<ul style="list-style-type: none"> Committee/PLC notes Lesson plans Walkthroughs by admin team Monitored by admin and school committees 	If needed, SBDM.
		Teachers attend district wide support with social studies which includes classroom observations across the district	<ul style="list-style-type: none"> Lesson plan and instruction incorporating science and social studies content into reading and writing 	<ul style="list-style-type: none"> Committee/PLC notes Lesson plans Walkthroughs by admin team Monitored by admin and school committees 	If needed, SBDM.
		Literacy Committee designs grade-level constructed response questions using the HQIR discussion prompts	<ul style="list-style-type: none"> Committee members collaborate to construct grade-level CRQ's using the HQIR questions 	<ul style="list-style-type: none"> Committee/PLC notes Lesson plans Monitored by admin and school committees 	If needed, SBDM.

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 reading proficiency for students w/ disability Gap Group 23% to 30% by May 2025.	KCWP 2: Design and Deliver instruction	Teachers participate in LETRS cohorts with support, and/or book study around Science of Reading research and district support in implementing HQIR in tier 1 (collaboration between general ed teacher and sped teacher)	<ul style="list-style-type: none"> Flex hours indicate professional learning around Science of Reading (LETRS, OG, UFLI, etc) Unit internalization protocols progress monitoring data 	<ul style="list-style-type: none"> Flex hours Unit internalization notes Monitored by admin team 	District level title 2 SBDM
	KCWP 5: Design, Align, and Deliver Support Processes	During Special Ed PLC, teachers will design and align instructional routines around evidence based resources, using case studies of individual students and their goals	<ul style="list-style-type: none"> Screening and diagnostic data Progress monitoring data 	<ul style="list-style-type: none"> PLC notes Walkthroughs by admin team Monitored by grade level teams, MTSS, sped and admin 	IDEA If needed, SBDM.
Objective 2: Increase the math proficiency for students w/ disability Gap Group 19% to 25% by May 2025.	KCWP 5: Design, Align, and Deliver Support Processes	Use assessment data to form groups for MTSS, (tier 2 and tier3) monitor progress and analyze in PLC's (focus on elicit and use evidence of student thinking number 8 on KMIT tool)	<ul style="list-style-type: none"> Mastery Connect and Screening data to determine groups PLC process for MTSS (flowchart) 	<ul style="list-style-type: none"> PLC notes Tier 2 / 3 meetings Walkthroughs by admin team Monitored by grade level teams, MTSS, sped and admin 	If needed, SBDM.
	KCWP 5: Design, Align, and Deliver Support Processes	During Special Ed PLC, teachers will design and align instructional routines around evidence based resources, using case studies of individual students and their goals	<ul style="list-style-type: none"> Screening and diagnostic data Progress monitoring data 	<ul style="list-style-type: none"> PLC notes Walkthroughs by admin team Monitored by grade level teams, MTSS, sped and admin 	IDEA If needed, SBDM.

4: English Learner Progress

Goal 4 : Increase the English Learner ACCESS Composite Scores (student growth from previous years composite scores)					
Objective	Strategy	Activities	Measure of Success	Progress Monitoring	Funding
Objective 1: Increase the English Learner ACCESS Composite Scores (student growth from previous years composite scores)	KCWP 5: Design, Align, and Administer Support	Provide quality professional learning for all teachers centered around developing English language proficiency through curriculum, instruction, & assessment, and increase training regarding Sheltered Instruction Observation Protocol (SIOP) strategies for all teachers working with EL students.	Desired Teacher Outcome: Improved teacher efficacy Desired Student Outcome: Increased English proficiency	District EL dept, EL teachers, and school admin	District

5: Quality of School Climate and Safety

Goal 5: Increase the Quality of School Climate and Safety indicator from 82.4 to 90 by 2027.					
Objective	Strategy	Activities	Measure of Success	Progress Monitoring	Funding
Objective 1: Increase the Quality of School Climate and Safety indicator from 82.4 to 85 by 2025.	KCWP 5: Design, Align, and Administer Support	Provide training and professional learning regarding emotional and mental wellness supports	Panorama data	All teachers, SEL/PBIS committees, and Admin	District, SBDM
		Align and integrate school mental health, PBIS, and MTSS ensuring an interconnected Multi-Tiered Systems of Support framework.	Panorama data	All teachers, SEL/PBIS committees, and Admin	District, SBDM

6: Postsecondary Readiness (High School Only)

Goal 6 (State your postsecondary goal.):					
Objective	Strategy	Activities	Measure of Success	Progress Monitoring	Funding
Objective 1					
Objective 2					

7: Graduation Rate (High School Only)

Goal 7 (State your graduation goal.):					
Objective	Strategy	Activities	Measure of Success	Progress Monitoring	Funding
Objective 1					
Objective 2					

8: Other (Optional)

Goal 8 (State your separate goal.): TES Preschool - Our goal is to attain a _____3_____ STAR rating on the STARS rating scale from the state.					
Objective	Strategy	Activities	Measure of Success	Progress Monitoring	Funding
Objective 1 TES Preschool - Our goal is to attain a _____3_____ STAR rating on the STARS rating scale from the state.	KCWP 4: Review, Analyze, Apply Data Results	Review Classroom essential walkthroughs	Documentation of walkthroughs	Preschool teacher and Admin team	If needed, SBDM.
		Action team review the TPOT rubric and find areas of improvement	Documentation of areas of improvement	Preschool teacher and Admin team	If needed, SBDM.
	KCWP 4: Review, Analyze, Apply Data Results	Develop a plan based on the TPOT review data	Documentation of plan from data review	Preschool teacher and Admin team	If needed, SBDM.

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:
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:
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:
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:
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.	<input checked="" type="checkbox"/>
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		<input type="checkbox"/>

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:
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:

CSI 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 Continuous Improvement Platform (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.	<input checked="" type="checkbox"/>
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Yealey Elementary Comprehensive School Improvement Plan (CSIP) 2024 - 2025

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.

ELA Math Special Education

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.

Assessment PLC's Special Education
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Indicator Scores

Indicator	Status	Change
State Assessment Results in reading and mathematics	66.3	+5.2
State Assessment Results in science, social studies and writing	53.8	+5.1
English Learner Progress	58.5	-9.3
Quality of School Climate and Safety	74.9	-0.5
Postsecondary Readiness (high schools and districts only)		
Graduation Rate (high schools and districts only)		

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

Explanations/Directions

Goal: Schools should determine long-term goals that are three- to five-year targets for each required school level indicator. Elementary/middle schools must address state assessment results in reading and mathematics, state assessment results in science, social studies and writing, achievement gap, English learner progress, and quality of school climate and safety. High schools must address 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, and graduation rate. Long-term goals should be informed by The Needs Assessment for Schools.

Objective	Strategy	Activities	Measure of Success	Progress Monitoring	Funding
Schools should determine short-term objectives to be attained by the end of the current academic year. Objectives should address state assessment results and/or aligned formative assessments. There can be multiple objectives for each goal.	Describe your approach to systematically address a process, practice, or condition that was identified as a priority during the Needs Assessment for Schools. There can be multiple strategies for each objective. The strategy can be based upon Kentucky's six (6) Key Core Work Processes or another established improvement approach (i.e. <i>Six Sigma, Shipley, Baldridge, etc.</i>).	Describe the actionable steps the school will take to deploy the chosen strategy. There can be multiple activities for each strategy.	List the criteria that will gauge the impact of your work. The measures may be quantitative or qualitative but are observable in some way. Consider measures of input as well as outcomes for both staff and students.	Describe the process used to assess the implementation of the plan, the rate of improvement, and the effectiveness of the plan. Your description should include the artifacts to be reviewed, specific timelines, and responsible individuals.	List the specific federal, state, or local funding source(s) used to support each improvement initiative. If your school is a recipient of Title I, Part A funds, your CSIP serves as your annual plan and must indicate how Title I funds are utilized to carry out the planned activities.

1: State Assessment Results in Reading and Mathematics

Goal 1 (State your reading and math goal.): Increase status color to yellow. Increase READING proficiency from 51% PD to 64.7% PD by May 2027. Increase MATH proficiency from 43% PD to 58.7% PD by May 2027.					
Objective	Strategy	Activities	Measure of Success	Progress Monitoring	Funding
Objective 1: Increase READING proficiency from 51% PD to 60.3% PD by May 2024. 					

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

Goal 2 (State your science, social studies, and writing goal.): Increase the Proficiency of Science 25% PD to __50__%, Social Studies 29% PD to _50___%, and Combined Writing from 34% PD to __50__% by May 2027.					
Objective	Strategy	Activities	Measure of Success	Progress Monitoring	Funding
Objective 1 Increase Science and Social Studies by 10 percentage points by May 2024.	KCWP 2 Design and Deliver Instruction	Implement a science program, blended learning classrooms, and the hands on social studies learning lab (library) to provide students with learning experiences for deeper learning.	An increase in steam lab collaboration, robotics/coding lab, collaboration, blended learning usage, and library usage.	Steam teacher, blended learning teachers, and librarian will report on usage and progress yearly.	Title 1
Objective 2 Increase combined writing from 14% PD to 40% PD by May 2024.		Through the use of common writing formative assessments and the use of a schoolwide rubric teachers will support student growth and help students meet their individual writing goals through the use of research based instructional strategies.	Formative assessment data created and analyzed during PLCs.	Admin team along with team leaders.	Title 1

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 reading proficiency for disability from 17% PD to 26.6% PD by May 2024	KCWP 5 Design, Align, and Administer Support.	Increase the use of appropriate academic and behavioral interventions that are designed and put in place to meet the needs of all students.	Weekly PLC discussions will be focused on instructional strategies and monthly PLC progress monitoring will show an increase in scores.	STAR Instructional coach agenda/meeting notes.	
Objective 2 Increase the math proficiency for disability from 14% PD to 22.3% PD.		Co-teaching and collaboration with a focus on grade level standards, high yield strategies, and individual student needs to increase student achievement.	Co-teaching training revisited and observed in action with coaching from principal and instructional coach.	Walk thru Observations of co-planning PLC's	Title 1
		Continue school culture supports, both academic and behavioral, to promote and support learning for all through the use of ESS day-waiver, The Leader In Me program, school counselors, PBIS, and the Wellness Policy.	MAR results increase from 79 to 85 in both prosocial behaviors and positive wellbeing.	Spring MRA	Title 1
		Develop a structure and system of interventions and support for students who are not mastering standards during our core extension blocks.	Progress monitoring data shows student growth and exiting of the programs.	STAR progress monitoring tool (or current district supported progress monitoring tool)	Title 1

4: English Learner Progress

Goal 4 (State your English Learner goal.): Increase the English Learner indicator from 48.7 to _70__ by 2027.					
Objective	Strategy	Activities	Measure of Success	Progress Monitoring	Funding
Objective 1 Increase the English Learner indicator from 48.7 to _60.0_ by May 2024.	KCWP: Design, Align, and Administer Support	Provide quality professional learning for all teachers centered around developing EL proficiency through curriculum, instruction, and assessment. Increase training regarding SIOP strategies for all teachers working with EL students.	Improve teacher efficacy and increase English proficiency as observed through walk thrus and benchmark data.	STAR Walk Thrus	

5: Quality of School Climate and Safety

Goal 5 (State your climate and safety goal.): Increase the Quality of School Climate and Safety indicator from 75.4 to <u> 86 </u> by 2027.					
Objective	Strategy	Activities	Measure of Success	Progress Monitoring	Funding
Objective 1: Increase the Quality of School Climate and Safety indicator from 75.4 to 81 by 2023.	KCWP 5: Design, Align, and Administer Support	Provide training and professional learning regarding emotional, bias, and mental wellness supports	MRA – Staff survey	Principal	Title 1
		Align and integrate school mental health, PBIS, LIM, and RTI ensuring an interconnected Multi-Tiered Systems of Support framework.	MRA – Staff survey	Principal	Title 1

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:

<p>Components of Turnaround Leadership Development and Support:</p> <p>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?</p> <p>Response: Principal will work with KDE consultant to review plan and progress. Principal will attend ESEA conference with a focus on school improvement and achievement gaps.</p>
<p>Identification of Critical Resources Inequities:</p> <p>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.</p> <p>Response: Last year two special education teacher positions were left unfilled all year. This year both positions are filled but additional resources are needed to get the team working towards collective efficacy.</p>
<p>Additional Actions That Address the Causes of Consistently Underperforming Subgroups of Students</p> <p>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.</p> <p>Response: Last year a six week professional development was held for the special education team around co-teaching. This year coaching and continued professional development is needed to help implement the learning that occurred and continue to grow the team.</p>
<p>Targeted Subgroups and Evidence-Based Interventions:</p> <p>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?</p> <p>Response: Learning targets being used and not just posted in the regular classrooms for more explicit instruction has been identified as a need through administrator walk-thrus. Co-teaching with a focus on grade level standards and instructional strategies that will enable student success on these standards has been identified as a need through the co-teaching training and walk-thrus.</p> <p>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.</p>

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
Refocus all homeroom teachers on using learning targets and success criteria.		<input checked="" type="checkbox"/>
Weekly PLC’s with the special education team.	https://docs.google.com/document/d/1i5bn5chN00l-N5iT6w8cPAyF3WVha27z/edit?usp=sharing&oid=114977497312232089755&rtpof=true&sd=true	<input type="checkbox"/>
Co-teaching PD and coaching support for implementation of learning for the special education team.	https://docs.google.com/document/d/1yi7TDB6clBA8QLg9tAZE1G2bzuh-h6fYPSHBq2ruUzc/edit?usp=sharing	<input type="checkbox"/>
Ask deep explanatory questions. Use instructional prompts that encourage students to pose and answer “deep-level” questions on course material. These questions enable students to respond with explanations and supports deep understanding of taught material.	https://ies.ed.gov/ncee/WWC/Docs/PracticeGuide/20072004.pdf#page=40	<input type="checkbox"/>
		<input type="checkbox"/>