

1: Proficiency Goal

| Goal 1: By 2025, NIS will increase the number of students scoring proficient and distinguished in Reading from 30% to 70% and in Mathematics from 23.6% to 70% as demonstrated on Kentucky Summative Assessment which will ensure students will be transitionally ready. | | | | | |
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| Objective | Strategy | Activities | Measure of Success | Progress Monitoring | Funding |
| 1.NIS will increase the number of students scoring proficient and distinguished in Reading from 30% to 50% as indicated on the 2022 Kentucky Summative assessment. | Process: KCWP 1: Deployment of Standards <i>(What should students know and be able to do)</i> | <p>1.Teachers, coaches, and administrators will unpack the standard as a part of the lesson design model during Professional Learning Community Meetings to ensure alignment of learning targets.</p> <p>Resources:</p> <ul style="list-style-type: none">● Kentucky Academic Standards (KAS) for Reading and Writing.● Instructional Lesson Design● PLC Process <p>2. School Professional Development Plan will include staff learning based on the instructional cycle to address instructional practices, assessment literacy, and PLC as well as adding a new instructional coach position to facilitate teacher training.</p> <p>Professional Learning:</p> <ul style="list-style-type: none">● Task Analysis | <p>Development of lesson planning including grade appropriate tasks that aligns with the rigor of the standard.</p> <p>Completed Professional Development plan and teacher completion of PD and implementation of knowledge in common assessments.</p> | <p>Teachers & Administrators completing walkthroughs, and analyzing data focused on Student Success Criteria and Learning Targets/Objective.</p> <p>Students will be able to identify what success looks like and where they are at in their learning.</p> <p>PLCs will analyze student work to determine proficiency/mastery learning of taught standards.</p> <p>Quarterly random sample student data folders and student reflection of learning checks.</p> <p>PLC Task Analysis Protocol, Agendas, & Minutes.</p> <p>Review of assessments through the PLC process to ensure opportunities for students to perform at a level of mastery of the priority standards.</p> <p>School leadership will evaluate the progress of students’ results on the following Common Benchmark Assessments:</p> <ul style="list-style-type: none">● Flashback data● Common Summative Assessment Data | <p>School Improvement Funds Grant</p> <p>Title I, Part A Funds</p> |

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| | | <ul style="list-style-type: none">• Higher Level Thinking and Questioning• Text Complexity• High Yield Instructional Strategies <p>3. School admin, instructional coach, and teachers will develop a common academic language that will be used when teaching reading as well as inclusion in common assessment practices/language</p> | Use of the common language by both students and teachers. | <ul style="list-style-type: none">• MAP – 3 times per year• Mastery Connect – 4 times per year• Kentucky Summative – one time a year <p>School walkthroughs and PLC protocol that include data analysis process, task analysis, and assessment development.</p> | |
| | Conditions and Process: KCWP 2: Design and Deliver Instruction <i>(How will they learn it?)</i> | <p>4. Lesson planning will follow the district lesson plan design to ensure quality instruction through use of high yield instructional practices, student engagement, and differentiation.</p> <p>5. School leadership will ensure teachers participate & implement ongoing professional learning in the areas of best practices & high yield instructional strategies to help student reach mastery & increase student engagement.</p> <p>6. Teachers will participate in the five areas of instructional improvements that increase literacy proficiency.</p> | <p>Instructional Lesson Designs will rate as high quality as measured through a rubric established by the School Leadership Team (administration and coaches).</p> <p>Completion of professional learning and implementation of learning as evident by school/district walkthroughs</p> <p>Teachers participating in the five practices that improve literacy proficiency. Student</p> | <p>Weekly Review of lesson plans by administration and instructional coaches. Feedback will be provided as necessary followed by a system of teacher support when needed.</p> <p>School/District Walkthroughs</p> <p>School level walkthroughs that focus on observing the five practices during a classroom lesson.</p> | <p>School Improvement Funds Grant</p> <p>Title I, Part A Funds</p> |

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| | | <ul style="list-style-type: none"> • Provide Explicit instruction and support in the use of comprehension strategies • The use of summarizing of reading context • Set and maintain high standards in text complexity, questioning, and vocabulary • Increase student motivation and engagement with reading grade level content • Teach essential grade level content so that all students have access to mastery of critical concepts. | increase in academic success in reading. | | |
| | | <p>7. PLC Leads and Instructional Coach will meet in collaboration with classroom teachers to carry out defined process in weekly scheduled PLCs to review the alignment/congruency between standards, learning targets, and assessment measures: this includes:</p> <ul style="list-style-type: none"> • utilizing knowledge of best practice/high yield • instructional strategies to aide in curricular adjustments • through a 4-Step Process (PLC Process) <p>Professional Learning for PLC Leads will include: Solution Tree Global PD In-Person Trainings (Completed by Summer 2022):</p> <ul style="list-style-type: none"> ○ PLC @ Work Summit ○ PLC @ Work Institute | <p>Administrators observing and participating in Professional Learning Communities to design quality instructional lesson designs.</p> <p>Products developed by team such as lesson plans, formative, and summative assessments.</p> <p>Improved student products as a result of intentional teacher feedback</p> <p>Improvements on the Learner Engagement and Rigor Rubrics by</p> | <p>Leadership Teams will use PLC Self-Assessment of High Performing Teams Rubric and the Backward Design Process for discussions and next steps.</p> <p>PLC agendas and minutes</p> <p>Learner Engagement and Rigor Rubrics from the International Center for Leadership in Education.</p> | <p>School Improvement Funds Grant</p> <p>Title I, Part A Funds</p> |

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| | | | teams and administration. | | |
| | | | IMPACT Survey Results | | |
| | <p>Practice: KCWP 5: Design, Align and Deliver Support <i>(What will we do if they know it already, don't know it, or need other support)</i></p> | <p>1. The administrative team and teacher teams will continue to collaborate to redesign a fluid and systemic functionality of the provision of Multi-Tiered Systems of Support (MTSS). This will include the training, time and resources needed for teams of teachers to systematically develop a Multi-Tiered Systems of Support (MTSS) for reading.</p> <ul style="list-style-type: none">● Implement and commitment to purposeful scheduling adjustments to ensure students receive high quality MTSS and equitable access of intervention instruction● Procedures and protocols for push in and small group intervention instruction.● Teachers, Interventionists, and MTSS Coach will collect and maintain data points on a data tracker – Student Intervention Plan (SIP). MTSS instructional decisions are based on growth and achievement in monthly team meetings. These meetings will monitor each student's progress and make changes according to the data. <p>2. Ensure interventions are implemented using formative assessment data.</p> | <p>Implementation in program data progress monitoring.</p> <p>Use a progress monitoring tool that uses a norm-referenced Curriculum Based Monitoring Tool (CBM)</p> | <p>Progress monitoring on students identified as at-risk on a weekly basis.</p> <p>Decrease in percentage of novice students on Kentucky Summative in reading.</p> <p>Decrease in intensive students measured by each benchmark assessment (MAP, Mastery Connect, and/or a norm-referenced based CBM).</p> | <p>Title I, Part A Funds, School Improvement Funds Grant</p> |

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| | | <p>3. Teachers will participate in Professional Learning on the Gradual Release method and Differentiation.</p> <p>4. Content specific full-time Instructional Coach will use instructional strategies implemented with reading across content areas in order to improve student achievement.</p> | | | |
| <p>2. NIS will increase the number of students scoring proficient and distinguished in Mathematics from 23.6% to 46% as indicated on the 2022 Kentucky Summative assessment.</p> | <p>Process: KCWP 1: Deployment of Standards <i>(What should students know and be able to do)</i></p> | <p>1. Teachers, coaches, and administrators will unpack the standard as a part of the lesson design model during Professional Learning Community Meetings to ensure alignment of learning targets.</p> <p>Resources:</p> <ul style="list-style-type: none">● Kentucky Academic Standards (KAS) for Mathematics● Instructional Lesson Design● PLC Process <p>2. School Professional Development Plan will include staff learning based on the instructional cycle to address instructional practices, assessment literacy, and PLCs.</p> <p>Professional Learning:</p> <ul style="list-style-type: none">● Task Analysis● Text Complexity● Higher Level Thinking and Questioning● High Yield Instructional Strategies | <p>Development of lesson planning including grade appropriate tasks that aligns with the rigor of the standard.</p> <p>Completed Professional Development plan and teacher completion of PD and implementation of</p> | <p>Teachers & Administrators completing walkthroughs, and analyzing walkthrough data focused on Student Success Criteria and Learning Targets/Objective.</p> <p>Students will be able to identify what success looks like and where they are at in their learning.</p> <p>PLCs will analyze student work to determine proficiency/mastery learning of taught standards.</p> <p>Quarterly random sample student data folders and student reflection of learning checks.</p> <p>PLC Task Analysis Protocol, Agendas, & Minutes</p> <p>Review of assessments through the PLC process to ensure opportunities for students to perform at a level of mastery of the priority standards.</p> <p>School leadership will evaluate the progress of students' results on the</p> | <p>School Improvement Funds Grant</p> <p>Title I, Part A Funds</p> |

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| | | 3. School leaders and teachers will develop a common academic language that will be used when teaching reading as well as inclusion in common assessment practices/language | <p>knowledge in common assessments.</p> <p>Use of the common language by both students and teachers.</p> | <p>following Common Benchmark Assessments:</p> <ul style="list-style-type: none"> Flashback data Common Summative Assessment Data MAP – 3 times per year Mastery Connect – 4 times per year Kentucky Summative – one time a year <p>School walkthroughs and PLC protocol that include data analysis process, task analysis, and assessment development.</p> | |
| | Conditions and Process: KCWP 2: Design and Deliver Instruction | <p>4. Lesson planning will follow the district lesson plan design to ensure quality instruction through use of high yield instructional practices, student engagement, and differentiation.</p> <p>5. School leadership will ensure teachers participate & implement ongoing professional learning in the areas of best practices & high yield instructional strategies to help student reach mastery & increase student engagement.</p> | <p>Instructional Lesson Designs will rate as high quality as measured through a rubric established by the School Leadership Team (administration and coaches).</p> <p>Completion of professional learning and implementation of learning as evident by school/district walkthroughs</p> | <p>Weekly Review of lesson plans by administration and instructional coaches. Feedback will be provided as necessary followed by a system of teacher support when needed.</p> <p>School/District Walkthroughs</p> | <p>School Improvement Funds Grant</p> <p>Title I, Part A Funds</p> |
| | | 6. PLC Leads and Instructional Coach will meet in collaboration with classroom teachers to carry out defined process in weekly scheduled curriculum planning meetings to review the | Success will look like administrators observing and participate in Professional Learning Communities to design | Leadership Teams will use PLC Self-Assessment of High Performing Teams Rubric and the Backward Design Process for discussions and next steps. | <p>School Improvement Funds Grant</p> <p>Title I, Part A Funds</p> |

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| | | <p>alignment/congruency between standards, learning targets, and assessment measures: this includes:</p> <ul style="list-style-type: none"> utilizing knowledge of best practice/high yield instructional strategies to aide in curricular adjustments through a 4-Step Process (PLC Process) <p>Professional Learning for PLC Leads will include: Solution Tree Global PD In-Person Trainings (Completed by Summer 2022):</p> <ul style="list-style-type: none"> PLC @ Work Summit PLC @ Work Institute | <p>quality instructional lesson designs.</p> <p>Products developed by team such as lesson plans, formative, and summative assessments.</p> <p>Improved student products as a result of intentional teacher feedback</p> <p>Improvements on the Learner Engagement and Rigor Rubrics by teams and administration.</p> | <p>PLC agendas and minutes</p> <p>Learner Engagement and Rigor Rubrics from the International Center for Leadership in Education.</p> | |
| | <p>Practice: KCWP 5: Design, Align and Deliver Support</p> | <p>1. The administrative team and teacher teams will continue to collaborate to redesign a fluid and systemic functionality of the provision of Multi-Tiered Systems of Support (MTSS). This will include the training, time and resources needed for teams of teachers to systematically develop a Multi-Tiered Systems of Support (MTSS) for mathematics.</p> <ul style="list-style-type: none"> Implement and commitment to purposeful scheduling adjustments to ensure students receive high quality MTSS and equitable access of intervention instruction Procedures and protocols for push in and small group intervention instruction. | <p>Implementation in program data progress monitoring.</p> | <p>Progress monitoring on students identified as at-risk on a weekly basis.</p> <p>Decrease in percentage of novice students on Kentucky Summative in mathematics.</p> <p>Decrease in intensive students measured by each benchmark assessment (MAP, Mastery Connect, etc).</p> | <p>Title I, Part A Funds</p> |

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| | | <ul style="list-style-type: none">Teachers, Interventionists, and MTSS Coach will collect and maintain data points on a data tracker – Student Intervention Plan (SIP). MTSS instructional decisions are based on growth and achievement in monthly team meetings. These meetings will monitor each student’s progress and make changes according to the data. <p>2. Ensure interventions are implemented using formative assessment data.</p> <p>3. Teachers will participate in Professional Learning on the Gradual Release method and Differentiation.</p> <p>Professional Learning:</p> <ul style="list-style-type: none">DifferentiationGradual Release Model | | | |
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2: Separate Academic Indicator

Goal 2: By 2025, NIS will increase the number of students scoring proficient and distinguished in Writing from 9.2 % to 70%, in Social Studies from 23.5% to 70%, and in Science from 5.2% to 70% as demonstrated on the Kentucky Summative assessment which will ensure students will be transitionally ready.

| Objective | Strategy | Activities | Measure of Success | Progress Monitoring | Funding |
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| 1.NIS will increase the number of students scoring proficient in Writing from 9.2% to 39.6%. | Conditions and Process: KCWP 1: Design and Deliver Instruction | <p>1. The Administrative Team in collaboration with selective members of the NIS Writing Committee will collaborate to ensure a culture of writing across content and grade levels is implemented and expectations are communicated.</p> <ul style="list-style-type: none"> A. development and communication of writing plan B. analysis of writing data in step 3 and step 4 of the PLC Process C. a celebrated culture of student writers in a school-wide writing plan (e.g., Bulletin Boards, Writing Recognition, Author's Corner, Visitation of Authors, Contest of Genres, etc.) D. Kentucky Academic Standards (KAS) for Reading and Writing. <p>Teams will use the Learner Engagement and Rigor Rubrics from the International Center for Leadership in Education when planning for instruction in PLC.</p> <p>Professional Learning:</p> <ul style="list-style-type: none"> E. Smekens Writing <ul style="list-style-type: none"> a. Launching the Writer's Workshop (Year 1) b. Content Area Writing (Year 2) | <p>Analysis of writing data by PLCs to create a culture of writers.</p> <p>Students producing writing of varied genre to share of high quality.</p> <p>Products developed by team such as lesson plans, formative, and summative assessments.</p> <p>Exemplary writing to use in instructional delivery and conversations with students.</p> <p>Improved student products as a result of teacher feedback.</p> <p>Improvement on Learner Engagement and Rigor Rubrics as scored by teams and administrators.</p> <p>IMPACT Survey Results</p> | <p>Implementation of schoolwide writing plan in each grade and content area through student work products through writing analysis protocol.</p> <p>Student scores on Kentucky Summative, Summative Assessments, Extended Responses, and On-Demand Writing Checks</p> <p>Learner Engagement and Rigor Rubrics from the International Center for Leadership in Education.</p> | <p>School Funds</p> <p>Title I, Part A Funds</p> |
| 2.NIS will increase the number of students scoring proficient in Science from 5.2% to 37% and in Social Studies from 23.5% to 46%. | Condition and Processes: KCWP 1: Deployment of Standards | 1. In PLCs, the team reviews, studies, and creates instructional next steps to ensure quality implementation of the current science and social studies standards school-wide in order to increase the intended alignment and | Products developed by team such as lesson plans, formative, and summative assessments. | Leadership Teams will use PLC Self-Assessment of High Performing Teams Rubric and the Backward Design Process for discussions and next steps. | General Fund |

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| | | <p>rigor of instruction and environmental learning opportunities. Provide training, time, and resources needed for teams of teachers to systematically develop a curriculum based on the Kentucky Academic Standards (KAS) in the areas of Science and Social Studies.</p> <p>Teams will use the Learner Engagement and Rigor Rubrics from the International Center for Leadership in Education when planning for instruction in PLC.</p> <p>Professional Learning:</p> <ul style="list-style-type: none">● Smekens Writing<ul style="list-style-type: none">• Content Area Writing (Year 2)● Smekens Reading<ul style="list-style-type: none">• Literacy Retreat• Content Area Reading and Writing | <p>Increase in flashback and embedded assessment scores.</p> <p>Products developed by team such as lesson plans, formative, and summative assessments.</p> <p>IMPACT Survey Results</p> | <p>Identification, alignment, and pacing of essential standards in science and social studies.</p> <p>Embedded Assessment Data Analysis in PLCs.</p> <p>Learner Engagement and Rigor Rubrics from the International Center for Leadership in Education.</p> | |
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3: Achievement Gap

Goal 3: By 2025, NIS will increase the number of **African American** students scoring proficient from 16.8% to 70% in **Reading** and 16.6% to 70% in **Mathematics** as compared to all students scoring proficient as indicated by spring Kentucky Summative scores

By 2025, NIS will increase the number of **Disability** students scoring proficient from 21% to 70% in **Reading** and 17.8% to 70% in **Mathematics** as compared to all students scoring proficient as indicated by spring Kentucky Summative scores

| Objective | Strategy | Activities | Measure of Success | Progress Monitoring | Funding |
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| 1.By 2022, NIS will increase the number of African American students scoring proficient from 16.8% to 43% in Reading and 16.6% to 43% in Mathematic as compared to all students and disability students scoring proficient from 21% to 45% in Reading and 17.8% to 43% in Mathematics as compared to all students scoring proficient as indicated on the Kentucky Summative assessment. | Practice: KCWP 2: Design and Delivery of Instruction | 1. PLC will be monitored and supported to ensure that lesson design and lesson delivery will be a high quality that includes cognitive student engagement with appropriate strategies and activities that support the intent of the standard. Using the PLC process will bring narrow focus to students in the GAP groups (African American/Disability with IEP) of need for next step decisions for increased achievement during core instruction. Teams will use the Learner Engagement and Rigor Rubrics from the International Center for Leadership in Education when planning for instruction in PLC. On-going Professional Learning as needed: <ul style="list-style-type: none">• Kagan• Talk Moves• District Curriculum Work | Feedback and implementation of next steps with Kagan and Talk Moves practices. Teachers will provide and share professional learning with teacher teams Data Driven instructional decisions and next steps are created based on current student data. | Growth in Kagan and Talk Moves practices and intentional walkthroughs by Administrative team. Analysis of walkthrough data to determine next steps. 100% of staff trained in content area school wide identified professional learning. Learner Engagement and Rigor Rubrics from the International Center for Leadership in Education. | School Improvement Funds Grant Title I, Part A Funds |
| | Processes: KCWP 6: Establish Learning Culture and Environment | 2.The Administrative Team in collaboration with the Student Support Team will create a system to identify, coordinate, implement, and evaluate the effectiveness of all available services and resources including: support staff, volunteers, and community partners for | Student Support Team meetings with Mental Health Partners to ensure students receive the necessary supports. | Data Analysis of Behavior Referrals and data tracker for Tiered services quarterly Behavior Referral Data from IC Co-Teaching walkthrough data by type of co-teaching and implementation | School Improvement Funds Grant Title I, Part A Funds FRYSC |

