

CHRISTIAN COUNTY HIGH SCHOOL

Comprehensive School Improvement Plan 2021-22

1: Proficiency

Goal 1: Increase the number of students scoring proficient or above in KSA Reading from 36.1% to 43.1% and KSA Math from 19.7% to 25.7% by 2025.

Objective	Strategy	Activities	Measure of Success	Progress Monitoring	Funding
Increase the percentage of students scoring proficient or above in Reading (36.1%) by 3% by 2022.	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 6: Establishing Learning Culture and Environment	CCHS Priority Plan (Scorecard): Building leaders meet once a month to monitor current systems with action plans, to review the current reality, to goal-set, and to progress monitor and adjust school-wide accountability priority areas. Curriculum Planning: PLC leadership will support our teachers in the implementation of KAS reading and composition standards. Striving Readers Grant - KLIP & Literacy Design Collaborative (LDC) Teams: The KLIP and LDC Teams will be delivering professional development to help teachers integrate reading and writing strategies throughout the building. In partnership with Literacy Specialists from KDE, pilot teams at CCHS are engaging in embedded professional learning to develop a shared vision of disciplinary literacy and implement instructional strategies to support student acquisition of necessary skills. Job-embedded coaching and collaborative teacher planning will occur through school-based professional learning communities.	Documented support	CCHS Monthly Accountability Meetings Data Tracking Sheets / Classroom Observations	General School Funding / Allocations / Title 1
			Documented support	Data Tracking Sheets	General School Funding / Allocations
			Documented support RI Growth Lesson Planning in PLCs Classroom Observations	Observation/Review Individual Teacher Learning Logs Internal KDE support PLC documentation	Grant Funded
		Professional Learning Communities (PLCs): PLC leadership will provide training and support to work with the teachers in PLC's to improve instructional	Observations MTSS Monitoring Coaching Observations Data Analysis	Data Analysis PLC documentation	General School Funding / Allocations / Title 1

Goal 1: Increase the number of students scoring proficient or above in KSA Reading from 36.1% to 43.1% and KSA Math from 19.7% to 25.7% by 2025.

Objective	Strategy	Activities	Measure of Success	Progress Monitoring	Funding
		practices through rigor, engagement, and instructional strategies. PLCs have been implemented for whole-staff involvement in a process of intensive reflection upon instructional practices and desired student benchmarks, as well as monitoring of outcomes to ensure success. PLCs enable teachers to continually learn from one another via shared visioning and planning, as well as in-depth critical examination of what <i>does</i> and <i>doesn't</i> work to enhance student achievement. In addition, through the PLC process, teachers will monitor formative and summative assessments. Data will be used to provide differentiated instruction within the classroom.			
		Google Data Tracking Sheets Document: All teachers are tracking their data in a Google tracking document. We will measure the progress of our students using common assessment, district benchmark data and the ACT. This data will be used to make instructional decisions to promote proficiency. Curriculum Leadership Team: Monthly curriculum meetings led by the principal and instructional staff focusing professional learning community data analysis and response protocols.	Review of progress of students on tracking sheet	Google Data Tracking Sheet	No Funding Required
			School teams engage in data-driven decision making to support quality instruction	CCHS Priority Plan PLC implementation	General School Funding / Allocations
Increase the percentage of students scoring proficient or	KCWP 1: Design and Deploy Standards	CCHS Priority Plan (Scorecard): Building leaders meet once a month to monitor current systems with	Documented support	CCHS Monthly Accountability Meetings Data Tracking Sheets / Classroom Observations	General School Funding / Allocations / Title 1

Goal 1: Increase the number of students scoring proficient or above in KSA Reading from 36.1% to 43.1% and KSA Math from 19.7% to 25.7% by 2025.

Objective	Strategy	Activities	Measure of Success	Progress Monitoring	Funding
above in Math (19.7%) by 2%	KCWP 2: Design and Deliver Instruction KCWP 3: Design and Deliver Assessment Literacy KCWP 4: Review, Analyze and Apply Data KCWP 6: Establishing Learning Culture and Environment	action plans, to review the current reality, to goal-set, and to progress monitor and adjust school-wide accountability priority areas. Curriculum Planning: PLC leadership will support our teachers in the implementation of KAS mathematics standards. Striving Readers Grant - KLIP & Literacy Design Collaborative (LDC) Teams: The KLIP and LDC Teams will be delivering professional development to help teachers integrate reading and writing strategies throughout the building. In partnership with Literacy Specialists from KDE, pilot teams at CCHS are engaging in embedded professional learning to develop a shared vision of disciplinary literacy and implement instructional strategies to support student acquisition of necessary skills. Job-embedded coaching and collaborative teacher planning will occur through school-based professional learning communities.	Documented support Documented support RI Growth Lesson Planning in PLCs Classroom Observations	Data Tracking Sheets Observation/Review Individual Teacher Learning Logs Internal KDE support PLC documentation	General School Funding / Allocations Grant Funded
		Professional Learning Communities (PLCs): PLC leadership will provide training and support to work with the teachers in PLC's to improve instructional practices through rigor, engagement, and instructional strategies. PLCs have been implemented for whole-staff involvement in a process of intensive reflection upon	Observations MTSS Monitoring Coaching Observations Common Assessments Data Analysis	Data Analysis PLC documentation	General School Funding / Allocations / Title 1

Goal 1: Increase the number of students scoring proficient or above in KSA Reading from 36.1% to 43.1% and KSA Math from 19.7% to 25.7% by 2025.

Objective	Strategy	Activities	Measure of Success	Progress Monitoring	Funding
		instructional practices and desired student benchmarks, as well as monitoring of outcomes to ensure success. PLCs enable teachers to continually learn from one another via shared visioning and planning, as well as in-depth critical examination of what <i>does</i> and <i>doesn't</i> work to enhance student achievement. In addition, through the PLC process, teachers will monitor formative and summative assessments. Data will be used to provide differentiated instruction within the classroom. Google Data Tracking Sheets Document: All teachers are tracking their data in a Google tracking document. We will measure the progress of our students using common assessment, district benchmark data and the ACT. This data will be used to make instructional decisions to promote proficiency. Curriculum Leadership Team: Monthly curriculum meetings led by the principal and instructional staff focusing professional learning community data analysis and response protocols.		Google Data Tracking Sheet	No Funding Required
			School teams engage in data-driven decision making to support quality instruction	CCHS Priority Plan PLC implementation	General School Funding / Allocations

2: Separate Academic Indicator

Goal 2: Increase the percentage of students scoring proficient or above in science and writing by 5% each year through May 2025.

Objective	Strategy	Activities	Measure of Success	Progress Monitoring	Funding
Increase the percentage of students scoring proficient or above in Science (16.8%) by 3% by 2022.	KCWP 1: Design and Deploy Standards KCWP 2: Design and Deliver Instruction KCWP 3: Design and Deliver Assessment Literacy	CCHS Priority Plan (Scorecard): Building leaders meet once a month to monitor current systems with action plans, to review the current reality, to goal-set, and to progress monitor and adjust school-wide accountability priority areas.	Documented Support	CCHS Monthly Accountability Meetings Data Tracking Sheets / Classroom Observations	General School Funds / Allocations
		Curriculum Planning: District curriculum planning and pacing for SSA.	Increased proficiency on the SSA	Common Assessment Data Tracking Sheet; ACT Science Mastery Prep Scores; PLC Documents; CCHS Priority Plan Meetings	General School Funds / Allocations
		Mastery Prep Implementation: Implement Mastery Prep Prescriptive Curriculum with fidelity	Increased proficiency on the SSA	ACT Science Mastery Prep Scores; Teacher Observations; Lesson Plans	General School Funds / District Initiative Funding
		Literacy Strategies: Employ TCT Modules and LDC Modules in regular instruction	Increased proficiency on the SSA	Common Assessment Data Tracking Sheet; PLC Documents; CCHS Priority Plan Meetings; Striving Readers Initiative	General School Funds / Allocations; Grant Funded Initiative
		STEMScope Curriculum: Employ STEMScopes program to give students a hands-on experience with science exploration.	Increased proficiency on the SSA	Common Assessment Data Tracking Sheet; CCHS Priority Plan Meetings	District Funded Initiative
Increase the percentage of students scoring proficient or above in Writing (72.6%) by 2% by 2022.	KCWP 1: Design and Deploy Standards KCWP 2: Design and Deliver Instruction KCWP 3: Design and Deliver Assessment Literacy	CCHS Priority Plan (Scorecard): Building leaders meet once a month to monitor current systems with action plans, to review the current reality, to goal-set, and to progress monitor and adjust school-wide accountability priority areas.	Documented Support	CCHS Monthly Accountability Meetings Data Tracking Sheets / Classroom Observations	General School Funds / Allocations
		New Computer Assessment: Continue working with new electronic format and technology upgrade	Increased proficiency on the On-Demand Writing & Editing Assessments	Common Assessment / ODW Data Tracking Sheet via PLC Process and monthly Accountability Meetings	SIG / Title 1 Funding
		Individual Goal Setting: On-Demand Writing goal setting conversations; one-on-one feedback	Increased proficiency on the On-Demand	Common Assessment / ODW Data Tracking Sheet via PLC Process and monthly Accountability Meetings	SIG / Title 1 Funding; General School Funds / Allocations

Goal 2: Increase the percentage of students scoring proficient or above in science and writing by 5% each year through May 2025.

Objective	Strategy	Activities	Measure of Success	Progress Monitoring	Funding
		with school-wide writing interventionist	Writing & Editing Assessments		
		SpEd Accommodations: On-Demand Writing Accommodations Day for Students	Increased proficiency on the On-Demand Writing and Editing Assessments	Common Assessment / ODW Data Tracking Sheet via PLC Process and monthly Accountability Meetings	General School Funds / Allocations
		Modeling Effective Lessons: Writing interventionist will model On-Demand Writing strategies for teachers and students; teachers should implement strategies in classroom	Increased proficiency on the On-Demand Writing and Editing Assessments	Common Assessment / ODW Data Tracking Sheet via PLC Process and monthly Accountability Meetings	SIG / Title 1 Funding; General School Funds / Allocations

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 the number of African American students scoring proficient or above in KSA Reading from 19.3% to 25% by 2022 and KSA Math from 6% to 10% by 2022.	KCWP 2: Design and Deliver Instruction KCWP 5: Design, Align and Deliver Support	CCHS Priority Plan (Scorecard): Building leaders meet once a month to monitor current systems with action plans, to review the current reality, to goal-set, and to progress monitor and adjust school-wide accountability priority areas.	Documented Support	CCHS Monthly Accountability Meetings Data Tracking Sheets / Classroom Observations	General Funding / Allocations
		Engaged Learners: Engaging students in challenging academic content that is constant, integrated across disciplines and designed for use beyond the classroom.	Increased Accountability Scores in 10th grade reading, 10th grade math, Post-Secondary Readiness numbers, ACT scores, and overall, graduation rate.	Admin Support Monitoring Calendar; Curriculum Leadership Meetings; Progress Monitoring Evaluations; PGES / Coaching	Title 1 Funding for Resources
		Conferencing / Name & Claim: One-on-One Student Conferencing	Increased Accountability Scores in 10th grade reading, 10th grade math, Transitional Readiness numbers, ACT scores, and overall, graduation rate.	Data Tracking Spreadsheets; Monthly Priority Plan Accountability Meetings	Title 1 Funding for Resources
		Progress Monitoring / MTSS: Individual Student Progress Monitoring through the Support of an MTSS Team (fosters students emotionally, socially, and academically)	Improved culture; Higher Graduation Rate; Less failures	MTSS Spreadsheet; Google Form to Monitor Student Emotional, Social, and Academic Progress; Weekly Failure Listing	General School Funding / Allocations / Title 1

4: Transition Readiness

Goal 5: Increase the Post-Secondary Readiness Score from 56% to 71% by 2025.

Objective	Strategy	Activities	Measure of Success	Progress Monitoring	Funding
Increase the Post-Secondary Readiness Score from 56% to 60% by 2022.	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	CCHS Priority Plan (Scorecard): Building leaders meet once a month to monitor current systems with action plans, to review the current reality, to goal-set, and to progress monitor and adjust school-wide accountability priority areas.	Documented Support	CCHS Monthly Accountability Meetings Data Tracking Sheets / 5X Monitoring Classroom Observations	General Funding / Allocations
		CTE Pathways: Explore providing pathways and industry certifications that are responsive to workforce needs.	Number of Pathways	Pathway Completions	District Funding
		Individual Learning Plan: Monitoring and updating ILP	Pathway completions	Review of ILPs	Instructional Budget
		National Career Clusters: Develop awareness of the 16 National Career Clusters and the 79 career pathways of middle and high school staff and parents through multiple venues of communication: faculty meetings, flyers, emails, district website, and Gateway Academy to Innovation and Technology.	Student participation	Enrollment numbers Pathway completions	Instructional Budget
		Student Tracking: Utilizing assessment scores, dual credit grades, career pathways, and AP exam scores to monitor student progress toward graduation	Increased number of students graduating	At-risk reports Attendance Discipline	General Funding / Allocations
		Advanced Placement & Dual Credit Opportunities: Provide opportunities for students to participate in Advanced Placement courses.	Increased number of students participating in AP and Dual Credit Courses to receive college credit	Student performance data	General Funding / Allocations; Local Secondary Institution Support

Goal 5: Increase the Post-Secondary Readiness Score from 56% to 71% by 2025.

Objective	Strategy	Activities	Measure of Success	Progress Monitoring		Funding
				Transcript audits Advisory	General fund allocation	
		School Counselor: High schools utilize school counselors to provide college and career counseling. CTE Collaboration for Career Readiness: EOPA Benchmark/Industry Certification Plans and Data Reviewed Develop formative/interim assessments for each CTE program to benchmark student progress toward success on EOPA, and industry certification (if applicable)	Student Graduation Greater percentage of students who are Transitional Ready	EOPA scores and Industry Certification results; Transitional Readiness Percentage	Grant Funded; General Funding / Allocations	

6: Graduation Rate

Goal 6: Increase the 4 year and 5 year average Graduation Rate from 94.7% to 98.7% by 2025.

Objective	Strategy	Activities	Measure of Success	Progress Monitoring	Funding
Increase the 4 year and 5 year average Graduation Rate from 94.7% to 96.7% by 2022.	KCWP 2: Design and Deliver Instruction KCWP 4: Review, Analyze and Apply Data KCWP 5: Design, Align and Deliver Support KCWP 6: Establishing Learning Culture and Environment	CCHS Priority Plan (Scorecard): Building leaders meet once a month to monitor current systems with action plans, to review the current reality, to goal-set, and to progress monitor and adjust school-wide accountability priority areas.	Documented Support	CCHS Monthly Accountability Meetings Data Tracking Sheets / 5X Monitoring Classroom Observations	General Funding / Allocations
		Progress monitoring for on-target graduation: Administrators and teachers will be trained in applying strategies and resources to use for providing services and programs aligned to students' identified needs and interests. Administrators and teachers will gain an in-depth understanding of tools such as the Persistence to Graduation Report, Tyler Pulse data tools, Individual Learning Plan, transcript audits, and career pathways and how the tools can be utilized to monitor student's interests and at-risk factors; as a result, more students will be enrolled in courses leading toward a completed career pathway and fewer students will drop-out of school.	Greater awareness of tools available to staff who are responsible for monitoring and ensuring student success and progress toward graduation	Sign-ins; agendas from trainings Percentage of ILP's completed	General Funding / Allocations
		Career Pathways: Train staff to utilize Individual Learning Plans in order to place students in courses aligned with their career interests as identified in the ILP.	Increased knowledge of appropriate implementation of ILP	Sign-ins; agenda from training Transcript audit results	General Funding / Allocations
		Communication: Communication regarding graduation requirements will take place through a variety of means including, but not limited to: board policy, parent meetings,	Greater public awareness of graduation requirements	Evidence of communication, such as newspaper clipping, Board agenda, etc.	General Funding / Allocations / Title 1 for Parent Engagement

Goal 6: Increase the 4 year and 5 year average Graduation Rate from 94.7% to 98.7% by 2025.

Objective	Strategy	Activities	Measure of Success	Progress Monitoring	Funding
		newsletters, conferences, public meetings, district and school websites, registration and scheduling information, and news and social media.			
		Advisory Time: High Schools will offer advisory time within the Master Schedule for students to work with an advisor to ensure work is completed and turned in in a timely manner; to provide academic and career counseling and opportunities; to ensure students are remaining on-track in their coursework; and to assist students with long-term planning for career pathways and academic courses leading to graduation.	Students will remain on-track for academic and career-pathway success	Master Schedule Advisory period rosters	General Funding / Allocations
		Focus and Finish: Alternative pathway to graduation will be offered at both high schools. Work to eliminate barriers to graduation.	Students in non-traditional graduation program will graduate	Focus and Finish rosters and schedule	General Funding / Allocations

CHRISTIAN COUNTY MIDDLE SCHOOL

Comprehensive School Improvement Plan 2021-22

1: Proficiency

Goal 1 (State your proficiency goal.): CCMS will increase the overall reading proficiency score from 40% to 52% and the overall math proficiency score from 20.5% to 26.5% on the KSA assessment by May 2025.					
Objective	Strategy	Activities	Measure of Success	Progress Monitoring	Funding
Objective 1: Increase the number of seventh and eighth grade students scoring proficient or distinguished on the Reading KSA assessment from 40% to 44% by May 2022.	KCWP 4 Review, Analyze, and Apply Data	Intentional Data Tracking and Progress Monitoring - Common Assessment each unit in data tracking document - Monitoring growth through MAP in fall, winter, and spring - MTSS for academic support	Data analysis of unit common assessments, MAP, KSA	Every 6 weeks through unit assessments, MAP fall, winter & spring, MTSS bi-weekly	District; Title 1
		Create intentional opportunities for students to receive intentional, effective feedback during learning.	Lesson plans, observations	Occurs in classrooms through each unit	Title 1
		Classroom libraries for leveled independent reading	Student progress through independent reading levels, MAP growth, KSA	MAP-fall, winter, spring	Title I
	KCWP 6 Establishing Learning Culture and Environment	Leveled school reading library for small guided reading groups	Student progress through independent reading levels, MAP growth, KSA	MAP-fall, winter, spring	Title I
		School-wide literacy and writing plan across all content areas	Data analysis of unit common assessments, MAP, KSA	Ongoing; Writing plan reviewed each nine weeks	NA
		Intentional focus on questioning and student engagement	Lesson planning, PLC work, MAP growth	Embedded in PLC unit work every 6 weeks	NA
	KCWP 2: Design and Deliver Instruction	Utilize strategies learned in KLIP and LDC trainings	Lesson planning, MAP growth, PLC work	Embedded in PLC unit work every 6 weeks	District
		Professional Learning Communities -- PLC is implemented school wide and follows the Plan Do Study Act protocol.	PLC work / documentation, unit common assessments every 5 weeks, MAP growth three times a year, KSA	Weekly	District; Title I & II

		CCMS has implemented Positive Behavioral Interventions & Supports (PBIS) to minimize the impact of negative behaviors impacting instructional time.	Behavior data	Weekly with rewards mid-nine weeks and end of nine weeks	General Fund
<u>Objective 2:</u> Increase the number of seventh and eighth grade students scoring proficient or distinguished on the Math KSA assessment from 20.5% to 22.5% by May 2022.	KCWP 2: Design and Deliver Instruction	Implement Illustrative Math program for middle school	Data analysis through PLC, MAP, KSA	Trainings began in summer 2021 and continue each nine weeks	District Funding, Title 1
		Plan strategically in the selection of high yield instructional strategy usage within lessons.	Lesson Plans, PLC Documentation	Embedded in PLC unit work every 6 weeks	NA
		Utilize knowledge of best practice/high yield instructional strategies to aid in intervention	Data Analysis Document & Lesson Plans	Embedded in PLC unit work every 6 weeks	NA
	KCWP 6---Establishing Learning Culture & Environment	All math teachers will receive professional development during the summer and many growth days.	Data analysis through PLC, MAP, KSA	At least 4 times per year	District General Fund District Title II
		Improved Tier 1 instruction within the classroom by utilizing classified staff and adding small group instruction in the co-teaching classrooms.	Data analysis through PLC, MAP, KSA	Ongoing	Title 1
		Professional Learning Communities --- PLC is implemented school wide and follows the Plan Do Study Act protocol.	PLC work / documentation, unit common assessments every 5 weeks, MAP growth three times a year, KSA	Weekly	District; Title 1 & II

2: Separate Academic Indicator

Goal 2 (State your separate academic indicator goal.): CCMS will increase the overall science proficiency score from 18% to 23.5% and the overall writing proficiency score from 52% to 67% on the KSA assessment by May 2025.					
Objective	Strategy	Activities	Measure of Success	Progress Monitoring	Funding
Objective 1: Increase the number of seventh grade students scoring proficient or distinguished on the Science KSA assessment from 18% to 20% by May 2022.	KCWP 2: Design and Deliver Instruction	Complete Through Course Task to measure the student progression of the Cross Cutting Concepts and Science and Engineering Practices.	Unit common assessment data, KSA	Once a semester	NA
		Model and independent student practice using claims, evidence, and reasoning (CRE)	Formative assessment data, unit common assessment data	once per nine weeks	NA
		Development and use of aligned Classroom Embedded Assessments (formative) to assesses students progression through the Science Disciplinary Core Ideas	Formative assessment, unit common assessment data	once a semester	NA
		Teachers create lessons and activities that reflect district pacing and STEMscopes	Lesson plans, formative assessment data, unit common assessment data	6 unit planning through weekly PLC	District Title Funds General Fund
Objective 2: Increase the number of eighth grade students scoring proficient or distinguished on the Writing KSA assessment from 52% to 57% by May 2022.	KCWP 6: Establishing Learning Culture and Environment	Ensure that student conferencing occurs on a regular basis and such discussions support a culture for learning.	Observations	once a semester	NA
		Assessment/Analysis of writing using new KY scoring rubric	Unit common assessments, KSA	three times a year	Title 1
		Effective Feedback: Teachers will provide relevant and timely feedback on writing pieces using the new KY scoring rubric and on-demand rubric	Observations, unit common assessments, KSA	at least three times a year	Title 1
		Conferencing--Students have one-on-one conference for feedback on their writing pieces, at least two times a year	Observations, unit common assessments, KSA	at least two times a year	Title 1
		Formative Assessment--Students are formatively assessed daily on their use of grammar, punctuation, & writing rules through bellringers, exit slips & in class writing assignments.	Unit common assessment data	ongoing	NA

	KCWP 6: Establishing Learning Culture and Environment	Self Reflection--At least once, students will complete a reflection sheet to identify areas in which they felt confident and areas that still need growth on their on-demand writing. The student will bring the reflection sheet with them to conference with their teacher to see if their ideas match with what the teacher assesses if they met their goal	Unit common assessment data	Once with informative and once with argumentative writing	NA
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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 number of African-American students scoring proficient or distinguished on the Reading KSA assessment from 26% to 27% by May 2022. Objective 2: Increase the number of African-American students scoring proficient or distinguished on the Math KSA assessment from 10% to 11% by May 2022.	KCWP 6: Establishing Learning Culture and Environment	Leadership team mentoring and monitoring data of approximately 90 African-American students	Data analysis of unit common assessments, MAP, KSA	monthly	NA
		Parents of African-American students contacted to invite students to after school tutoring as needed	Data analysis of unit common assessments, MAP, KSA	ongoing as needed	ESS Title 1
	KCWP 4: Review, Analyze, and apply data	MTSS for Reading, Math, and behavior -- data monitored by interventionist	Data analysis of unit common assessments, MAP, KSA, behavior data bi weekly	unit assessment every 6 weeks, MAP 3 times a year, behavior data twice a month	ESS Title I
		Teachers monitor formative and summative assessments for understanding and/or mastery and MAP testing for growth	Data analysis of unit common assessments, MAP	formative each unit, unit assessment every 6 weeks, Map 3 times a year	NA

	KCWP 2: Design and Deliver Instruction	Reading teachers selected diverse class novels and lessons to connect and engage African-American students	Data analysis of unit common assessments, MAP, KSA	semester novel reads	Title 1
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4: Growth

Goal 4 (State your growth goal.): 100% of CCMS students will achieve at least one year of academic growth as measured by the MAP assessment.

Objective	Strategy	Activities	Measure of Success	Progress Monitoring	Funding
Objective 1: 100% of students will achieve their growth goal in Reading as measured by the MAP assessment.	KCWP 2: Design and Deliver Instruction	Ensure that curricular delivery and assessment measures provide for all pertinent information needs for students.	MAP growth	ongoing	NA
		Progress monitoring of SPED students is collected to drive instruction and meet gaps	MAP growth	bi-monthly	NA
		Through PLC, teachers share strategies to improve questioning opportunities and/or engagement	MAP growth	PLC work on 6 week cycle	NA
		School-wide literacy and writing plan actively in place	MAP growth	ongoing but monitored every nine weeks	NA
Objective 2: 100% of students will achieve their growth goal in Math as measured by the MAP assessment.	KCWP 3: Design and Deliver Assessment Literacy	Create formative and summative assessments that are rigorous and aligned to the standards	MAP growth	ongoing through the PLC process	NA
		MTSS for Reading, Math, and behavior -- data monitored by interventionist	MAP	bi-weekly	ESS Title I
	KCWP 4: Review, Analyze, and Apply Data Results	Teachers monitor formative and summative assessments for understanding	Unit common assessment	ongoing through the PLC process	NA
		Analyze Reading and Math MAP data for growth from fall to winter, winter to spring, and fall to spring.	MAP growth	fall, winter, spring analysis using NWEA reports	NA
		Analyze Reading and Math MAP data and use Learning Continuum to identify needed skills for class grouping and intervention	MAP growth	each nine weeks	NA

CROFTON ELEMENTARY SCHOOL

Comprehensive School Improvement Plan 2021-22

1: Proficiency Goal

Goal 1: Increase the percentage of students scoring proficient or distinguished in Reading and Math from 39.5% to 55% by 2025 as measured by KSA.

Objective	Strategy	Activities	Measure of Success	Progress Monitoring	Funding
Objective 1: Increase the percentage of students scoring proficient or above in Reading from 40.9% to 45% by 2022 as measured by KSA.	KCPW 1: Design and Deploy Standards	Striving Readers Comprehensive Literacy Initiatives including: Literacy Design Collaborative Coach and Learn Teams: Continuation of grades 3-12 professional learning through the intensive LDC coach training for district staff, as well as one coach per building in elementary/middle and 2 per building for each high school. LDC Learn teams (now cohorts 1 and 2) are regularly supported by LDC Coaches and K-12 Literacy Coach through online sessions, and participate in implementation of high-quality anchor modules built by LDC with emphasis on focus standards, disciplinary literacy, and aligned instruction. Early Childhood Literacy Academy: All preschool teachers and one kindergarten teacher in every elementary school participate in the academy to build capacity around quality early childhood literacy instruction. Three schools, as well as participating daycares, also receive targeted coaching support through this Academy. School Literacy Plans supported by Literacy Teams: As required by the grant, every school will establish School Literacy Teams that will monitor implementation of School Literacy Plans and report to SBDM 3 times per semester. Supplemental Phonics Program: A system wide phonics program is being implemented in all elementary schools K-3 to create a cohesive approach to phonics instruction districtwide. Professional learning support is offered through phonics coaching, including an outside coach as well as district literacy coaches, for teacher TILT- Literacy Academy- Training and implementation fidelity of Benchmark Literacy. PLCs- A 6 week rotation is used with the Plan, Do, Study, and Act structure. The work focuses on standards planning and pacing, creating rigorous and aligned assessments, formative assessment, quality instruction focused on feedback, RTI, and Data Analysis. A focus in PLC will be use of success criteria and how standards are	F&P Levels MAP Growth Classroom Observations MAP Data KSA	5X plans and data monitoring will be reviewed and revised as needed.	District
	KCPW 2: Design and Deliver Instruction				District
	KCPW 4: Review, Analyze and Apply Data		Classroom Assessment Data Teacher Data Tracking Forms	Review and monitor PLC products and teacher data tracking forms.	District Title II

Objective 2: Increase the percentage of students scoring proficient or above in Math from 38.1% to 42% by 2022 as measured by KSA.	KCPW 1: Design and Deploy Standards KCPW 2: Design and Deliver Instruction KCPW 4: Review, Analyze and Apply Data	formatively assessed. Instructional practices for how students receive feedback/revise their work will be discussed regularly.		Classroom Visits	Data from Classrooms	District
		Teacher Coaching		Improved instructional practices	Coaching forms	No Funding Required
		K-12 Grade level curriculum planning and unit planning		Ability to collaborate with teachers in other buildings	PLC planning/pacing documents	District
		K-8 Math Cohort- Provide content and pedagogical instruction for teacher leaders and Instructional Coaches to develop, implement, and support district wide best-practices instruction in mathematics at elementary and middle school levels. Grade level lesson studies once per semester along with quarterly after school sessions promote professional learning and collaborative teacher planning for cohort participants. TILT- Math Academy	MAP Growth Classroom Observations MAP Data	Score card and data monitoring will be reviewed and revised as needed.	District	
		PLCs- A 6 week rotation is used with the Plan, Do, Study, and Act structure. The work focuses on standards planning and pacing, creating rigorous and aligned assessments, formative assessment, quality instruction focused on feedback, RTI, and Data Analysis. A focus in PLC will be use of success criteria and how standards are formatively assessed. Instructional practices for how students receive feedback/revise their work will be discussed regularly.	Classroom Assessment Data Teacher Data Tracking Forms	Review and monitor PLC products and teacher data tracking forms.	No Funding Required	
		Teacher Coaching	Improved instructional practices	Coaching forms	No Funding Required	
		K-12 Grade level curriculum planning and unit planning	Ability to collaborate with teachers in other buildings	PLC planning/pacing documents	District	

2: Separate Academic Indicator

Goal 2 Separate Academic Indicators: Increase the combined percentage of students scoring proficient or above in Science, Social Studies, and Writing from 49.1% to 64% by 2025 as measured by KSA.					
Objective	Strategy	Activities	Measure of Success	Progress Monitoring	Funding
<u>Objective 1:</u> Increase the percentage of elementary students scoring proficient or above in science from 41.3% to 55% by 2022 as measured by KSA.		Science: Continue formally established protocols for completing Through Course Tasks with science teachers K-12 and for student work analysis. Continue to support K-6 Science Cohort with demonstration lessons and TILT sessions. Literacy in Science: LDC Anchor Modules will be implemented with a common focus across all schools. Ongoing professional learning will occur in development of rigorous tasks, standards and instruction alignment, and best practice in science 3-dimensional instructional practices.	Teacher participation in science specific professional learning Teacher created science assessments and lessons	Monitoring of aligned instruction and assessment practices through PLCs Data protocol in PLCs	District
	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	Social Studies: Social studies teachers will engage in work to understand the depth and breadth of newly-adopted social studies standards through KDE-provided standards modules, to include deconstruction of standards, pacing/mapping, assessment development, and instructional practices aligned to meet the cognitive demand of the standards. Literacy in Social Studies: LDC Anchor Modules will be implemented with a common focus across all schools. Ongoing professional learning will occur in development of rigorous tasks, standards and instruction alignment, and best practice in social studies instructional practices around inquiry and historical thinking.	Student writing products Student Scores Sheets for LDC Completion of LDC learning modules for Learn participants Completion of standards learning modules through PLCs or professional learning Completion of pacing/mapping/deconstruction Teacher created Social Studies assessments and lessons	Student writing products Student Scores Sheets for LDC Anchor Modules Teacher feedback from LDC Learn Cohorts LDC Core Tools reports Monitoring of aligned instruction and assessment practices through PLCs Data protocol in PLCs	District/ Grant
					District
<u>Objective 2:</u> Increase the percentage of elementary students scoring proficient or above in social studies from 68.5% to 75.4% by 2022 as measured by KSA.					
<u>Objective 3:</u> Increase the percentage of elementary students scoring proficient or		Writing: Teachers K-12 will begin the planning and alignment process for implementing a	School Writing Plans	Student writing products DSA Extended Responses	District

above in writing from 37.5% to 50% by 2022 as measured by KSA.		district-wide vision for writing across all content areas to meet the demand of standards (Literacy Design Collaborative, KAS Reading and Writing, and Content Literacy Standards, TCT for Science). Schools will establish writing plans to accommodate specific school needs. Professional learning opportunities will be provided through TILT and other means to support teacher acquisition of skills needed to teach students 21st century literacy skills and calibrate through analysis of student writing. Literacy Design Collaborative: Implementation of Anchor Modules aligned to a district LDC Curriculum Map will occur with emphasis on disciplinary writing and authentic writing products.	Systemwide implementation of School Writing Plans (with attention to disciplinary writing and LDC implementation) DSA for Reading, Writing, and Math Attainment of writing goals on Scorecard	Teacher/administrator feedback in PLCs Monitoring of writing plan implementation and writing portfolio	
			Student writing products Student Scores Sheets for LDC Completion of LDC learning modules for Learn participants	Student writing products Students Scores Sheets for LDC Anchor Modules Teacher feedback from LDC Learn Cohorts LDC Core Tools reports	District/Grant

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: Increase the combined average percentage of Economically Disadvantaged students scoring proficient or distinguished in reading and math from 36.1% to 37.9% by 2022 as measured by KSA.	KCWP 4: Review, Analyze and Apply Data KCWP 5: Design, Align and Deliver Support	Provide feedback to students on their progression of learning	Lexile growth Quantile growth DSA Proficiency KPREP	RTI meetings PLC data meetings Mid-year and End of Year Gains Analysis	No Funding Required
		Assist students in understanding of learning expectations (e.g., learning targets, goal setting, purpose) and know the criteria for success.	Lexile growth Quantile growth DSA Proficiency KPREP	RTI meetings PLC data meetings Mid-year and End of Year Gains Analysis	No Funding Required
		K-2 Intervention Plan- An intervention plan has been developed and is being implemented for K-2 students identified as needing Reading intervention.	Improved Classroom Assessment Data, RI Growth, MAP data	Scorecard data points	Title I
	KCWP 6: Establishing	Read 180/System 44- Students identified as needing intervention in Reading according to multiple data points will receive extra instruction during RTI time with the programs listed above in grades 3-6.	Improved Classroom Assessment Data, MAP Growth, MAP data	Scorecard data points	Grant Funding and Title I
		Math Intervention-Students identified as needing intervention in Math according to multiple data points will receive extra instruction during RTI time with the programs listed above in grades 5-6.	Improved Classroom Assessment Data, MAP Growth, MAP data	Scorecard data points	Grant Funding and Title I
		PLCs- See Goal 1, Objective 1-	See Measures of Success Goal 1	See Progress Monitoring Goal I	No Funding Required
		Check and Connect- Identified students will be checked in and out with on a daily basis by an administrator to focus on differentiated behavior improvement goals.	Improved student behavior	Check and Connect Sheets, Monthly Discipline Data, MTSS screener data	No Funding Required

	Learning Culture and Environment	PBIS Tier II and III implementation- A tier II and III team has been formed and are reviewing student screener data, referrals, discipline data and implementing interventions.	Improved student behavior	Check and Connect Sheets, Monthly Discipline Data, MTSS screener data	No Funding Required
		Implementation of a Social and Emotional Learning curriculum for grades K-6.	Character development	Monthly Discipline Data, Scorecard data points	Title I
		Ensure equitable access to a meaningful and rigorous academic curriculum that is respectful to diverse learners, helps to develop their character, and helps them to be successful	Culturally appropriate teaching and learning	Observations PLCs	District and Title I
		Communicate with and support parents/families in order to address barriers to learning	Addressing student needs	FRYSC Nursing logs SRO Mental Health PLCs	Title I Title V District

4: Growth

Goal 4 Growth: 100% of students will achieve at least one year of academic growth as measured by MAP.

Objective	Strategy	Activities	Measure of Success	Progress Monitoring	Funding
Objective 1: 100% of students will meet their growth goal on MAP.	KCWP 1: Design and Deploy Standards	Provide feedback to students on their progression of learning	MAP growth MAP projected proficiency KSA	RTI meetings PLC data meetings Mid-year and End of Year Gains Analysis	No Funding Required
	KCWP 2: Design and Delivery of Instruction	Assist students in understanding of learning expectations (e.g., learning targets, goal setting, purpose) and know the criteria for success.	MAP growth MAP projected proficiency KSA	RTI meetings PLC data meetings Mid-year and End of Year Gains Analysis	Title I
	KCWP 2: Design and Delivery of Instruction	Use appropriate and effective high yield strategies in order to ensure congruency to the intent of the learning target	MAP growth MAP projected proficiency KSA	Observations PLCs	No Funding Required
	KCWP 3: Design and Deliver Assessment Literacy	Utilize formative and summative information for increased student achievement.	Common, formative, summative assessments	PLCs	No Funding Required
	KCWP 4: Review, Analyze and Apply Data	Monitor and evaluate the use of assessment results to guide instruction and determine the grouping of students.	MAP growth MAP projected proficiency KSA	PLCs Observations RTI meetings Transition meetings	No Funding Required
	KCWP 5: Design, Align and Deliver Support Processes	Determine which best practice strategies (e.g., interventionist, Read 180, modifications to schedules) will meet the identified needs of the students.	MAP growth MAP projected proficiency KSA	PLCs Observations RTI meetings	District Title I
		Intervention/enrichment time is built into the schedule for all students equitably in all grade levels to provide access to all interventionists at every grade level.	MAP growth MAP projected proficiency KSA	RTI meetings Observations PLC data meetings	District Title I
	KCWP 3: Design and Deliver Assessment Literacy	Design high quality assessments and aligned to the rigor of the standards resulting in quality data that is useful for guiding instruction	Common, formative, summative assessments	PLCs	No Funding Required
	KCWP 4: Review, Analyze and Apply Data	Student Goal Setting and Data Tracking- Students in grades 2-6 will track their own progress on student data tracking	Student data tracking forms	RTI meetings PLC data meetings Mid-year and End of Year Gains Analysis	No Funding Required

		forms. These will also be used for goal setting for MAP as well as classroom assessments. Student specific strategies for testing will also be documented here as students will use these during all classroom and district assessments to create their test taking habits.		MAP Proficiency	
		Recognition and celebration of student academic effort and achievement	MAP growth MAP projected proficiency KSA	RTI meetings PLC data meetings Mid-year and End of Year Gains Analysis MAP	Title I

FREEDOM ELEMENTARY SCHOOL

Comprehensive School Improvement Plan 2021-22

1: Proficiency Goal

Goal 1: Increase the number of students scoring proficient or above in Reading from 12.8% to 30% and mathematics from 8.6% to 30%, by Spring 2025 as measured by the KSA assessment.				
Objective	Strategy	Activities to deploy strategies	Measure of Successes	Progress Monitoring
Objective 1: Increase the number of students scoring proficient or above in Reading from 12.8% to 30% as measured by the 21-22 KSA score. Reading Proficiency Goal according to the 2020-2021 Spring MAP scores: 30% of 3rd-6th Grade students will score at or above the MAP - Linking Reading Proficiency by Spring 2022. 30% of K-2 students will score at or above the MAP Reading Mean by Spring MAP. 40% of 3rd-6th Grade students will score "Novice", on Spring MAP reduced from 55.1% on Fall MAP.	KCWP 1: Design and Deploy Standards	- Teachers trained in the Literacy Continuum by Christi Wright including training of BAS testing with fidelity - Teachers utilizing F&P and Eureka Math Unit Pacing Documents including success criteria - K-12 grade level curriculum pacing and unit planning and task development - Implementation of ALL <i>Literacy Continuum</i> Components in all K-3 Classrooms - Learning targets posted, referenced, and assessed daily or within lesson completion - Teachers plan appropriate high-yield strategies to ensure quality instruction and student engagement - School-wide implementation of systematic approach for Math (RDW) and RACE for Reading short answer and extended response questions. - Regular formative assessments including those that require students to communicate their learning in writing with success criteria for all grade levels	All grade levels meeting the 30/30/40 goal	Administration/CS will utilize a lesson plan checklist and FES Walkthrough Tool to monitor instruction and communicate the results with teachers upon completion. Rubrics aligned to the KSA standards for grading SA and ER questions FES Scorecard Progress Monitoring Calendar BAS-PLC Monthly Tracking (correlated to F&P Instructional Level Expectations) updated as students increase GR levels & monitored at the first PLC of the month. (Teachers will use FES BAS Tracking Doc)
				SRCL Grant Title 1 General Fund Title II General

	KCWP 2: Design and Deliver Instruction	- Teachers will participate in weekly "Guided Planning" support sessions led by Curriculum Specialist, Assistant Principal, District Coach, and District Interventionist. - Professional Learning Communities- PDSA Cycles used and differentiated for teachers based on where they are in their unit and these cycles focus on understanding the intent of the standards, alignment of the standards to formative and summative assessments, rigorous, high quality instruction and student work, data analysis and refinement of teaching and learning		Professional Learning Community (CCPS PLC Doc) process monitored through discussion: - Student performance on pre and post assessments (Step 1) - Data is analyzed and prioritized (Step 2) - Class Smart goals are established (Step 3)	Title V Title II
	KCWP 3: Design and Deliver Assessment Literacy	- Teachers will set classroom and grade level goals that lead to the school meeting a 30-30-40 goal (30% proficiency, 30% apprentice, 40% novice) on all assessments. - Utilizing the District's Data Protocol or similar data tracker/reports for data analysis		Data Monitoring reviewed and revised as needed;	
	KCWP 4: Review, Analyze and Apply Data	School implementation of the District Response to Intervention Plan to identify students who qualify for intervention and through intentional scheduling and research based instruction.		- MTSS/RTI instruction monthly meetings to track students (entering/exiting) following the CCPS RTI Guidance Document - RTI progress monitoring (monthly)	

	KCWP 5: Design, Align and Deliver Support	• PBIS-Positive Behavior Intervention and Supports implemented school-wide to minimize the impact of negative behaviors impacting instructional time	Decrease in the number of office behavior referrals	• Use Tableau to monitor behavior incidence numbers	
	KCWP 6: Establishing Learning Culture and Environment	• Guidance (SEL) Lessons will be provided to 100% of students. Students identified as needing additional support based upon needs assessments will be provided with trauma informed care support. • (October) School readiness outreach to family/children, child finder database, instructional support for daycare and preschool.	Decrease in students behavior incidents that require time out of the classroom Observable positive and respectful interactions between adults and students and student to student	• PBIS Walkthroughs • PBIS Tier 1 meetings monthly	Title IV Title II

Objective 2: Increase the number of students scoring proficient or above in math from 8% to 30% as measured by the 21-22 KSA score. Math Proficiency Goal according to the 2020-2021 Spring Map scores: 30% of 3rd-6th Grade students will score at or above the MAP - Linking Math Proficiency by Spring 2022. 30% of K-2 students will score at or above the MAP Math Mean by Spring MAP. 40% of 3rd-6th Grade students will score "Novice", reduced from 60.8% .	KCWP 1: Design and Deploy Standards	• K-12 grade level curriculum pacing and unit and task planning • School-wide implementation of systematic approach for Math (RDW) short answer and extended response questions. • Teachers utilizing all parts of the Eureka Unit Pacing Documents including learning targets and success criteria • Teachers plan appropriate high-yield strategies to ensure quality instruction and student engagement with Kagan Structures • Vertical Curriculum Work • Use of Eureka Math Curriculum in all grade levels • Regular formative assessments including those that require students to communicate their learning in writing with success criteria for all grade levels • Use common standards-based assessments	All grade levels meeting the 30/30/40 goal	Data Monitoring will be reviewed and revised as needed; Disaggregated data discussed with teachers and feedback Lesson Plans w/Non Negotiables Classroom Observations PLC Work/Discussions Teacher pacing of instruction	General General Title II
	KCWP 2: Design and Deliver Instruction	• Professional Learning Communities- PDSA Cycles used and differentiated for teachers based on where they are in their unit and these cycles focus on understanding the intent of the standards, alignment of the standards to formative and summative assessments, rigorous, high quality			

		instruction and student work, data analysis and refinement of teaching and learning			
	KCWP 3: Design and Deliver Assessment Literacy	- Teachers will set classroom and grade level goals that lead to the school meeting a 30-30-40 goal (30% proficiency, 30% apprentice, 40% novice) on all assessments. - Utilizing the District's Data Protocol or similar data tracker/reports for data analysis			
	KCWP 4: Review, Analyze and Apply Data	School implementation of the District Response to Intervention Plan to identify students who qualify for intervention and through intentional scheduling and research based instruction.		- MTSS/RTI instruction monthly meetings to track students (entering/exiting) following the CCPS RTI Guidance Document - RTI progress monitoring (monthly)	

2: Separate Academic Indicator

Goal 2: Increase the combined percentage of students scoring proficient or above in Science, Social Studies, and Writing from 24% to 40%, by 2025 as measured by the KSA assessment.				
Objective	Strategy	Activities	Measure of Success	Progress Monitoring
Objective 1: Freedom Elementary will increase the number of students scoring proficient or above in Science from 8.6% to 30% by 2022.	KCWP 1: Design and Deploy Standards	- Alignment of activities to standards - Intentional Teaching of the Science Standards across all grade levels - Science Cohort Training	Increased Student Achievement	Lesson Plans PLC Work/Discussion Classroom Observations Unit Assessment Data
	KCWP 2: Design and Deliver Instruction			
	KCWP 3: Design and Deliver Assessment Literacy	- Regular formative assessment that include requiring students to communicate their learning in writing - TCT - Rigorous Assessments aligned with standards and activities within the unit	Increased Student Achievement	Lesson Plans TCT Data Unit Assessment Data Classroom Observations PLC Work/Discussions
Funding: General				
Objective 2: Freedom Elementary will increase the number of students scoring proficient or above in Writing from 30.5% to 40% by 2022 as measured by KSA.	KCWP 1: Design and Deploy Standards	- Utilization of the District's Curriculum Map/Pacing - Writing Standards and Writing Process Workshops - On Demand Trainings	Increased Student Achievement	Lesson Plans Faculty Meeting Trainings PLC Work/Discussions Classroom Observations
	KCWP 2: Design and Deliver Instruction	Development and implementation of school wide writing plan aligned with the district's writing plan	Students writing to grade level expectations per the writing plan	All teachers and staff know the school-wide writing plan and follow it Lesson Plans Student Writing Samples
	KCWP 3: Design and Deliver Assessment Literacy	- Regular formative assessment that include requiring students to communicate their learning in writing - Analysis of Writing Pieces	An increase in proficient writing pieces at each grade level	Lesson Plans Student Assessment Data and writing samples
Funding: General Title V				
Funding: General Title I				
Funding: General				

3: Achievement Gap

Objective	Strategy	Activities	Measure of Success	Progress Monitoring	Funding
Objective 1: Freedom Elementary will increase the number of African American students scoring proficient or above in Reading and Math from 12.1% to 13.2% on KSA by 2022.	KCWP 2: Design and Deliver Instruction	- Use of more texts that are inclusive of African American students or by African American Authors - Use Kagan Structures for Student Engagement and culturally relevant math lessons/tasks	A classroom library of culturally, diverse texts being utilized during instruction; an increase in the number of AA students scoring proficient.	Lesson Plans PLC Work/Discussions Eleot/Walkthrough Documentation Classroom Observations Unit Assessment Data	SBDM Funds Title I
	KCWP 6: Establishing Learning Culture and Environment	- Ensure culturally responsive behaviors are modeled among faculty, staff, and students - Work to foster authentic, reciprocal partnerships between families, children, teachers, and schools, in which the achievement of all students is encouraged and supported at home and at school	Positive interactions between and amongst adults and students	Classroom and Schoolwide Observations PBIS Walkthroughs Survey Data	General
	KWCP 2: Design and Deliver Instruction	Engaging students in challenging academic content, that is constant, integrated across disciplines and designed for use beyond the classroom.	Schools and families communicating about student learning; Parent-Teacher Conferences; Family Night Attendance	Faculty Meeting Minutes; Parent-Teacher Conferences; Parent Trainings; Survey Data Family Night Sign-In Sheets	Title I
	KWCP 2: Design and Deliver Instruction	Engaging students in challenging academic content, that is constant, integrated across disciplines and designed for use beyond the classroom.	Increase Student Engagement in the Classroom; decrease in behavior issues, increased proficiency and student achievement	Lesson Plans, Classroom Observations, Increase in the amount of quality classroom activities and tasks, more student centered classrooms including Kagan Structures	General
Objective 2: Freedom Elementary will increase the number of Students with Disabilities scoring proficient or above in	KCWP 2: Design and Deliver Instruction	Priority scheduling: Refine the process for priority scheduling for students with disabilities that ensures the master schedule meets individual needs identified in students Individual Education Plans (IEPs).	Achievement Gap Closure, Increased Proficiency	Lesson Plans and Classroom Observations	General

Reading from 14.9% to 16.4% on KSA by 2022.	KCWP 5: Design, Align and Deliver Support	• Specially Designed Instruction: Ensure students with disabilities are receiving SDI as stated on their IEP's.	Achievement Gap Closure, Increased Proficiency	Lesson Plans and Classroom Observations	General
	KCWP 6: Establishing Learning Culture and Environment	• Accommodations: Ensure appropriate accommodations are being used throughout the school year for students with disabilities to provide equal access to the general curriculum.	Achievement Gap Closure, Increased Proficiency	General and Sped Lesson Plans, IEPs and Classroom Observations	

4: Growth

Goal 4: 100% of students will meet their individualized growth goal in Reading and Math on the 2022 MAP Spring assessment.

Objective	Strategy	Activities	Measure of Success	Progress Monitoring	Funding
Objective 1: 100% of students will meet their individualized growth goal in Reading on the 2022 MAP Spring assessment.	See Goal 1, Objective 1 Strategies	See Goal 1, Objective 1 Activities	See Goal 1, Objective 1 Measure(s) of Success	Data Monitoring reviewed and revised as needed	See Goal 1, Funding
Objective 2: 100% of students will meet their individualized growth goal in Math on the 2022 MAP Spring assessment.	See Goal 1 Objective 2 Strategies	See Goal 1, Objective 2 Activities	See Goal 1, Objective 2 Measure(s) of Success	Data Monitoring reviewed and revised as needed	See Goal 1 Funding

5: Other (Optional)

Goal 5: Ensure a supportive learning environment as evidenced by stakeholder surveys.

Objective	Strategy	Activities	Measure of Success	Progress Monitoring	Funding
Objective 1: Increase the mean score on the Employee Engagement Survey from 2.9 to 3.10 , by June 2022.	KCWP 6: Establishing Learning Culture and Environment	• Rounding with new employees • Offering a suggestions box on sharing ideas as to how leadership can support staff • Offering teachers input on the school's scorecard and PBIS Implementation	Employee Engagement will increase and staff say they are supported	Rounding Schedule Number of suggestions submitted and ideas discussed in faculty meetings PLC Discussions Staff Discussions	Title II Title V
Objective 2: Freedom Elementary will improve the school's learning environment as evidenced by an increase of the overall mean on the Student Engagement Survey from 3.98 to 4.03.	KCWP 6: Establishing Learning Culture and Environment	• Staff share in faculty meetings how they have built relationships with students • Share character words during morning announcements and share with students how positive interactions look between students and adults and student to student • Utilize the student leadership team or convene a student advisory council to elicit feedback on how they think students would like to be recognized for good work and behavior • Regularly recognize when positive interaction	Additional ideas on building positive relationships. Positive student to adult and student to student interactions will increase	Faculty and Leadership Team Meeting Agendas Character Words Document Feedback from teachers and students Student Leadership Team/Student Council Agenda/Meeting Notes Number of times we are recognizing positive interactions	Title II

		between students is observed			
Objective 3: Freedom Elementary will improve the school's learning environment as evidenced by an increase of the overall mean on the Parent Satisfaction Survey from 4.17 to 4.22.	KCWP 6: Establishing Learning Culture and Environment	• Plan Family Academic Nights • Elicit more feedback from parents as to what does Freedom Elementary need to do in order for parents to recommend our school to other parents	More parent involvement and more parent input on school improvement	Family Night Agendas PTO Agenda Items Parent Conversations and Feedback	Title II

HOPKINSVILLE HIGH SCHOOL

Comprehensive School Improvement Plan 2021-22

1: Proficiency

Goal 1: Hopkinsville High School will increase the number of high school students scoring proficient or above in combined reading and math as measured by KSA from 28.7% in 2021 to 37.31% in May of 2025.					
Objective	Strategy	Activities	Measure of Success	Progress Monitoring	Funding
Objective 1: Hopkinsville High School will increase the percentage of 10th grade students scoring proficient or above in reading from 32.5% to 35.75% as measured by the KSA by 2022.	KCWP 3: Design and Deliver Assessment Literacy KCWP 4: Review, Analyze and Apply Data KCWP 6: Establishing Learning Culture and Environment	Professional Learning Communities (PLCs): The CCPS PLC Guidance Document is organized around the Plan-Do-Study-Act process that has been implemented school-wide.	- Walk-thru observations - PLC Evidence - Canvas Lesson Plan Overview - Common Assessment data - MTSS data which includes MAP data	- HHS Scorecard - PLC Data Analysis - MTSS Google Tracking Sheets - MAP data - Weekly Canvas checks	District; Title 1
		Follow KPREP Blueprint and all released items to plan assessments	- PLC evidence - Canvas Lesson Plan Overview - Common Assessment Data	- HHS Scorecard - PLC Data Analysis - KSA Practice Assessments	
		Create plan for practice KSA arena testing for all sophomore students	Common Assessment data	KSA Practice Assessments	
	KCWP 1: Design and Deploy Standards KCWP 2: Design and Deliver Instruction KCWP 4: Review, Analyze and Apply Data	Curriculum Planning and Support at the school and district level	Canvas Lesson Plan Overview	Weekly Canvas checks with feedback	District Level Funding Title 1
		Create MTSS Plan for Reading based on MAP data	Map growth	- Map Testing-Fall, Winter, Spring - MTSS Google Tracking Sheets	Title 1
		School-Wide Writing Plan across all content areas	Canvas Lesson Plan Overview	Writing analysis through PLC work	Title 1
		Implement use of IXL and No Red Ink to differentiate for	Common Assessment Data	- KSA Practice Assessments - PLC Data Analysis	Title 1

		students based on reading and English skills	• Data Analysis in PLCs		
Objective 2: Hopkinsville High School will increase the percentage of 10th grade students scoring proficient or above in math from 24.9% to 27.39% as measured by the KSA by 2022.	See Strategy 1 in Proficiency KCWP 1: Design and Deploy Standards KCWP 2: Design and Deliver Instruction KCWP 4: Review, Analyze and Apply Data	Utilize strategies from LDC and KLIP trainings	• Walk-thru observations • Canvas Lesson Plan Overview	• HHS Writing Plan • Writing analysis through PLC work • PLC discussions	District; Title 1
		Provide new teacher support in content	• Walk-thru observations • PLC evidence • Canvas Lesson Plan Overview • Common Assessment Data	• Curriculum Coach document • Mentor/Mentee support • District Level Support of New Teachers	District; Title 1
		See Activity 1 in Proficiency	See Measure of Success 1 in Proficiency	See Progress Monitoring 1 in Proficiency	District; Title 1
		Curriculum Planning and Support at the school and district level	• Canvas Lesson Plan Overview	• Weekly Canvas checks with feedback	District Level Funding Title 1
		Implement Illustrative Math in Algebra 1	• Data Analysis in PLCs • Canvas Lesson Plan Overview	• KSA Practice Assessments • PLC Data Analysis • Weekly Canvas Checks with Feedback	Title 1
		Implement use of IXL to differentiate for students based on data	• Common Assessment Data • Data Analysis in PLCs • Canvas Lesson Plan Overview	• KSA Practice Assessments • PLC Data Analysis • Weekly Canvas Checks with Feedback	Title 1
		Create MTSS Plan for Math based on MAP data	• Map growth	• Map Testing-Fall, Winter, Spring • MTSS Google Tracking Sheets	Title 1

2: Separate Academic Indicator

Goal 2: Hopkinsville High School will increase the number of high school students scoring proficient or above in science from 26.1% to 33.3% and writing from 55.9% to 72.67 as measured by KSA by May of 2025.

Objective	Strategy	Activities	Measure of Success	Progress Monitoring	Funding
Objective 1: Hopkinsville High School will increase the percentage of 11th grade students scoring proficient or above in science from 26.1% to 28.71% as measured by the KSA by 2022.	See Strategy 1 in Proficiency	See Activity 1 in Proficiency	See Measure of Success 1 in Proficiency	See Progress Monitoring 1 in Proficiency	District; Title 1
	KCWP 1: Design and Deploy Standards KCWP 2: Design and Deliver Instruction KCWP 4: Review, Analyze and Apply Data	Use Through Course Task to measure student progress in Cross Cutting Concepts and Science and Engineering Practices Create activities and lessons for use in classes with StemScopes	- Common Assessment Data - Data Analysis in PLCs - Canvas Lesson Plan Overview	Once a semester and shared within science department	NA
			- Common Assessment Data - Data Analysis in PLCs - Canvas Lesson Plan Overview	- PLC Data Analysis - Bi-Monthly Science Department Meetings	District Title Funding
Objective 2: Hopkinsville High School will increase the percentage of 11th grade students scoring proficient or above in writing from 55.9% to 61.49% as measured by the KSA by 2022.	See Strategy 1 in Proficiency	See Activity 1 in Proficiency	See Measure of Success 1 in Proficiency	See Progress Monitoring 1 in Proficiency	District; Title 1
	KCWP 1: Design and Deploy Standards KCWP 2: Design and Deliver Instruction KCWP 4: Review, Analyze and Apply Data	Analyze new KY writing scoring rubric	- Common Assessment Data - School-wide scoring of On-Demand	KSA writing practice assessments	Title 1
		Provide effective feedback to students using the new writing rubric	- Walk-thru observations - Common Assessment Data	- PLC Evidence - Discuss at Bi-Monthly ELA Department Meetings	Title 1
		Implement HHS Writing Plan with fidelity	- Common Assessment Data - Canvas Lesson Plan Overview	- HHS Writing Plan - KSA practice tests - PLC evidence	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: Hopkinsville High School will increase the percentage of 10th grade economically disadvantaged students scoring proficient or above in reading from 21.5% to 22.15% as measured by the KSA by 2022.	KCWP 5: Design, Align and Deliver Support	Monitor data through PLCs, Department Head, and Leadership Meetings	- Common Assessment Data - Data Analysis in PLCs - KSA - MAP	Bi-monthly at PLCs and Department Head Meetings	Title 1
	KCWP 4: Review, Analyze and Apply Data	Analyze MTSS data for Reading, Math, and behavior	- Common Assessment Data - Data Analysis in PLCs - KSA - MAP - PBIS Interventions	- PLC Data Analysis - MTSS Google Tracking Sheet - Map Testing-Fall, Winter, Spring - PBIS Data Tracking Sheets-monitored weekly	District Title 1; Title 1
Objective 2: Hopkinsville High School will increase the percentage of 10th grade economically disadvantaged students scoring proficient or above in math from 16.0% to 16.48% as measured by the KSA by 2022.		Content teachers monitor formative and summative assessments for mastery and look for strategies for reteaching as needed	- Common Assessment Data - Data Analysis in PLCs - KSA	- PLC Data Analysis - Bi-Monthly Department Meetings	Title 1

4: Transition Readiness

Goal 5: Hopkinsville High School will increase the 12th grade postsecondary readiness (academic and career) score from 55% (unofficial school score) to 71.5% as measured by the state by May of 2025.

Objective	Strategy	Activities	Measure of Success	Progress Monitoring	Funding
Objective 1: Hopkinsville High School will increase the percentage of 11th grade students meeting CPE English benchmark from 44.5% to 48.95% as measured by the ACT by 2022.	KCWP 3: Design and Deliver Assessment Literacy KCWP 4: Review, Analyze and Apply Data KCWP 6: Establishing Learning Culture and Environment	Professional Learning Communities (PLCs): The CCPS PLC Guidance Document is organized around the Plan-Do-Study-Act process that has been implemented school-wide.	- Walk-thru observations - Canvas Lesson Plan Overview - Common Assessment data - MasteryPrep Data - ACT data	- HHS Scorecard - PLC Data Analysis - Postsecondary Readiness Google Sheets - MasteryPrep Assessment (fall, winter and spring)	District; Title 1
		All teachers will use ACT-like bellringers embedded within their Canvas plans	- Canvas Lesson Plan Overview - Walk-thru observations	- PLC discussions - Weekly Canvas Checks	District
		Monthly Leadership meetings to include ACT Plan and MasteryPrep updates	- MasteryPrep Data - ACT data	Monthly discussion at Leadership Meetings	District; Title 1
		All 9th to 11th grade students will take the MasteryPrep Assessment	MasteryPrep Data	Postsecondary Readiness Google Sheets	District
		All sophomores and juniors will attend an ACT Bootcamp to learn test taking strategies.	- ACT data - MasteryPrep Data	- HHS Scorecard - Postsecondary Readiness Google Sheets - MasteryPrep Assessment (fall, winter and spring)	District; Title 1
Objective 2: Hopkinsville High School will increase the percentage of 11th grade students meeting CPE Math benchmark from 44.5% to 48.95% as measured by the ACT by 2022.	KCWP 4: Review, Analyze and Apply Data	Analyze MasteryPrep data to identify specific English skills to target for differentiation	- MasteryPrep Data - PLC Evidence - ACT data	Postsecondary Readiness Google Sheets	District; Title 1

						• MasteryPrep Assessment (fall, winter, and spring)	
Objective 2: Hopkinsville High School will increase the percentage of 11th grade students meeting CPE reading benchmark from 38.1% to 41.91% as measured by the ACT by 2022.	See Strategy 1 in Transition Readiness	See Activity 1 in Transition Readiness	See Measure of Success 1 in Transition Readiness	See Progress Monitoring 1 in Transition Readiness	District; Title 1		
	KWCP 4: Review, Analyze and Apply Data	Analyze MasteryPrep data to identify specific Reading skills to target for differentiation	• MasteryPrep Data • PLC Evidence • ACT data	• Postsecondary Readiness Google Sheets • MasteryPrep Assessment (fall, winter, and spring)	District; Title 1		
Objective 3: Hopkinsville High School will increase the percentage of 11th grade students meeting CPE math benchmark from 31.4% to 34.54% as measured by the ACT by 2022.	See Strategy 1 in Transition Readiness	See Activity 1 in Transition Readiness	See Measure of Success 1 in Transition Readiness	See Progress Monitoring 1 in Transition Readiness	District; Title 1		
	KWCP 4: Review, Analyze and Apply Data	Analyze MasteryPrep data to identify specific math skills to target for differentiation	• MasteryPrep Data • PLC Evidence	• Postsecondary Readiness Google Sheets • MasteryPrep Assessment (fall, winter, and spring)	District; Title 1		
Objective 4: Hopkinsville High School will increase the percentage of 12th grade students becoming Career Ready from 26% (HHS reports) to 50% (HHS goal) as measured by the EOPA and Industry Certifications by 2022.	KWCP 4: Review, Analyze and Apply Data	Develop formative and summative assessments for each CTE program to benchmark student progress toward Industry Certification and EOPA	• PLC Evidence • Common Assessment Data	• Postsecondary Readiness Google Sheets	District; Perkins		
	KWCP 6: Establishing Learning Culture and Environment						
Objective 5: HHS will increase the	KWCP 3: Design and Deliver Assessment Literacy	Increase opportunities for students to participate in	• Increase in AP and Dual Credit students	• Postsecondary Readiness Google Sheets	Title 1; General		

overall PostSecondary readiness score to 85% (school goal) by 2022.	KWCP 4: Review, Analyze and Apply Data KWCP 6: Establishing Learning Culture and Environment	Advanced Placement and Dual Credit classes Identify students that have not benchmarked on ACT and have them take the KYOTE	• ACT Data Analysis • Increase on KYOTE practice tests	• Postsecondary Readiness Google Sheets	District; Title 1
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5: Graduation Rate

Goal 6: Hopkinsville High School will increase the cohort graduation rate from 95.6% to 97.5% as measured by the state by May of 2025.					
Objective	Strategy	Activities	Measure of Success	Progress Monitoring	Funding
Objective 1: Hopkinsville High School will increase the cohort graduation rate from 95.6% to 96.1% as measured by the state by May of 2022.	KCWP 2: Design and Deliver Instruction KCWP 4: Review, Analyze and Apply Data KCWP 5: Design, Align and Deliver Support KCWP 6: Establishing Learning Culture and Environment	All teachers will analyze the failure report	• Decrease in numbers on failure report • Graduation Rate	• Failure report is monitored weekly	District; Title 1
		Interventions will begin immediately with those students in danger of failing	• Decrease in numbers on failure report	• MTSS Google Tracking Sheets	Title 1
		Monitor student attendance and chronic absenteeism.	• Attendance Reports	• HHS Scorecard • Truancy Reports	District
		Conduct transcript audits in the fall and spring to ensure students are on track to graduate with their cohort	• Completed audit reports • Graduation Rate	• Postsecondary Readiness Google Sheets	District; Title 1
		Identify students in need of credit recovery and intervene quickly	• Failure Report • Transcript Audits	• Postsecondary Readiness Google Sheets	District

HOPKINSVILLE MIDDLE SCHOOL

Comprehensive School Improvement Plan 2021-22

1: Proficiency

Goal 1: Hopkinsville Middle School will increase the number of students scoring proficient or above by 10% in reading and math by Spring 2025 as determined by the Kentucky Standards Assessment. Reading proficiency will increase from 41%-51% and Math proficiency will increase from 26.5%-36.5%.				
Objective	Strategy	Activities	Measure of Success	Progress Monitoring
Objective 1 Increase the number of 7th and 8th grade students scoring proficient or above on the MAP Assessment by 10% from 41% in Fall 2021 to 51% in Spring 2022 in the area of Reading.	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	• Use of Learning Continuum to support differentiated instruction. • Standards based instruction - Priority Standards Curriculum Alignment • Professional Learning Communities - will be implemented district wide for whole-staff involvement in a process of intensive reflection upon instructional practices and desired student benchmarks, as well as monitoring of outcomes to ensure success. PLCs enable teachers continually learn from one another via shared visioning and planning, as well as in-depth critical examination of what <i>does</i> and <i>does not</i> work to enhance student achievement • Support schoolwide literacy focus by implementing LDC, TCT and ER. (Writing Plan, Interdisciplinary Literacy) • School wide RTI schedule and Multi-Tier Support Systems • -Tier 1-instructional strategies for all students • -Tier 2 & 3-Behavior and Academics • -RtI classes in Reading • Data Collection rounds using ELEOT indicators for engaged students.	• NWEA MAP RIT scores for reading and math • Observations • Instructional Rounds • Common Assessment Data • Formative Assessments • RTI Data Trackers • Visible evidence of literacy work through vocabulary and writing practices • LDC Logs	• CCPS District pacing guide • HMS Scorecard • Weekly PLC's • ELEOT Walkthrough • CANVAS Lesson Plans • Ad hoc report for missing assignments (bi-weekly - What can we do to help students while at school.
				District Title 1

Objective 2 Increase the number of 7th and 8th grade students scoring proficient or above on the MAP Assessment by 10% from 26.5% in Fall 2021 to 36.5% in May 2022 in the area of Math.	KCWP 1: Design and Deploy Standards KCWP 4: Review, Analyze and Apply data	KCWP 2: Design and Deliver Instruction KCWP 5: Design, Align, and Deliver Support	- Data Trackers - Student Goal Setting Reports - Implement Literacy and Writing Plan - Professional Learning Communities (PLCs) - Assessment Plan: School assessment plan developed aligning to districts plan for universal math screener (NWEA MAP) and units of assessments.	- Participation Logs - NWEA MAP data - NWEA Learning Continuum - NWEA MAP DATA (3x a year) - District Unit Pacing using Common Assessments - Improved mathematical practices	- HMS Scorecard - Pre/Post Calculators (Proficiency/Growth) - Data Disaggregation - Administrative and Coaching support - HMS Scorecard - Data discussions in weekly PLC's with feedback - NWEA MAP data - HMS Scorecard - District Unit Pacing	District Title II	District Title I Instructional Budget ESS Budget
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2: Separate Academic Indicator

Goal 2 : Hopkinsville Middle School will increase the number of students scoring proficient or above in the separate academic indicators of Writing and Science by Spring 2025 as determined by the Kentucky Standards Assessment. Writing proficiency will increase from 51.6% to 60%, Science proficiency will increase from 18.3% to 50%, and the Social Studies baseline will be set this year at 40%.					
Objective	Strategy	Activities	Measure of Success	Progress Monitoring	Funding
Objective 1 Increase the number of students scoring Proficiency on the State Assessment in Writing from 51.6% to 60% by Spring of 2022 as determined by Kentucky Standards Assessment	KCWP 1: Design and Deploy Standards KCWP 2: Design and Deliver Instruction KCWP 4: Review, Analyze and Apply data KCWP 5: Design, Align, and Deliver Support	- Increase writing opportunities in all content areas in grades 7th and 8th grade. - Writing Scrimmages - Implement Literacy and writing plan	- Lesson plans - Walk through evidence - Student writing samples - Implementation of school writing plan	- Student writing samples with feedback - Lesson Plans - Monitor school wide writing plan - Student Goal Setting Reports	District Title I Instructional Budget
Objective 2 Increase the number of students scoring Proficiency on the State Assessment in Science from 18.3% to 50% by Spring of 2022	KCWP 1: Design and Deploy Standards KCWP 2: Design and Deliver Instruction KCWP 4: Review, Analyze and Apply data KCWP 5: Design, Align, and Deliver Support	- Professional Learning - Additional professional development support for Science across grade levels and unit planning. - Professional Learning on Vocabulary through Kentucky Literacy Intervention Project (KLIP) and Literacy Design Collaborative (LDC) - Cohort teachers will train HMS staff of effective literacy practices using strong vocabulary strategies and writing implementation.	- Participation - Logs - Implementation of PLC effective teaching strategies. - Visible evidence of literacy work through vocabulary and writing practices in the science classroom.	- PLC's process with data and instructional planning in science - Vertical PLC's. - Task reviewed during growth days. Reflection and revision of task	District Title I Instructional Budget

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 Reduce the number of 7th and 8th grade students scoring novice in Reading by 5% from 27.5% to 22.5% as measured by the 2021-2022 by the Kentucky Standards Assessment.	KCWP 1: Design and Deploy Standards KCWP 3: Design and Deliver Assessment Literacy KCWP 4: Review, Analyze and Apply data	Remove Barriers: Provide resources and support to address barriers to learning, including, but not limited to, transience, healthcare, and social workers in collaboration. Involve FRYSC. Equity: Teacher quality is the school factor that makes the greatest impact on student achievement. Consistent exposure to effective teachers can overcome obstacles to learning and close the achievement gap with stakeholders.	- Increased access to support structures - Equitable distribution of effective teachers	- Parent and Student Pulse Surveys Staffing Rosters. - Implement a system of continuous feedback using staff voice to drive improvement. (Rounding & Surveys)	General Funding Title I, Title III; Homeless; Migrant
	KCWP 2: Design and Deliver Instruction	Co-Teaching - SPED teachers collaborating in classrooms more.	SPED teachers are becoming more involved in the regular education instruction in Co-Lab Classes.	SPED Schedules and teacher roles improving in collaboration classes.	IDEA-B
		Priority scheduling: Refine the process for priority scheduling for students with	Schedule changes are fluid and move	IEP progress monitoring, principal monitoring all other students with	General Fund

	KCWP 5: Design, Align, and Deliver Support	disabilities that ensures the master schedule meets individual needs identified in students Individual Education Plans (IEPs).	depending on needs of students.	progress reports and nine week report cards on pass/fail grades	
		System-wide reading and math intervention programs, professional learning, and coaching support will be provided by the district to all schools.	Improvement in Lexile and Quantile scores	Quarterly implementation monitoring	District and Striving Readers Grant funding
		Tiger Challenge (after school) to make up missing assignments.	Students have no missing assignments and grades	IC Grade	District IC Funding

4: Growth

Goal 4: 100% of Hopkinsville Middle School Students will achieve at least one year of academic growth as measured on the MAP assessment.

Objective	Strategy	Activities	Measure of Success	Progress Monitoring	Funding
Objective 1 100% of HMS students will meet their individual Fall to Winter Reading Growth goal as determined by MAP.	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	• Use of Learning Continuum to support differentiated instruction. • Standards based instruction - Priority Standards Curriculum Alignment • Professional Learning Communities - will be implemented district wide for whole-staff involvement in a process of intensive reflection upon instructional practices and desired student benchmarks, as well as monitoring of outcomes to ensure success. PLCs enable teachers continually learn from one another via shared visioning and planning, as well as in-depth critical examination of what <i>does</i> and <i>does not</i> work to enhance student achievement • Support schoolwide literacy focus by implementing LDC, TCT and ER. (Writing Plan, Interdisciplinary Literacy) • School wide RTI schedule and Multi-Tier Support Systems • -Tier 1-instructional strategies for all students • -Tier 2 & 3-Behavior and Academics • -RtI classes in Reading • Data Collection rounds using ELEOT indicators for engaged students.	• NWEA MAP RIT scores for reading and math • Observations • Instructional Rounds • Common Assessment Data • Formative Assessments • RTI Data • Trackers • Visible evidence of literacy work through vocabulary and writing practices	• CCPS District pacing guide • HMS Scorecard • Weekly PLC's • ELEOT Walkthrough • CANVAS Lesson Plans • Ad hoc report for missing assignments (bi-weekly - What can we do to help students while at school.	District Title 1

Objective 2 100% of HMS students will meet their Winter to Spring Math Growth goal as determined by MAP.	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	- Professional Learning Communities (PLCs) - Assessment Plan: School assessment plan developed aligning to districts plan for universal math screener (NWEA MAP) and units of assessments. - Implement Illustrative Mathematics in 7th grade and 8th grade - School wide RTI schedule and Multi-Tier Support Systems -Tier 1-Instructional strategies for all students -Tier 2 & 3-Behavior and Academics -RTI classes in Math - Extended School Services provided for additional support of identified students. - Interventions for reading and math. District funded school interventionist to support teachers and staff in the implementation of intervention and progress monitoring. - Administration and Coaches assigned to math teachers to help improve instruction and classroom management	- Participation Logs - NWEA MAP data - NWEA Learning Continuum - NWEA MAP DATA (3x a year) - District Unit Pacing using Common Assessments - Improved Mathematical Practices	- HMS Scorecard - Pre/Post Calculators (Proficiency/Growth) - Data Disaggregation - Administrative and Coaching support - HMS Scorecard - Data discussions in weekly PLC's with feedback - NWEA MAP data - HMS Scorecard - District Unit Pacing	District Title I Instructional Budget ESS Budget
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INDIAN HILLS ELEMENTARY SCHOOL

Comprehensive School Improvement Plan 2021-22

1: Proficiency

Goal 1: Indian Hills Elementary will increase the number of students scoring proficient or above in combined reading and mathematics from 39% to 50% by Spring 2025 as determined by Kentucky Standards Assessment.

Objective	Strategy	Activities	Measure of Success	Progress Monitoring	Funding
Objective 1: K- 6 th grade students in Reading & Math - Increase the number of students scoring grade level norm RIT (MAP of Fall 2021) by 15% (MAP Spring of 2022) as measured by MAP data Objective 2: Increase the percentage of students scoring proficient/distinguished in grades 3 rd -6 th in Reading and Math by 15% and reduce the number of students scoring novice by 10% as measured by the 2021-2022 Spring MAP assessment	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	- Standards based instruction - Priority Standards Curriculum Alignment: Indian Hills will work in partnership with the District as we continue to implement a systemic process for developing and refining district curriculum documents and benchmark assessments. Teacher representatives from all schools participate in collaborative curriculum review and planning - Use of Learning Continuum to support differentiated instruction. - Explicitly taught, intentional strategies to dissect and attack all genres and standards with student accountability for using strategies - Data Trackers: (Student goal setting/data tracking) All staff will utilize data trackers to keep all assessment data of individual students in one central location that is shared with administrators.	- F and P Levels - NWEA MAP RIT scores for reading and math - Observations - Instructional Rounds - Common Assessment Data	- CCPS District pacing guide - Indian Hills Elementary Scorecard - Weekly PLC's	District
	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	- Professional Learning Communities (PLCs) Plan, Do, Study, Act framework implemented for K-6 Professional Learning Communities. Indian Hills PLC schedule and routine is set to include the Plan, Do, Study, Act model. This model includes a differentiated process for each teacher (content area/grade level) to ensure academic proficiency of students. Through this differentiation teachers continually learning from one another, focusing on what does and doesn't work to enhance student achievement. - Assessment Plan: School assessment plan developed aligning to districts plan for universal screener (NWEA MAP) and units of assessments. - Cumulative unit assessments and formative assessment of specific skills/standards are used at Indian Hills.	- Completion of data trackers - Participation Logs - NWEA MAP data - NWEA Learning Continuum - F and P levels - Completion of Pre/Post Calculators	- Indian Hills Elementary Scorecard - Weekly PLC's - Pre/Post Calculators (multiple data sets) - Indian Hills Elementary Scorecard - Pre/Post Calculators (Proficiency/Growth) - Data Disaggregation	No Funding Required
			- NWEA MAP DATA (3x a year) - District Unit Pacing using Common Assessments - Pre/Post Calculators with proficiency and growth BAS (Reading Levels)	- Indian Hills Scorecard - Data discussions in weekly PLC's with feedback - Pre/Post data with proficiency and growth	No Funding Required

			• Brigrance • F&P Early Literacy		District Title I Instructional Budget
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	• Blended Learning- Google Classroom - support teachers in the use of Google classroom to save time, collaborate, communicate, and better meet the needs of all students. • Go Formative used for assessment. • Integration of typing.com to work on fluency of typing skills to help students prepare for KSA.	• Lesson Plans • In Class Observations	• Feedback from ELEOT walkthrough document • Progress reports from typing.com	District Title I Instructional Budget	
	• Intervention: MTSS - supports intervention for reading and math. District funded school interventionist to support teachers and staff in the implementation of the MTSS model for intervention and progress monitoring. • RTA Grant funded teachers used to provide interventions for students in Kindergarten and first grade. • Extended School Services provided for additional support of identified students. • School wide RTI schedule and plan in place. All students attend acceleration services (RTI or enrichment according to student data). • Use of Learning Continuum to support differentiated instruction. 6 week cycle to progress monitor those students in support services.	• NWEA MAP DATA (3x a year) • District Unit Pacing • Pre/Post Calculators with proficiency and growth	• Indian Hills Scorecard • MTSS progress monitoring of students in reading and math • NWEA MAP data	District Title I Instructional Budget ESS Budget	

2: Separate Academic Indicator

Goal 2: Indian Hills Elementary will increase the number of students scoring proficient or above in all separate academic indicators to 50% or above by Spring 2025 as determined by Kentucky Standards Assessment.				
Objective	Strategy	Activities	Measure of Success	Progress Monitoring
Objective 1 Increase the number of students scoring Proficiency on State Assessment in Writing from 53% to 60% by Spring of 2022 as determined by Kentucky Standards Assessment.	KCWP 1: Design and Deploy Standards KCWP 2: Design and Deliver Instruction KCWP 4: Review, Analyze and Apply data KCWP 5: Design, Align, and Deliver Support	Increase writing opportunities in all content areas K-6th grade	- Lesson plans - Walk through evidence - Student writing samples - Implementation of school writing plan	- Teacher/Administration feedback - Student writing samples - Extended Responses on Common Assessments - Monitor school wide writing plan
		Typing.com to increase typing skills in 3rd-6th grade	Students typing fluency to increase	Progress monitoring reports from typing.com
		Work with district writing coach (Becky Ginn) to plan, implement, score and conference on 5th grade on demand writing	Increased student achievement on writing scores throughout the year	- Student writing samples with feedback - Lesson Plans
Objective 2 Increase the number of students scoring Proficiency on State Assessment in Science from 9% to 20% by Spring of 2022	KCWP 1: Design and Deploy Standards KCWP 2: Design and Deliver Instruction KCWP 4: Review, Analyze and Apply data KCWP 5: Design, Align, and Deliver Support	Professional Learning - Additional professional development support for Science across grade levels beginning in Kindergarten with Amplify Science	- Participation Logs - Pre/Post Data Calculators	- PLC's process with data and instructional planning - Data tracker data - Vertical PLC's
				District Title I Instructional Budget General Fund District Title I Instructional Budget

3: Achievement Gap

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

Objective	Strategy	Activities	Measure of Success	Progress Monitoring	Funding
Objective 1 Decrease the achievement gap in reading between African American students scoring proficient and distinguished as compared to Caucasian students from 29.9% to 34.9% as measured by KSA.	KCWP 3: Design and Deliver Assessments KCWP 4: Review, Analyze and Apply Data KCWPs5: Design and Deliver Support	- Intervention through ESS after school tutoring - MTSS plan of support built in our daily schedule - Student progress monitored on a 6 week cycle	Increased proficient and distinguished	- Progress Monitoring Data - Discipline Data - RTI PLC Meeting notes - MAP Data	General Fund Title I ESS
		- Trauma Informed Care/Social Emotional supports - Mini lessons provided by School Guidance Counselor	Increased proficient and distinguished	- School Counselor Schedule - School Counselor Lesson Plans - BRTI Tiered List	General Fund Instructional Fund
	KCWP 6: Establishing learning Culture and Environment	- League of Gentlemen with Tier 3 identified students meet weekly with Ron Hicks on improving leadership skills that will help AA students grown in all areas - Student conferencing and goal setting prior to each NWEA MAP assessment	Increased proficient and distinguished	- League of Gentlemen Schedule - BRTI Tiered List - MAP Data - Teacher/Student goal setting conferences	No Funding Required General Fund
		Indian Hills will continue to implement PBIS system with our Chief guidelines for success	Increased proficient and distinguished	- Discipline Data - PBIS Committee Meetings - District PBIS Walkthroughs	District Title I
		FRYSC provides support to families to help eliminate barriers	Increased proficient and distinguished	- Number of student referrals for backpack programs, holiday assistance, and specific family needs - Monthly FRYSC Advisory Meeting - Contact logs	Family Resource Budget

4: Growth

Goal 4: 100% of Indian Hills Elementary students will achieve at least 1 year of academic growth as measured on the MAP assessment.

Objective	Strategy	Activities	Measure of Success	Progress Monitoring	Funding
Objective 1 100% of Indian Hills students will meet their individual Fall to Winter Reading Growth goal as determined by MAP. 100% of students will meet their Winter to Spring Math Growth goal as determined by MAP.	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	Goal setting with staff and students	MAP Data Growth	- Student goal setting - Grade level data trackers - PLC (PDSA) data conversations - Vertical PLC meetings	No Funding Required
		- Intervention through ESS after school tutoring - MTSS plan of support built in daily schedule - These students are progress monitored on a 6 week cycle	MAP Data Growth	- Progress Monitoring Data - RTI PLC Meeting notes - Grade level data trackers	District Title I ESS

MILLBROOKE ELEMENTARY SCHOOL

Comprehensive School Improvement Plan 2021-22

1: Proficiency Goal

Goal 1 Proficiency: Increase the percentage of students scoring proficient or above in Reading and Math from 39.5% to 60% by 2024. As measured by Kentucky Standards Assessment.				
Objective	Strategy	Activities	Measure of Success	Progress Monitoring
Objective 1: Increase the percentage of K-6 elementary students scoring proficient or above in Reading & Math from 46% to 56% as measured by Spring 2022 MAP data	KCWP 1: Design and Deploy Standards	Kentucky Comprehensive Literacy Initiatives The following initiatives are offered through the support of this grant and a K12 Literacy Coach: Literacy Design Collaborative Coach and Learn Teams: Continuation of grades 3-12 professional learning through the intensive LDC coach training for district staff, as well as one coach per building in elementary/middle and 2 per building for each high school. LDC Learn teams (now cohorts 1 and 2) are regularly supported by LDC Coaches and K-12 Literacy Coach through online sessions, and participate in implementation of high-quality anchor modules built by LDC with emphasis on focus standards, disciplinary literacy, and aligned instruction. Early Childhood Literacy Academy: All preschool teachers and one kindergarten teacher in every elementary school participate in the academy to build capacity around quality early childhood literacy instruction. School Literacy Plans supported by Literacy Teams: As required by the grant, every school will establish School Literacy Teams that will monitor implementation of School Literacy Plans and report to SBDM. Supplemental Phonics Program: A systemwide phonics program is being implemented in all elementary schools K-3 to create a cohesive approach to phonics instruction districtwide. Professional learning support is offered through phonics coaching, including an outside coach as well as district literacy coaches, for teacher implementation and administrator monitoring of phonics instruction. Lesson studies will be conducted around the implementation of phonics twice per year. Literacy Lesson Studies will be implemented twice a year to build capacity and monitor implementation.	MAP Growth Lesson Planning during PLCs Classroom Observations Instructional Review feedback KYCL Monitoring Visits Literacy Plans Lesson studies	KYCL Monitoring Visits PLC documentation Online support documentation (FlipGrid and Google Classroom, LDC Core Tools, LDC online support sessions) School Literacy Plans and School Literacy Team agendas Student Data Tracker PLCs and online support sessions LDC Student Scores Sheets (monitors anchor module implementation and effectiveness)
	KCWP 2: Design and Deliver Instruction			
	KCWP 3: Design and Deliver Assessment			
	KCWP 4: Review, Analyze and Interpret Data			
	KCWP 6: Establish Learning Culture and Environment			
	KCWP 1: Design and Deploy Standards	Curriculum Planning and Implementation: Content area teachers will be provided with training and resources in order to design and deliver instruction and assessments that meet the cognitive	F&P Levels MAP Growth	PLC visits Collection/Analysis
				Grant Funded; KDE Supported (Title I) Instructional Budget

KCWP 2: Design and Deliver Instruction KCWP 3: Design and Deliver Assessment Literacy KCWP 4: Review, Analyze and Interpret Data KCWP 6: Establishing Learning Culture and Environment	demand of the standards. Included in this strategy is content-specific professional learning through established district structures (summer curriculum days, growth days, content cohorts), resource development, job-embedded instructional coaching. Instructional Support & Monitoring: Teachers and Instructional Leaders in CCPS engage in a variety of professional learning structures to improve the quality of instruction for ALL students: Instructional Leadership Meetings: Professional learning provided to all school teams districtwide. Each school team determines a problem of practice aligned to the CCPS Instructional Framework after completing a data analysis connected to instructional practices in their school. District support includes hourly stipends for work beyond the contracted day, substitute costs for lesson studies/training/instruction rounds, facilitation, and materials. District instructional staff facilitate a process to collect and analyze classroom instruction data related to the problem of practice for each school team. Additional district observations will be conducted, as requested. Professional Learning Communities (PLCs): The CCPS PLC Guidance Document, organized around the Plan-Do-Study-Act process, will be implemented in all schools. The Guidance Document includes Teacher and Leader Professional Actions that guide reflection around the process of breaking down standards and planning aligned instruction, implementing high-quality instructional practices, analyzing data to determine student needs, and making adjustments in order to eliminate learning gaps before moving on to another instructional cycle. District instructional staff will support schools in implementation of the PLC process through observation and administrator coaching.	Pacing guides and curriculum support documents Unit and lesson plans Common assessments created/used Coaching observations Evidence of implementation during PLC conversations	Curriculum Leadership Team Protocols	KYCL Grant
		ILT meetings BILT meetings PLC implementation evidence	School Scorecards Data Protocols	Instructional Budget Title II

<u>Objective 2:</u> 3rd-6th grade students will increase the number of students making proficiency in both Reading and Math by 10% and reduce the number of students scoring novice by 10% using MAP/KSA cut/prediction RIT (Fall to Spring MAP data)	Instructional Coaching: District Instructional Coaches provide targeted support to select teachers to implement instruction that meets the demands of the standards and student needs.		Survey results	Leadership meetings to debrief rounds and push ins. Administrator Academy Instructional Leadership Team	Title II	
	KCWP 4: Review, Analyze and Interpret Data KCWP 6: Establishing Learning Culture and Environment	Stakeholder Engagement: Survey staff, parents, students. Provide training and support on collecting information, survey data rollout to stakeholders, and creation of action plans. Utilize information to reward and recognize, build relationships, validate key behaviors, and support employee retention.				
	KCWP 6: Establishing Learning Culture and Environment	District Leadership Retreat: District Leaders, Principals, Assistant Principals, and Guidance Counselors participate in an annual district retreat prior to the start of the school year to establish district priorities for the year connected to realizing the district's vision and mission. ELA credit is earned in topics related to evaluation of staff, policies and procedures, financial practices, school safety, and other timely topics. PBIS: District supports all schools implementing Positive Behavioral Interventions and Supports (PBIS) to minimize the impact of negative behaviors impacting instructional time.				
	KCWP 6: Establishing Learning Culture and Environment KCWP 1: Design and Deploy Standards KCWP 2: Design and Deliver Instruction KCWP 3: Design and Deliver Assessment Literacy	Intervention: MTSS - supports intervention for reading and math. District funded school interventionist to support teachers and staff in the implementation of the MTSS model for intervention and progress monitoring. Extended School Services provided for additional support of identified students. Schoolwide RTI schedule and plan in place. All students attend acceleration services (RTI or enrichment according to student data) Curriculum Planning and Implementation: Content area teachers will be provided with training and resources in order to design and deliver instruction and assessments that meet the cognitive demand of the standards. Included in this strategy is content-specific professional learning through established district structures				
						Students will not lose instruction due to disciplinary issues
						MAP Growth Data tracker
		Discipline Reports	Coaching observations PLC conversations	PLC visits Collection/Analysis Curriculum Leadership Team Protocols	Title II Instructional Budget	

	KCWP 4: Review, Analyze and Interpret Data KCWP 5: Design, Align and Deliver Support KCWP 6: Establishing Learning Culture and Environment	(summer curriculum days, growth days, content cohorts), resource development, job-embedded instructional coaching.	Common assessments created/used Coaching observations Evidence of implementation during PLC conversations		
		6 week data review as described by district RTI plan.	50PLC implementation evidence ILT data analysis	School Scorecards Data Protocols	Title II Instructional Budget
		Instructional Support & Monitoring: Teachers and Instructional Leaders in CCPS engage in a variety of professional learning structures to improve the quality of instruction for ALL students:	Survey Results	Division meetings to debrief rounds data Administrator Academy Curriculum Leadership Team	Title II
		Stakeholder Engagement: Survey staff, parents, students. Provide training and support on collecting information, survey data rollout to stakeholders, and creation of action plans. Utilize information to reward and recognize, build relationships, validate key behaviors, and support employee retention.	Implementation of strategies during school visits and instructional rounds.	Collaborative Planning with Cabinet	Title I/ Academic Plan/ Instructional Budget
		District Leadership Retreat: District Leaders, Principals, Assistant Principals, and Guidance Counselors participate in an annual district retreat prior to the start of the school year to establish district priorities for the year connected to realizing the district's vision and mission. ELLA credit is earned in topics related to evaluation of staff, policies and procedures, financial practices, school safety, and other timely topics. PBIS: District supports all schools implementing Positive Behavioral Interventions and Supports (PBIS) to minimize the impact of negative behaviors impacting instructional time.	Students will not lose instruction due to disciplinary issues	Discipline Reports	General Fund

2: Separate Academic Indicator

Goal 2 Separate Academic Indicators: Increase the combined percentage of students scoring proficient or above in all separate academic indicators to 52% by Spring 2024.					
Objective	Strategy	Activities	Measure of Success	Progress Monitoring	Funding
<u>Objective 1:</u> Increase the percentage of elementary students scoring proficient or above in science from 17% to 27% by Spring 2022	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	Science: Continue formally established protocols for completing Through Course Tasks with science teachers K-12 and for student work analysis. Continue to support K-6 Science teachers with implementations of Amplify Science. Literacy in Science: LDC Anchor Modules will be implemented with a common focus across all schools. Ongoing professional learning will occur in development of rigorous tasks, standards and instruction alignment, and best practice in science 3-dimensional instructional practices.	Teacher participation in science specific professional learning Teacher created science assessments and lessons Student writing products Student Scores Sheets for LDC Completion of LDC learning modules for Learn participants	Monitoring of aligned instruction and assessment practices through PLCs Data protocol in PLCs Student writing products Students Scores Sheets for LDC Anchor Modules Teacher feedback from LDC Learn Cohorts LDC Core Tools reports	General Fund
<u>Objective 2:</u> Increase the percentage of elementary students scoring proficient or above in writing from 39% to 49% by Spring 2022.	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	Writing: Teachers K-12 will begin the planning and alignment process for implementing a district-wide vision for writing across all content areas to meet the demand of standards (Literacy Design Collaborative, KAS Reading and Writing, and Content Literacy Standards, TCT for Science). Schools will establish writing plans to accommodate specific school needs. Literacy Design Collaborative: Implementation of Anchor Modules aligned to a district LDC Curriculum Map will occur with emphasis on disciplinary writing and authentic writing products.	School Writing Plans Systemwide implementation of School Writing Plans (with attention to disciplinary writing and LDC implementation) Attainment of writing goals on Scorecard Student writing products Common assessment extended responses Teacher/administrator feedback in PLCs Monitoring of writing plan implementation and writing portfolio	Student writing products Common assessment extended responses Teacher/administrator feedback in PLCs Monitoring of writing plan implementation and writing portfolio	General Fund
			Student writing products Student Scores Sheets for LDC Completion of LDC learning modules for Learn participants	Student writing products Students Scores Sheets for LDC Anchor Modules Teacher feedback from LDC Learn Cohorts LDC Core Tools reports	General Fund Title II SRCL Grant

3: Growth

Goal 3 Growth: 100 % of Millbrooke students, K-6th will meet their individual Fall to Spring Growth goal as determined by district MAP Assessment by Spring 2024.					
Objective	Strategy	Activities	Measure of Success	Progress Monitoring	Funding
Objective 1: 100% of Millbrooke students will meet their individual Fall to Winter Growth goal as determined by MAP. 100% of students will meet their Winter to Spring Growth goal as determined by MAP.	KCWP 1: Design and Deploy Standards	Provide feedback to students on their progression of learning	BAS growth MAP data KSA data	RTI/MTSS meetings PLC data meetings Mid-year and End of Year Gains Analysis Mastery Prep	Title I Title V Instructional Budget General Fund
	KCWP 2: Design and Delivery of Instruction	Assist students in understanding of learning expectations (e.g., learning targets, goal setting, purpose) and know the criteria for success	BAS growth MAP data KSA data	RTI/MTSS meetings PLC data meetings Mid-year and End of Year Gains Analysis Mastery Prep	Title I Title V Instructional Budget General Fund
	KCWP 5: Design, Align, and Deliver Support				
	KCWP 6: Establish Learning Culture and Environment				
	KCWP 2: Design and Delivery of Instruction	Use appropriate and effective high yield strategies in order to ensure congruency to the intent of the learning target	BAS growth MAP data KSA data	Observations PLCs Monthly High Yield Strategies	Title II Instructional Budget General Fund
	KCWP 3: Design and Deliver Assessment Literacy	Utilize formative and summative information for increased student achievement	Common, formative, summative assessments	PLCs Data Boards Observations	Title II General Fund
	KCWP 4: Review, Analyze and Apply Data	Monitor and evaluate the use of assessment results to guide instruction and determine the grouping of students	BAS growth MAP data KSA data	PLCs Observations RTI/MTSS meetings Transition meetings MAP accelerator Reflex	General Fund Title II Title I Title V
	KCWP 5: Design, Align and Deliver Support Processes	Determine which best practice strategies (e.g., interventionist, Read 180, modifications to schedules) will meet the identified needs of the students	BAS growth MAP data KSA data	PLCs Observations RTI/MTSS meetings	General Fund Title II Title I Title V

	KCWP 3: Design and Deliver Assessment Literacy KCWP 4: Review, Analyze and Apply Data	Design high quality assessments and aligned to the rigor of the standards resulting in quality data that is useful for guiding instruction	Common, formative, summative assessments	PLCs	Title II General Fund
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4: Achievement Gap

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

Goal 4 Achievement Gap

Objective	Strategy	Activities	Measure of Success	Progress Monitoring	Funding
Objective: Decrease the achievement gap between African American students scoring proficient and distinguished in Reading and Math as compared to Caucasian students by 5% as determined by Spring 2022 KSA.	KCWP 1: Design and Deploy Standards KCWP 2: Design and Deliver Instruction KCWP 5: Design, Align and Deliver Support KCWP 6: Establish Learning Culture and Environment	Professional Learning Communities (PLCs): will be implemented district wide for whole-staff involvement in a process of intensive reflection upon instructional practices and desired student benchmarks, as well as monitoring of outcomes to ensure success. PLCs enable teachers to continually learn from one another via shared visioning and planning, as well as in-depth critical examination of what does and doesn't work to enhance student achievement. PLCs will use district PLC structure to address all areas of study. RTI/BRTI committee: will create a watch list to monitor for students performing below proficiency. Increase level of monitoring intervention support for both Reading and Math. Morning Reflex groups led by math interventionists to assist students in mathematical concepts. Specific Math Services provided during ESS. Mentor Program for students identified by early warning tool and teacher referral Interventions-ESS, MTSS	Achievement Gap Closure	Student Tracking Documents/	General/Title I/ESS

	KCWP 2: Design and Deliver Instruction	LDC: The LDC coach and cohort members will work together to implement high quality tasks built on focus standards, disciplinary literacy, and aligned instruction. Literacy Cohort: English Language Arts teachers will participate in the literacy cohort to implement instructional strategies to support instruction.	Participation Logs	Lesson plans Lesson plan checklists	KYCLStriving Readers Grant
	KCWP 1: Design and Deploy Standards	Stakeholder engagement: survey all stakeholders, roll out data and create action plans for improvement based on results	All Stakeholders	Survey Results from Studer Group	General
	KCWP 5: Design, Align and Deliver Support				
	KCWP 2: Design and Deliver Instruction	Guided Reading Blocks: Daily instruction at students current reading level in small groups	ELA Teachers	MAP Reading and MAP Math, KSA data	SRCL Grant/General/Title I
	KCWP 2: Design and Deliver Instruction	Supplemental Phonics Program: Fountas and Pinnell Phonics and Word Study System is utilized.. Professional learning support is occurring for implementation and administrator monitoring of phonics instruction.	ELA Teachers PLCs	Phonics Inventory/iRead	
	KCWP 2: Design and Deliver Instruction	Read To Achieve: Through one on one intervention, small group intervention and collaboration within the classroom effective literacy skills are being taught in lower primary. Ensuring that students are reading on grade level before advancing to the next level is critical to future student success and proficiency.		Progress Monitoring by RTA	

	KCWP 4: Review, Analyze and Apply Data	Student Tracking Documents: All staff will utilize data trackers to keep all assessment data of individual students in one central location that is shared with administrators. This allows teachers to determine trends for individual students as well as monitor achievement of gap group populations. School Scorecard monitoring for progress	All Certified Employees	MAP Reading and MAP Math, KSA data	General/Title I
		Principal/APs/Curriculum Specialist		Survey Results from Student Group	Title I
		Stakeholder engagement: survey all stakeholders, roll out data and create action plans for improvement based on results	All Stakeholders	Conference Logs	NO Funding Required
	KCWP 5: Design, Align and Deliver Support	Parent Teacher Conferences	All Certified Employees		
	KCWP 5: Design, Align and Deliver Support				

MARTIN LUTHER KING JR. ELEMENTARY SCHOOL

Comprehensive School Improvement Plan 2021-22

1: Proficiency

Goal 1 (State your proficiency goal.): <i>The percent of students scoring proficient or higher in math and reading will increase from 38.7% in 2021 to 58.05% in 2025 as measured by KSA.</i>					
Objective	Strategy	Activities	Measure of Success	Progress Monitoring	Funding
Objective 1 The percentage of students scoring proficient or distinguished in reading on KSA will increase from 18.6% in 2021 to 27.9% in 2022.	KCWP 1: Design and Deploy Standards	Through the PLC process teachers will receive training on how to read, annotate and deliver the standard to students.	Classroom Observation Lesson Plans	Weekly	No Funding
		Teachers meet weekly with instructional coaches to determine focus standards for instruction.	Lesson Plans	Weekly	No Funding
		Teachers will use Fountas & Pinnell classroom systems Phonics/Word Study, Shared Reading, Interactive Read Aloud, & Guided Reading to develop a balanced literacy approach to instruction.	Classroom Observations	Daily	No Funding
	KCWP 2: Design and Deliver Instruction	Teachers will implement PBIS & Class Dojo to monitor and report classroom behavior.	Behavior Reports Class Dojo Reports	Daily	No Funding
		Teachers will receive training in Fountas & Pinnell from a national presenter.	Classroom Observation	Weekly	Title I
		Teachers will complete the PDSA tool to analyze student assessment data.	Implementation of PDSA tool	Weekly	Title II
	KCWP 4: Review, Analyze and Apply Data	Teachers will determine remediation and enrichment strategies to use based upon data analysis.	Implementation of PDSA tool	Weekly	No Funding
		MTSS Committee will use data to determine tiered intervention needs	Full implementation of MTSS protocol	Every six weeks	ESS Title I Title II

Objective 2 The percentage of students scoring proficient or distinguished in math on KSA will increase from 20.1% in 2021 to 30.5% in 2022.		Reading teachers will complete MAP data analysis after the winter and spring assessment to determine instructional adjustments and determine students who require MTSS	Full implementation of MTSS protocol	2x year	No Funding
	KCWP 1: Design and Deploy Standards	Through the PLC process teachers will receive training on how to read, annotate and deliver the standard to students.	Classroom Observation Lesson Plans	Weekly	Title II
		Teachers meet weekly with instructional coaches to determine focus standards for instruction.	Lesson Plans	Weekly	No Funding
	KCWP 2: Design and Deliver Instruction	Teachers will implement Eureka Math with fidelity.	Classroom Observation Lesson Plans	Daily	No Funding
		Teachers will receive training in Eureka Math from a national presenter.	Classroom Observation	Weekly	General Fund
		Teachers will implement PBIS & Class Dojo to monitor and report classroom behavior.	Classroom Observation	Weekly	No Funding
	KCWP 4: Review, Analyze and Apply Data	Math teachers will complete MAP data analysis after the winter and spring assessment to determine instructional adjustments and determine students who require MTSS interventions.	Full implementation of MTSS protocol	2x a year	No Funding
		Math teachers will disaggregate each unit test from Eureka Math to determine instructional adjustments and determine students for reteach.	Implementation of PDSA tool	Every 4-6 weeks	No Funding
		Teachers will complete the PDSA tool to analyze student assessment data.	Implementation of PDSA tool	Weekly	No Funding

2: Separate Academic Indicator

Goal 2 (State your separate academic indicator goal.): <i>The separate academic indicator score will increase from 25.5 in 2021 to 38.25 in 2025 as measured by KSA.</i>					
Objective	Strategy	Activities	Measure of Success	Progress Monitoring	Funding
Objective 1 The percent of students scoring proficient or higher in science will increase from 9.1% in 2021 to 13.65% in 2022 as measured by KSA.	KCWP 1: Design and Deploy Standards	Through the PLC process teachers will receive training on how to read, annotate and deliver the standard to students.	Classroom Observation Lesson Plans	Weekly	No Funding
		Teachers meet weekly with instructional coaches to determine focus standards for instruction.	Lesson Plans	Weekly	Title I District Title
	KCWP 2: Design and Deliver Instruction	Amplify Implementation: Science teachers will implement the Amplify curriculum as the new curriculum.	Lesson Plans Classroom Observations	Daily	General Fund Title I
		All science teachers will receive training from an Amplify representative, as well as online support from Amplify as needed.	After science teachers receive training, teachers will fully implement the curriculum using the online Amplify materials and Amplify kits.	Teachers will use Amplify with fidelity.	General Fund
		Teachers will implement PBIS & Class Dojo to monitor and report classroom behavior.	Behavior Reports Class Dojo Reports	Daily	Title IV
Objective 2 The percent of students scoring proficient or higher in science will increase from 9.1% in 2021 to 13.65% in 2022 as measured by KSA.	KCWP 4: Review, Analyze and Apply Data	Science teachers will use assessments from Amplify with fidelity	PDSA Tool	Teachers will use the program's assessment at the completion of each unit	No Funding
		Science teachers will analyze data and determine adjustments for instruction.	PDSA Tool	At the end of each Amplify unit.	No Funding
	KCWP 1: Design and Deploy Standards	Through the PLC process teachers will receive training on how to read,	Classroom Observation Lesson Plans	Weekly	Title II

higher in writing will increase from 16.4% in 2021 to 24.6% in 2022 asw measured by KSA.	KCWP 2: Design and Deliver Instruction	annotate and deliver the standard to students.				
		Teachers meet weekly with instructional coaches to determine focus standards for instruction.	Lesson Plans	Weekly		Title II
		Teachers will implement PBIS & Class Dojo to monitor and report classroom behavior.	Behavior Reports Class Dojo Reports	Daily		Title IV
		Teachers will provide exemplary model of writing for student analysis	Upon completion of specified unit	Check after each assessment has been administered		No funding
		Teachers will provide individualized feedback during the writing process	on completion of specified unit	Check after each assessment has been administered		No funding

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 The percentage of students scoring novice on KSA will decrease	KCWP 2: Design and Deliver Instruction	Teachers will implement Fountas & Pinnell Classroom Curriculum for instruction to fidelity.	Observations Lesson Plans	Daily	General Fund Title I
-Special education students scoring novice in reading on KSA will decrease from 55.9% to 53% which is a 5% reduction as measured by KSA	KCWP 4: Review, Analyze and Apply Data	Teachers will complete MAP data analysis after the winter and spring assessment to determine instructional adjustments and determine students who require MTSS interventions.	Full implementation of MTSS protocol	2x a year	No Funding
-African American students scoring novice in reading on KSA will decrease from 69.3% to 65% which is a 5% reduction as measured by KSA	KCWP 5: Design, Align and Deliver Support Processes	Teachers will use formative assessment data to determine students for reteaching class Teacher will redeliver instruction during re-teaching class to help students achieve mastery.	Weekly check of progress on reteaching process Weekly check of progress on reteaching process	Weekly Weekly	No funding No funding
Objective 2 The percentage of students scoring novice on KSA will decrease	KCWP 2: Design and Deliver Instruction	Teachers will implement Eureka Math for instruction to fidelity.	Observations Lesson Plans	Daily	General Fund Title I
-Special education students scoring novice in math on KSA will decrease from 50% to 48% which is a 5% reductions as measured by KSA	KCWP 4: Review, Analyze and Apply Data	Teachers will complete MAP data analysis after the winter and spring assessment to determine instructional adjustments and determine students who require MTSS interventions.	Full implementation of MTSS protocol	2x a year	No Funding

Updated May 2021

-African American students scoring novice in math on KSA will decrease from 45% to 42% which is a 5% reduction as measured by KSA	KCWP 5: Design, Align and Deliver Support Processes	Teachers will use formative assessment data to determine students for reteaching class	Weekly check of progress on reteaching process	Weekly	No funding
		Teacher will redeliver instruction during re-teaching class to help students achieve mastery.	Weekly check of progress on reteaching process	Weekly	No funding

4: Growth

Goal 4 (State your growth goal.): **100% of students will meet their individualized growth goal in Reading on the 2025 MAP Spring.**

Objective	Strategy	Activities	Measure of Success	Progress Monitoring	Funding
Objective 1 Teachers, administration, & curriculum coaches will monitor classroom assessment data, BAS, and MAP in order to adjust instruction and determine interventions.	KCWP 4: Review, Analyze and Apply Data	Teachers will complete MAP data analysis after the winter and spring assessment to determine instructional adjustments and determine students who require MTSS interventions.	Full implementation of data analysis protocol	Check after each assessment has been administered	No funding
		Teachers will disaggregate each unit assessment to determine instructional adjustments and determine students for reteach	Full implementation of data analysis protocol	Check after each assessment has been administered	No funding
Objective 2 Students who score below the 20th percentile on MAP will be targeted for Tier 3 intervention services.	KCWP 2: Design and Deliver Instruction	Train Tier 3 reading teachers on the implementation of LLI.	Classroom observations	Weekly	Title I
		Trained teachers will implement LLI, a research-based strategy, on average 30 minutes per day, 4 days per week.	Reading records will be analyzed by the MTSS Committee	Every 6 weeks	No Funding
		Tier 3 math teachers will implement Do the Math on average 30 minutes per day, 3 days per week.	Data will be analyzed by the MTSS Committee	Every 6 weeks	No Funding

PEMBROKE ELEMENTARY SCHOOL

Comprehensive School Improvement Plan 2021-22

1: Proficiency Goal

Goal 1: Pembroke Elementary will increase the percentage of students scoring proficient or above in reading from 38.7% to 59% in May, 2025 as measured by the Kentucky Summative Assessment. Pembroke Elementary will increase the percentage of students scoring proficient or above in math from 36.3% to 56% in May, 2025 as measured by the Kentucky Summative Assessment.					
Objective	Strategy	Activities	Measure of Success	Progress Monitoring	Funding
Objective 1 Pembroke Elementary will increase the percentage of students scoring proficient or above in Reading from 40.7% on MAP to 60% by May 2022.	KCWP1: Design and Deploy Standards	Working with our Kentucky Comprehensive Literacy (KyCL) grant, Pembroke is working to achieve a balanced literacy approach by utilizing the literacy continuum to help guide interactive read alouds, shared reading/writing, guided reading/writing, and explicit phonics instruction. Teachers will receive professional learning appropriate for their grade bands in structured literacy (preschool, K-2, and 3-6). Pembroke Elementary teachers are utilizing Kagan structures and questioning strategies to increase student engagement and discussion during instruction.	We will see balanced literacy implemented in every classroom.	Lesson plans, observations, walk through data, Literacy learning logs,	KyCL Grant, Title I funds to purchase IRA kits, guided reading resources
		Pembroke Elementary is working on implementing LDC with fidelity. We have 3 cohorts that have gone through explicit training and will help to train the other teachers in our building in order to create tasks that are rigorous to meet the standards and incorporate cross curricular.	We will have students participating in more rigorous tasks using the LDC modules and tasks to meet the standards and the content knowledge and writing skills will improve for students.	Literacy Learning Logs, Student work samples, lesson plans, LDC core tool usage.	KyCL Grant

	KCWP1: Design and Deploy Standards	See activities listed in the achievement gap area.	See measures of success in the achievement gap area.	See progress monitoring in the gap area.	See funding in gap area
	KCWP3: Design and Deliver Assessment Literacy				
Objective 2 Pembroke Elementary will increase the percentage of students scoring proficient or above in Math from 29% on MAP to 50% by May 2022.	KCWP1: Design and Deploy Standards	See activities listed in the achievement gap area.	See measures of success in the achievement gap area.	See progress monitoring in the gap area.	See funding in the gap area.
	KCWP3: Design and Deliver Assessment Literacy				

2: Separate Academic Indicator

Goal 2: Pembroke Elementary will increase the percentage of students scoring proficient or above in science from 20% to 40% by May, 2025 as measured by the Kentucky Summative Assessment. Pembroke Elementary will increase the percentage of students scoring proficient or above in writing from 37.8% to 58% by May, 2025 as measured by the Kentucky Summative Assessment. Pembroke Elementary will increase from their 2022 baseline for social studies with at least 50% of students scoring proficient or above as measured by the Kentucky Summative Assessment by May, 2025.					
Objective	Strategy	Activities	Measure of Success	Progress Monitoring	Funding
Objective 1 Pembroke Elementary will increase the percentage of students scoring proficient or above in Science from 20% to 25% by May 2022.	KCWP1: Design and Deploy Standards KCWP3: Design and Deliver Assessment Literacy	See activities listed in the achievement gap area. In order to help achieve the activities listed, our teachers utilize Amplify Science in grades K-5 and Stemscopes in grade 6. These high quality instructional resources are engaging to students and meet the rigor of the standards. All science teachers participating in KDE created training modules around the KAS for science during vertical PLC.	See measures of success in achievement gap area.	See progress monitoring in gap area.	See funding in gap area
	KCWP1. Design and Deploy Standards	Pembroke Elementary is working on implementing LDC with fidelity. We have 3 cohorts that have gone through explicit training and will help to train the other teachers in our building in order to create tasks that are rigorous to meet the standards and incorporate cross curricular. Pembroke Elementary teachers are utilizing Kagan structures and questioning strategies to increase student engagement and discussion during instruction.	We will have students participating in more rigorous tasks using the LDC modules and tasks to meet the standards and the content knowledge and writing skills will improve for students.	Literacy Learning Logs, Student work samples, lesson plans, LDC core tool usage.	KyCL Grant
Objective 2	KCWP1: Design and Deploy Standards	See activities listed in the achievement gap area.		See progress monitoring in gap area.	See funding in gap area

Pembroke Elementary will set a baseline by May, 2022 of at least 43.41% scoring Proficient on the KSA.	KCWP3: Design and Deliver Assessment Literacy		See measures of success in the achievement gap area.		
	KCWP1: Design and Deploy Standards	Pembroke Elementary is working on implementing LDC with fidelity. We have 3 cohorts that have gone through explicit training and will help to train the other teachers in our building in order to create tasks that are rigorous to meet the standards and incorporate cross curricular. Pembroke Elementary teachers are utilizing Kagan structures and questioning strategies to increase student engagement and discussion during instruction.	We will have students participating in more rigorous tasks using the LDC modules and the standards and the content knowledge and writing skills will improve for students.	Literacy Learning Logs, