

Comprehensive School Improvement Plan (CSIP)

Rationale

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

Operational Definitions

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

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

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

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

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

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

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

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

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

Requirements for Building an Improvement Plan

- There are six (6) required district goals: proficiency, separate academic indicator, achievement gap, graduation rate, growth, and transition readiness.

- The required school goals include the following:
 - For elementary/middle school, these include: proficiency, separate academic indicator, achievement gap, and, growth.
 - For high school, these include: proficiency, separate academic indicator, achievement gap, graduation rate, and transition readiness.

Explanations/Directions

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

Objective	Strategy	Activities	Measure of Success	Progress Monitoring	Funding
Include short-term targets to be attained by the end of the current academic year. There can be multiple objectives for each goal.	An approach to systematically address the process, practice, or condition that the school will focus its efforts upon in order to reach its goals or objectives. There can be multiple strategies for each objective. The strategy can be based	Include actionable steps used to deploy the chosen strategy. There can be multiple activities for each strategy.	List the criteria that shows the impact of the work. The measures may be quantitative or qualitative, but are observable in some way.	Discuss the process used to assess the implementation of the plan, the rate of improvement, and the effectiveness of the plan. Should include timelines and responsible individuals. Progress monitoring ensures that plans are being revisited and an opportunity to determine whether the plan is working.	List the funding source(s) used to support (or needed to support) the improvement initiative.

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

Objective	Strategy	Activities	Measure of Success	Progress Monitoring	Funding
	upon Kentucky's six (6) Key Core Work Processes listed above or another established improvement approach (i.e. <i>Six Sigma, Shipley, Baldridge, etc.</i>).				

1: Proficiency Goal

Goal 1 (State your proficiency goal.): Lebanon Elementary School (LES) will set a goal to grow students in the areas of Math and Reading. Using long term goals, LES strive to reach a 65% proficiency rating in both content areas by 2024.

Objective	Strategy	Activities	Measure of Success	Progress Monitoring	Funding
Objective 1 Lebanon Elementary School's goal for the	KCWP 2: Design and Deliver Instruction	Professional Learning Communities (PLC): will utilize a process to	Meetings and Minutes, Summative/Formative Assessments, MAP,	Monthly Reports - ongoing Team Data – ongoing Assessment - ongoing	District Title Funding SBDM

Goal 1 (State your proficiency goal.): Lebanon Elementary School (LES) will set a goal to grow students in the areas of Math and Reading. Using long term goals, LES strive to reach a 65% proficiency rating in both content areas by 2024.

Objective	Strategy	Activities	Measure of Success	Progress Monitoring	Funding
	to state/essential standards, components that support the instruction and assessment, paced with accuracy)?	teachers in this type of training, as expenses allow. LES will also initiate a peer observation system for teachers to see each other classrooms, as well as share ideas and resources.			
		LES will look to implement a new Math curriculum to assure standards mastery and standard alignment with Eureka Math Curriculum.	District PD Plans, Observation/Walkthrough Documents, Meetings and Minutes	Spring/Summer 2021	Title I, SBDM, ESS
	KCWP 4: Review, Analyze and Apply Data What systems are in place to ensure that student data is collected, analyzed, and being used to drive classroom instruction?	Data Analysis: Assorted assessments and data will be gathered and used to plan instruction. New instructional strategies and programs will be utilized, specifically the use of individualized learning tools for Math (Zearn)	Meetings and Minutes, Summative/Formative Assessments, MAP, KPrep, Quarterly Data, RTI Data, Quick Checks, Common Assessments	Monthly Reports - ongoing Team Data – ongoing Assessment - ongoing MAP Dates – 12/2020, 3/2021	Title I, SBDM, ESS
		Student Goals and Data: Using different ways of goal setting and tracking (Leader In Me, PBIS, Classroom goals) students will be encouraged to be the owners of their own	Meeting and Minutes, Notebooks, Conference documents, Title I documentation, MyShield app	Monthly Reports - ongoing Team Data – ongoing Assessment - ongoing MAP Dates – 12/2020, 3/2021	Title I, SBDM, ESS

Goal 1 (State your proficiency goal.): Lebanon Elementary School (LES) will set a goal to grow students in the areas of Math and Reading. Using long term goals, LES strive to reach a 65% proficiency rating in both content areas by 2024.

Objective	Strategy	Activities	Measure of Success	Progress Monitoring	Funding
		learning, behavior, and attendance data. Teachers and students will engage in goal setting, student data notebooks, MyShield applications (3-5), student led conferences, and learning roundtables.			
Objective 2 By the Spring of 2021, LES will reach a proficiency rating of 51% in Reading on KPrep Testing.	KCWP 2: Design and Deliver Instruction What is the protocol for ensuring Tier I and Tier II instructional needs are met and next steps for improvement are identified?	Professional Learning Communities (PLC): will utilize a process to analyze student data and create instructional plans for student growth. PLC's will continue to utilize a Student Watch List to monitor student progress	Meetings and Minutes, Summative/Formative Assessments, MAP, KPrep, Quarterly Data, RTI Data, Quick Checks, Common Assessments	Monthly Reports - ongoing Team Data – ongoing Assessment - ongoing MAP Dates – 12/2020, 3/2021	Title I, SBDM, ESS
		Evidence Based Intervention/Instruction: will continue to develop a school wide approach system to RTI that will include growth/achievement documentation, intervention and instructional programs, classroom strategy usage, Tier movement, and progress monitoring	Meetings and Minutes, Summative/Formative Assessments, MAP, KPrep, Quarterly Data, RTI Data, Quick Checks, Common Assessments	Monthly Reports - ongoing Team Data – ongoing Assessment - ongoing MAP Dates – 12/2020, 3/2021	Title I, SBDM, ESS

Goal 1 (State your proficiency goal.): Lebanon Elementary School (LES) will set a goal to grow students in the areas of Math and Reading. Using long term goals, LES strive to reach a 65% proficiency rating in both content areas by 2024.

Objective	Strategy	Activities	Measure of Success	Progress Monitoring	Funding
		checks. LES will continue to explore ways to use the Master Schedule to help implement the RTI system.			
	KCWP 1: Design and Deploy Standards What is the assurance the current curriculum(s) is valid (e.g., aligned to state/essential standards, components that support the instruction and assessment, paced with accuracy)?	Instructional Design: Teachers will continue to use professional learning time to research and implement online technologies and other curricular tools for personalized learning – meeting students where they are. Specifically, Lexia, Achieve 3000, Fountas and Pinnell resources, and Guided Reading for primary grades.	Meetings and Minutes, Summative/Formative Assessments, MAP, KPrep, Quarterly Data, RTI Data, Quick Checks, Common Assessments	Monthly Reports - ongoing Team Data – ongoing Assessment - ongoing MAP Dates – 12/2020, 3/2021	Title I, SBDM, ESS
	KCWP 4: Review, Analyze and Apply Data What systems are in place to ensure that student data is collected, analyzed, and being used to drive classroom instruction?	Student Goals and Data: Using different ways of goal setting and tracking (Leader In Me, PBIS, Classroom goals) students will be encouraged to be the owners of their own learning, behavior, and attendance data. Teachers and students will engage in goal	Meeting and Minutes, Notebooks, Conference documents, Title I documentation, MyShield app	Monthly Reports - ongoing Team Data – ongoing Assessment - ongoing MAP Dates – 12/2020, 3/2021	Title I, SBDM, ESS

Goal 1 (State your proficiency goal.): Lebanon Elementary School (LES) will set a goal to grow students in the areas of Math and Reading. Using long term goals, LES strive to reach a 65% proficiency rating in both content areas by 2024.

Objective	Strategy	Activities	Measure of Success	Progress Monitoring	Funding
		setting, student data notebooks, MyShield applications (3-5), student led conferences, and learning roundtables.			
		Data Analysis: Assorted assessments and data will be gathered and used to plan instruction. New instructional strategies and programs will be utilized, specifically the use of individualized learning tools.	Meetings and Minutes, Summative/Formative Assessments, MAP, KPrep, Quarterly Data, RTI Data, Quick Checks, Common Assessments	Monthly Reports - ongoing Team Data – ongoing Assessment - ongoing MAP Dates – 12/2020, 3/2021	Title I, SBDM, ESS

2: Separate Academic Indicator

Goal 2 (State your separate academic indicator goal.): Lebanon Elementary School will seek to increase student growth in the areas of Social Studies, Science, and Writing. By 2024, LES will receive a proficiency rating as follows: 50% in Social Studies, 43% in Science, and 63% in Writing (*School Report Card Assessment Performance---+5% per year.)													
Objective	Strategy	Activities	Measure of Success	Progress Monitoring	Funding								
Objective 1 By the Spring of 2020-2021, LES students will obtain a 35% proficient/distinguished Social Studies, 28% Science, and 47% in writing. (*School Report Card Assessment Performance an increase of 5%.)	KCWP 2: Design and Deliver Instruction What is the protocol for ensuring Tier I and Tier II instructional needs are met and next steps for improvement are identified?	Instructional Design: LES will continue to adapt the Master Schedule system to ensure curricular guidance for all available resources are used to teach students to content mastery.	Curriculum development and research, lesson planning, Professional Learning, classroom/common assessments	Monthly Reports - ongoing Team Data – ongoing Assessment - ongoing MAP Dates – 12/2020, 3/2021	District Title Funding SBDM PD Funding ESS								
		Professional Learning Communities (PLC): will utilize a process to analyze student data and create instructional plans for student growth. PLC’s will continue to utilize a Student Watch List to monitor student progress	Curriculum development and research, lesson planning, Professional Learning, classroom/common assessments	Monthly Reports - ongoing Team Data – ongoing Assessment - ongoing MAP Dates – 12/2020, 3/2021	District Title Funding SBDM PD Funding ESS								
	<table><tr><td></td><td>LES</td></tr><tr><td>Social Studies</td><td>35%</td></tr><tr><td>Science</td><td>27%</td></tr><tr><td>Writing</td><td>47%</td></tr></table>		LES	Social Studies	35%	Science	27%	Writing	47%				
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KCWP 1: Design and Deploy Standards What is the assurance the current curriculum(s) is valid (e.g., aligned to state/essential standards, components that support the instruction and	Curricular Design: Teachers will continue to use professional learning time to research and implement online technologies and other curricular tools for personalized learning – meeting students where they are.	Curriculum development and research, lesson planning, Professional Learning, classroom/common assessments	Monthly Reports - ongoing Team Data – ongoing Assessment - ongoing MAP Dates – 12/2020, 3/2021	District Title Funding SBDM PD Funding ESS									
	Grades 4 and 5 will be departmentalized to	Curriculum development and research, lesson	Monthly Reports - ongoing Team Data – ongoing Assessment - ongoing	District Title Funding SBDM									

Goal 2 (State your separate academic indicator goal.): Lebanon Elementary School will seek to increase student growth in the areas of Social Studies, Science, and Writing. By 2024, LES will receive a proficiency rating as follows: 50% in Social Studies, 43% in Science, and 63% in Writing (*School Report Card Assessment Performance---+5% per year.)

Objective	Strategy	Activities	Measure of Success	Progress Monitoring	Funding
	assessment, paced with accuracy)?	create a viable curriculum to meet students' needs.	planning, Professional Learning, classroom/common assessments	MAP Dates – 12/2020, 3/2021	PD Funding ESS
	KCWP 4: Review, Analyze and Apply Data What systems are in place to ensure that student data is collected, analyzed, and being used to drive classroom instruction?	Classroom, common, and benchmark assessment data will be used to determine student needs and planning instruction.	Curriculum development and research, lesson planning, Professional Learning, classroom/common assessments	Monthly Reports - ongoing Team Data – ongoing Assessment - ongoing MAP Dates – 12/2020, 3/2021	District Title Funding SBDM PD Funding ESS
Objective 2 By the Spring of 2020, LES students will receive a proficiency rating of 47% in writing	KCWP 1: Design and Deploy Standards What is the assurance the current curriculum(s) is valid (e.g., aligned to state/essential standards, components that support the instruction and assessment, paced with accuracy)?	Curricular Design: Teachers will continue to use professional learning time to research and implement online technologies and other curricular tools for personalized learning – meeting students where they are.	Curriculum development and research, lesson planning, Professional Learning, classroom/common assessments	Monthly Reports - ongoing Team Data – ongoing Assessment - ongoing MAP Dates – 12/2020, 3/2021	District Title Funding SBDM PD Funding ESS
		Curricular Design: Teachers will have professional learning time to ensure that vertical curriculum mapping is occurring to identify instructional gaps, including planning for the	Curriculum development and research, lesson planning, Professional Learning, classroom/common assessments	Monthly Reports - ongoing Team Data – ongoing Assessment - ongoing MAP Dates – 12/2020, 3/2021	District Title Funding SBDM PD Funding ESS

Goal 2 (State your separate academic indicator goal.): Lebanon Elementary School will seek to increase student growth in the areas of Social Studies, Science, and Writing. By 2024, LES will receive a proficiency rating as follows: 50% in Social Studies, 43% in Science, and 63% in Writing (*School Report Card Assessment Performance---+5% per year.)

Objective	Strategy	Activities	Measure of Success	Progress Monitoring	Funding
		introduction of the standard, development and gradual release phases, and arrival at standards mastery.			
	KCWP 2: Design and Deliver Instruction What is the protocol for ensuring Tier I and Tier II instructional needs are met and next steps for improvement are identified?	Instructional Design: LES will continue to adapt the Master Schedule system to ensure curricular guidance for all available resources are used to teach students to content mastery. Implementation of a school wide writing program that encompasses specific grade level expectations.	Curriculum development and research, lesson planning, Professional Learning, classroom/common assessments	Monthly Reports - ongoing Team Data – ongoing Assessment - ongoing MAP Dates – 12/2020, 3/2021	District Title Funding SBDM PD Funding ESS
		Instructional Design: Effective use on online/curricular resources to implement blended and personalized learning.	Curriculum development and research, lesson planning, Professional Learning, classroom/common assessments	Monthly Reports - ongoing Team Data – ongoing Assessment - ongoing MAP Dates – 12/2020, 3/2021	District Title Funding SBDM PD Funding ESS

3: Achievement Gap

Goal 3 (State your achievement gap goal.): Lebanon Elementary School will seek to increase student growth for students in that are in the GAP grouping for all content areas. By 2024, LES will receive the following proficiency rating on KPrep Testing: Reading – 48.1% to 58.1%, Math – 50.3% to 70.3%, Science – 23% to 43%, Social Studies – 29.6% to 49.6%, and Writing – 42.6% to 56.6 (KPREP data from previous year(s) in increase of 5% per year)

Objective	Strategy	Activities	Measure of Success	Progress Monitoring	Funding																																										
Objective 1 Lebanon Elementary School’s free and reduced lunch students for the 2020-2021, student proficiency goals will increase to the following: <i>(School Report Card Assessment Performance +5%) (* not enough for a score)</i> <table><tr><td></td><td>ED</td><td>Hisp</td><td>ECE</td><td>AA</td><td>Male</td><td>Female</td></tr><tr><td>R</td><td>45</td><td>36</td><td>32</td><td>37</td><td>43</td><td>63</td></tr><tr><td>M</td><td>47</td><td>46</td><td>28</td><td>41</td><td>47</td><td>63</td></tr><tr><td>SC</td><td>21</td><td>12</td><td>15</td><td>*</td><td>22</td><td>33</td></tr><tr><td>SS</td><td>28</td><td>*</td><td>*</td><td>15</td><td>31</td><td>37</td></tr><tr><td>Wr</td><td>45</td><td>*</td><td>*</td><td>35</td><td>35</td><td>57</td></tr></table>		ED	Hisp	ECE	AA	Male	Female	R	45	36	32	37	43	63	M	47	46	28	41	47	63	SC	21	12	15	*	22	33	SS	28	*	*	15	31	37	Wr	45	*	*	35	35	57	KCWP 2: Design and Deliver Instruction What is the protocol for ensuring Tier I and Tier II instructional needs are met and next steps for improvement are identified?	Student Learning Teams (PLC): will utilize a process to analyze student data and create instructional plans for student growth. PLC’s will continue to utilize a Student Watch List to monitor student progress Evidence Based Intervention/Instruction: will continue to develop a school wide approach system to RTI that will include growth/achievement documentation, intervention and instructional programs, classroom strategy usage, Tier movement, and progress monitoring checks. LES made changes to the Master Schedule to have Co-teaching classrooms with ECE teachers and	Meetings and Minutes, Summative/Formative Assessments, MAP, KPrep, Quarterly Data, RTI Data, Quick Checks, Common Assessments Meetings and Minutes, Summative/Formative Assessments, MAP, KPrep, Quarterly Data, RTI Data, Quick Checks, Common Assessments	Monthly Reports - ongoing Team Data – ongoing Assessment - ongoing MAP Dates – 12/2020, 3/2021 Monthly Reports - ongoing Team Data – ongoing Assessment - ongoing MAP Dates – 12/2020, 3/2021	District Title Funding SBDM PD Funding ESS District Title Funding SBDM PD Funding ESS
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Goal 3 (State your achievement gap goal.): Lebanon Elementary School will seek to increase student growth for students in that are in the GAP grouping for all content areas. By 2024, LES will receive the following proficiency rating on KPrep Testing: Reading – 48.1% to 58.1%, Math – 50.3% to 70.3%, Science – 23% to 43%, Social Studies – 29.6% to 49.6%, and Writing – 42.6% to 56.6% (*KPREP data from previous year(s) in increase of 5% per year*)

Objective	Strategy	Activities	Measure of Success	Progress Monitoring	Funding
		other additional supports. Charger time was put into the schedule to also target Tier II students.			
	KCWP 1: Design and Deploy Standards	Teachers will grow in their ability to teach math content by attending professional developments from the new Zearn/Eureka PD online trainings.	Meetings and Minutes, Summative/Formative Assessments, MAP, KPrep, Quarterly Data, RTI Data, Quick Checks, Common Assessments	Monthly Reports - ongoing Team Data – ongoing Assessment - ongoing MAP Dates – 12/2020, 3/2021	District Title Funding SBDM PD Funding ESS
	What is the assurance the current curriculum(s) is valid (e.g., aligned to state/essential standards, components that support the instruction and assessment, paced with accuracy)?	Instructional Design: Teachers will continue to use professional learning time to research and implement online technologies and other curricular tools for personalized learning – meeting students where they are. Specifically, Lexia, Zearn, Eureka, Achieve 3000, Digital Literacy resources, and Guided Reading for primary grades.	Meetings and Minutes, Summative/Formative Assessments, MAP, KPrep, Quarterly Data, RTI Data, Quick Checks, Common Assessments	Monthly Reports - ongoing Team Data – ongoing Assessment - ongoing MAP Dates – 12/2020, 3/2021	District Title Funding SBDM PD Funding ESS
		LES will look to implement a new Math	Meetings and Minutes,	Monthly Reports - ongoing	District

Goal 3 (State your achievement gap goal.): Lebanon Elementary School will seek to increase student growth for students in that are in the GAP grouping for all content areas. By 2024, LES will receive the following proficiency rating on KPrep Testing: Reading – 48.1% to 58.1%, Math – 50.3% to 70.3%, Science – 23% to 43%, Social Studies – 29.6% to 49.6%, and Writing – 42.6% to 56.6% (*KPREP data from previous year(s) in increase of 5% per year*)

Objective	Strategy	Activities	Measure of Success	Progress Monitoring	Funding
		curriculum to assure standards mastery and standard alignment with Eureka Math Curriculum.	Summative/Formative Assessments, MAP, KPrep, Quarterly Data, RTI Data, Quick Checks, Common Assessments	Team Data – ongoing Assessment - ongoing MAP Dates – 12/2020, 3/2021	Title Funding SBDM PD Funding ESS
	KCWP 4: Review, Analyze and Apply Data What systems are in place to ensure that student data is collected, analyzed, and being used to drive classroom instruction?	Student Goals and Data: Using different ways of goal setting and tracking (Leader In Me, PBIS, Classroom goals) students will be encouraged to be the owners of their own learning, behavior, and attendance data. Teachers and students will engage in goal setting, student data notebooks, MyShield applications (3-5), student led conferences, and learning roundtables. (*COVID 19 concerns on implementation.)	Meetings and Minutes, Summative/Formative Assessments, MAP, KPrep, Quarterly Data, RTI Data, Quick Checks, Common Assessments	Monthly Reports - ongoing Team Data – ongoing Assessment - ongoing MAP Dates – 12/2020, 3/2021	District Title Funding SBDM PD Funding ESS
		Data Analysis: Assorted assessments and data will be gathered and used to plan instruction.	Meetings and Minutes, Summative/Formative Assessments, MAP,	Monthly Reports - ongoing Team Data – ongoing	District Title Funding SBDM

Goal 3 (State your achievement gap goal.): Lebanon Elementary School will seek to increase student growth for students in that are in the GAP grouping for all content areas. By 2024, LES will receive the following proficiency rating on KPrep Testing: Reading – 48.1% to 58.1%, Math – 50.3% to 70.3%, Science – 23% to 43%, Social Studies – 29.6% to 49.6%, and Writing – 42.6% to 562.6 (*KPREP data from previous year(s) in increase of 5% per year*)

Objective	Strategy	Activities	Measure of Success	Progress Monitoring	Funding
		New instructional strategies and programs will be utilized, specifically the use of individualized learning tools.	KPrep, Quarterly Data, RTI Data, Quick Checks, Common Assessments	Assessment - ongoing MAP Dates – 12/2020, 3/2021	PD Funding ESS
Objective 2					

4: Growth

Goal 4 (State your growth goal.): Lebanon Elementary School (LES) will set a goal to show growth (in some capacity) in all students in content areas. By 2024, 70% of LES students will reach the student growth norm for their grade level using MAP data.																															
Objective		Strategy		Activities	Measure of Success	Progress Monitoring	Funding																								
<p>Objective 1</p> <p>By Spring 2020-2021, 55% of students will reach the student growth norm for their grade level based on MAP testing data. (*MAP Student Growth Summary Report—averaged the count met projection column.)</p>		<p>KCWP 2: Design and Deliver Instruction</p> <p>What is the protocol for ensuring Tier I and Tier II instructional needs are met and next steps for improvement are identified?</p>		Student Learning Teams (PLC): will utilize a process to analyze student data and create instructional plans for student growth. PLC’s will continue to utilize a Student Watch List to monitor student progress	Meetings and Minutes, Summative/Formative Assessments, MAP, KPrep, Quarterly Data, RTI Data, Quick Checks, Common Assessments	Monthly Reports - ongoing Team Data – ongoing Assessment - ongoing MAP Dates – 12/2020, 3/2021	District Title Funding SBDM PD Funding ESS																								
				Teachers will grow in their ability to teach math content by attending professional developments from the Kentucky Center for Mathematics. LES will strive to include as many teachers in this type of training, as expenses allow. LES will also initiate a peer observation system for teachers to see each other classrooms, as well as share ideas and resources.	Meetings and Minutes, Summative/Formative Assessments, MAP, KPrep, Quarterly Data, RTI Data, Quick Checks, Common Assessments	Monthly Reports - ongoing Team Data – ongoing Assessment - ongoing MAP Dates – 12/2020, 3/2021	District Title Funding SBDM PD Funding ESS																								
<table border="1"><thead><tr><th colspan="3">Beginning to End of Year</th></tr><tr><th>Grade</th><th>Reading</th><th>Math</th></tr></thead><tbody><tr><td>K</td><td>17.1</td><td>19.1</td></tr><tr><td>1</td><td>16.8</td><td>18.4</td></tr><tr><td>2</td><td>14</td><td>15.2</td></tr><tr><td>3</td><td>10.3</td><td>13</td></tr><tr><td>4</td><td>7.8</td><td>11.6</td></tr><tr><td>5</td><td>6.1</td><td>9.9</td></tr></tbody></table> <ul style="list-style-type: none">Map projections		Beginning to End of Year			Grade	Reading	Math	K	17.1	19.1	1	16.8	18.4	2	14	15.2	3	10.3	13	4	7.8	11.6	5	6.1	9.9	<p>KCWP 1: Design and Deploy Standards</p> <p>What is the assurance the</p>		LES will look to implement a new Math curriculum to assure standards mastery and standard alignment	Meetings and Minutes, Summative/Formative Assessments, MAP, KPrep, Quarterly	Monthly Reports - ongoing Team Data – ongoing Assessment - ongoing MAP Dates – 12/2020, 3/2021	District Title Funding SBDM PD Funding ESS
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5	6.1	9.9																													

Goal 4 (State your growth goal.): Lebanon Elementary School (LES) will set a goal to show growth (in some capacity) in all students in content areas. By 2024, 70% of LES students will reach the student growth norm for their grade level using MAP data.

Objective	Strategy	Activities	Measure of Success	Progress Monitoring	Funding
	current curriculum(s) is valid (e.g., aligned to state/essential standards, components that support the instruction and assessment, paced with accuracy)?	with Eureka Math Curriculum.	Data, RTI Data, Quick Checks, Common Assessments		
		Teachers will grow in their ability to teach math content by attending professional developments from Zearn/Eureka Math. LES will strive to include as many teachers in this type of training, as expenses allow. LES will also initiate a peer observation system for teachers to see each other classrooms, as well as share ideas and resources.	Meetings and Minutes, Summative/Formative Assessments, MAP, KPrep, Quarterly Data, RTI Data, Quick Checks, Common Assessments	Monthly Reports - ongoing Team Data – ongoing Assessment - ongoing MAP Dates – 12/2020, 3/2021	District Title Funding SBDM PD Funding ESS
		Instructional Design: Teachers will continue to use professional learning time to research and implement online technologies and other curricular tools for personalized learning – meeting students where they are. Specifically, Lexia, Achieve 3000, Fountas and Pinnell resources, and Guided Reading for primary grades.	Meetings and Minutes, Summative/Formative Assessments, MAP, KPrep, Quarterly Data, RTI Data, Quick Checks, Common Assessments	Monthly Reports - ongoing Team Data – ongoing Assessment - ongoing MAP Dates – 12/2020, 3/2021	District Title Funding SBDM PD Funding ESS

Goal 4 (State your growth goal.): Lebanon Elementary School (LES) will set a goal to show growth (in some capacity) in all students in content areas. By 2024, 70% of LES students will reach the student growth norm for their grade level using MAP data.

Objective	Strategy	Activities	Measure of Success	Progress Monitoring	Funding
	KCWP 4: Review, Analyze and Apply Data What systems are in place to ensure that student data is collected, analyzed, and being used to drive classroom instruction?	Student Goals and Data: Using different ways of goal setting and tracking (Leader In Me, PBIS, Classroom goals) students will be encouraged to be the owners of their own learning, behavior, and attendance data. Teachers and students will engage in goal setting, student data notebooks, MyShield applications (3-5), student led conferences, and learning roundtables.	Meetings and Minutes, Summative/Formative Assessments, MAP, KPrep, Quarterly Data, RTI Data, Quick Checks, Common Assessments	Monthly Reports - ongoing Team Data – ongoing Assessment - ongoing MAP Dates – 12/2020, 3/2021	District Title Funding SBDM PD Funding ESS
		Data Analysis: Assorted assessments and data will be gathered and used to plan instruction. New instructional strategies and programs will be utilized, specifically the use of individualized learning tools.	Meetings and Minutes, Summative/Formative Assessments, MAP, KPrep, Quarterly Data, RTI Data, Quick Checks, Common Assessments	Monthly Reports - ongoing Team Data – ongoing Assessment - ongoing MAP Dates – 12/2020, 3/2021	District Title Funding SBDM PD Funding ESS
Objective 2					

5: Transition Readiness

Goal 5 (State your transition readiness goal.): By 2024 75% of students will be transition ready. (* increasing 5% per year)					
Objective	Strategy	Activities	Measure of Success	Progress Monitoring	Funding
Objective 1 In the 2020-2021 School Year 55% of LES students will be transition ready.	KCWP 2: Design and Deliver Instruction <ul style="list-style-type: none"> • Ensure that curricular delivery and assessment measures provide for all pertinent information needs for students. • Ensure item analysis methods are occurring within PLCs to evaluate instructional effectiveness and determine if instructional adjustments are needed, and if so, what those adjustments. 	Effective use of online technologies to implement blended learning and personalized learning in the classroom. Use of the Learning Continuum. LES Curriculum and Instruction Plan for each grade level.	Summative assessments such as benchmarks, live scoring and other assessments will be used to measure growth.	Monthly Reports - ongoing Team Data – ongoing Assessment - ongoing MAP Dates – 12/2020, 3/2021	District Title Funding SBDM PD Funding ESS
		Weekly PLC's will be used to monitor student data, and plan effective lessons. MAP testing, DRA, and benchmark assessments will be taken by students, and the data will be used to plan instruction.	Summative assessments such as benchmarks, live scoring and other assessments will be used to measure growth.	Monthly Reports - ongoing Team Data – ongoing Assessment - ongoing MAP Dates – 12/2020, 3/2021	District Title Funding SBDM PD Funding ESS
Objective 2					

Goal 5 (State your transition readiness goal.): By 2024 75% of students will be transition ready. (* increasing 5% per year)					
Objective	Strategy	Activities	Measure of Success	Progress Monitoring	Funding

6: Graduation Rate

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

7: Other (Optional)

Goal 7 (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) Schools

TSI 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:

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? 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.

Response:

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

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:

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.

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) 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 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
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"/>

Evidence-based Activity	Evidence Citation	Uploaded in eProve
		<input data-bbox="1906 183 1932 203" type="checkbox"/>