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| | | <p>maximum impact on students’ social, emotional, and developmental needs.</p> <p>Professional Learning:</p> <ul style="list-style-type: none">● Trauma Informed Strategies for Classroom Teachers● Trauma Informed Training through the State● PBIS and Safe Schools<ul style="list-style-type: none">○ 4 Coaching Days● Co-Teaching Model (NKCES)● Growth Mindset Practices <p>Resources:</p> <ul style="list-style-type: none">● Student Behavioral Support Staff-Assistant to Intervention <p>Reading and Math Interventionists for Grades 3-6 in Math, Reading, and Writing.</p> <p>Special Education and Regular Education training in best practices for Co-Teaching, Co-Planning, IEP implementation, and progress monitoring.</p> | <p>Teachers will utilize trauma informed strategies, PBIS, and growth mindset practices in each classroom.</p> <p>IMPACT Survey Results</p> | <p>checklist, instructional lesson design reflecting co-teaching and co-planning</p> <p>Progress reporting of IEP goals and Service Provision Data.</p> | |
| <p>2. By 2022, NIS will increase the number of African American students scoring proficient from 16.8% to 43% in Reading and 16.6% to 43% in Mathematics as compared to all students</p> | <p>Processes and Practices: KCWP 6: Establish Learning Culture and Environment</p> | <p>1.Ensure staff, faculty, and students are modeling culturally responsive behaviors and classrooms are incorporating culturally responsive practices.</p> <ul style="list-style-type: none">● Awareness of Diverse Cultures● Character Education● Student Led Conference and Data Tracking● Student Choice | <p>Success will look like: an increased reporting of acceptance of diversity, school wide character education lesson implementation, student led conference and self-data tracking with the use Student Data Folders. Success will also include</p> | <p>Student data tracking</p> <p>Progress reporting of IEP goals Service Provision Data</p> <p>Lesson Design/Work Samples</p> <p>Student Conferencing</p> | <p>School Improvement Funds Grant</p> <p>Title I, Part A Funds</p> <p>FRYSC</p> |

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| | | <ul style="list-style-type: none">Implementation of Foundation Modules (Safe and Civil Schools) | student choice reflected in the instructional lesson design and in student work samples. | | |
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4: Growth

| Goal 4: By Spring of 2025, NIS will have an overall growth rate of 79.5% (10 point increase yearly) as measured in reading and mathematics proficiency on state Kentucky Summative assessment. | | | | | |
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| Objective | Strategy | Activities | Measure of Success | Progress Monitoring | Funding |
| 1.By Spring of 2022, NIS will have a growth rate of 51.7 to 61.7 for reading and 47.3 to 57.3 for mathematics proficiency on state Kentucky Summative assessment. | Practice: KCWP 4: Review, Analyze and Apply Data Results Assessment Literacy | Meet regularly in PLCs to analyze student work/products to ensure alignment to standards and quality of work. | Improvements in student products from teacher feedback. | Leadership Teams will use PLC Self-Assessment of High Performing Teams Rubric and the Backward Design Process for discussions and next steps. | N/A |

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| | | <p>Use formative and summative assessment data to inform teacher’s instructional decisions.</p> <p>Provide feedback to students during the learning process to promote growth for all students.</p> <p>Collaboratively develop rigorous assessments aligned to state standards.</p> <p>Teams will use the Learner Engagement and Rigor Rubrics from the International Center for Leadership in Education when planning for instruction in PLC.</p> <p>Professional Development:</p> <ul style="list-style-type: none">● Progress monitoring tool● Higher Order Thinking and Questioning● Assessment Literacy | <p>Increase flashback and embedded assessment scores.</p> <p>Improvement on Learner Engagement and Rigor Rubrics as scored by teams and administration.</p> | <p>Measured through assessment rubric with summative assessments prior to the assessment</p> <p>Learner Engagement and Rigor Rubrics from the International Center for Leadership in Education.</p> <p>School leaders will evaluate the progress of student results based on the following:</p> <ul style="list-style-type: none">● Flashback Data● Common Summative Assessment Data● MAP – 3 times a year● Mastery Connect – 4 times a year● Kentucky Summative – one time a year | |
| | <p>Process: KCWP 3: Design and Deliver Assessment Literacy</p> | <p>Develop formal and informal processes that teachers and students utilize to gather evidence to directly improve the learning of students assessed</p> <p>Grade level and vertical teams will deconstruct standards to ensure deeper understanding of standards.</p> <p>Analysis of assessment data to determine data to determine next steps and ensure mastery of all content by all students.</p> <p>Resources</p> | <p>Student results from regular progress monitoring</p> <p>Products developed by teams, for example: deconstructions in Units, lesson plans, formative, and summative assessments.</p> <p>Analysis of student performance in</p> | <p>Data collection tool utilized by teachers and administrators during PLC</p> <p>Data Analysis meetings on Benchmark, Summative, and Formative Assessment Data.</p> <p>Administrators will compare Kentucky Summative results</p> | <p>Title I, Part A Funds General Funds</p> |

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| | | <ul style="list-style-type: none">• Assessment tools and resources• Data tracking tools and resources• EduClimber DNA<ul style="list-style-type: none">○ Professional Learning | order to gauge student growth, achievement, and develop student interventions based on individual student needs. | | |
| | Practice: KCWP 4: Review, Analyze, and Apply Data Results | <p>Ensure proper classroom data collection efforts are implemented with fidelity in Running Record documentation (i.e. ELA – Fluency, comprehension, etc.)</p> <p>Develop lesson plans that have a strong focus on the “how” to teach the content.</p> <p>Student growth achievement recognition.</p> <p>Professional Learning:</p> <ul style="list-style-type: none">• PLC Training• MTSS Training <p>Intervention Programs</p> <ul style="list-style-type: none">• Read Naturally• READ 180 | <p>Student results from progress monitoring data. Data will be analyzed in PLC’s and in meetings with instructional coaches.</p> <p>Data Analysis in PLC</p> <p>MTSS Analysis of Student Intervention Plans (SIPs) and Training with MTSS Coach</p> <p>Success will look like Wednesday Recognitions for advancement in programs.</p> | <p>Ongoing progress monitoring results from Student Intervention Plans (SIPs), which include the use of progress monitoring tools. Benchmark, Summative, and Formative Assessments.</p> <p>Wednesday Recognitions for advancement in programs</p> <p>Quarterly Awards</p> <p>Data Analysis in PLC</p> <p>School leaders will evaluate the progress of student results based on the following:</p> <ul style="list-style-type: none">• Flashback Data• Common Summative Assessment Data• MAP – 3 times a year• Mastery Connect – 4 times a year• Kentucky Summative – one time a year | <p>School Improvement Funds</p> <p>Title I, Part A Funds</p> |

5: Working Conditions

| Goal 5: By Spring of 2025, NIS will increase teacher perception of student behavior management from 32% to 40%. | | | | | |
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| Objective | Strategy | Activities | Measure of Success | Progress Monitoring | Funding |
| 1. NIS will increase teacher perception of student behavior management from 32% to 40%. | Practice: KCWP 6: Establish learning culture and environment | 1. Ensure the expectations of students are clearly defined, and that group norms have been established within the classroom | Increase in student engagement Teacher perception data will increase based on the Impact Survey | Data Analysis of Behavior Data and Referrals in IC IMPACT Survey Results Plus/Delta Data from Professional Learning | Title Funds |

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| | | 2. Implementation of Mandatory Engagement Strategies. Professional Learning <ul style="list-style-type: none">Mandatory Student Engagement Strategies – Talk Moves (Candace Hardin) – Ongoing | Behavior referrals will decrease based on referrals documented in Infinite Campus | Data Analysis in PLC <ul style="list-style-type: none">Behavior DataWalkthroughs – look for engagement strategies from Talk Moves (Hardin PD) | |
| | | 3. Administrative PLC | Behavior referrals will decrease by number of events and number of students Coaching Feedback from PBIS | Quarterly Awards for Behavior and Academics. Data Analysis in PLC <ul style="list-style-type: none">Behavior Data and Referrals in ICPBIS Walkthroughs – specifically look for strategies learned for Talk Moves from Hardin PD | Title Funds |

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 |
|---|---|----------------------------|
| Culturally Responsive Behaviors | Mayfield, V. M., & Garrison-Wade, D. (2015, July). Culturally responsive practices as whole school reform. Retrieved December 3, 2019, from https://files.eric.ed.gov/fulltext/EJ1069396.pdf . | X <input type="checkbox"/> |
| Hiring a content specific Instructional Coach to increase Reading proficiency and growth. | Kraft MA, Blazar D, Hogan D. (2016). The Effect of Teacher Coaching on Instruction and Achievement: A Meta-Analysis of the Causal Evidence. Review of Educational Research [Internet] 2018; 88 (4): 547- 588. | X <input type="checkbox"/> |
| KAGAN | Minor, V. Ten Years Later: Personal Reflections on Returning Home. Kagan Online Magazine, Issue #58. San Clemente, CA: Kagan Publishing. www.KaganOnline.com | X <input type="checkbox"/> |
| Multi-Tiered System of Supports (MTSS) | Gersten, R., Compton, D., Connor, C.M., Dimino, J., Santoro, L., Linan-Thompson, S., and Tilly, W.D. (2008). Assisting students struggling with reading: Response to Intervention and multi-tier intervention for reading in the primary grades. A practice guide. (NCEE 2009-4045). Washington, DC: National Center for Education Evaluation and Regional Assistance, Institute of Education Sciences, U.S. Department of Education. | X <input type="checkbox"/> |
| Positive Behavior and Intervention Supports (PBIS) system to ensure implementation with clarity and consistency. | Madigan, Kathleen, et al. “Association between Schoolwide Positive Behavioral Interventions and Supports and Academic Achievement: a 9-Year Evaluation.” Educational Research and Evaluation, vol. 22, no. 7-8, 2016, pp. 402–421., doi:10.1080/13803611.2016.1256783. | X <input type="checkbox"/> |
| Professional Learning Communities (PLC) | Hamilton, L., Halverson, R., Jackson, S., Mandinach, E., Supovitz, J., & Wayman, J. (2009). Using student achievement data to support instructional decision making (NCEE 2009-4067). Washington, DC: National Center for Education Evaluation and Regional Assistance, Institute of Education Sciences, U.S. Department of Education. Retrieved from http://ies.ed.gov/ncee/wwc/publications/practiceguides/ . | X <input type="checkbox"/> |
| Read 180 | Kim, J. S., Samson, J. F., Fitzgerald, R., & Hartry, A. (2010). Reading and Writing: An Interdisciplinary Journal, 23(1), 1109–1129. Retrieved from: https://eric.ed.gov/?id=EJ898468 | X <input type="checkbox"/> |
| Read Naturally | Arvans, R. (2010). Improving reading fluency and comprehension in elementary students using Read Naturally. Dissertation Abstracts International, 71(01B), 74-649. Retrieved from: https://eric.ed.gov/?id=ED513836 | X <input type="checkbox"/> |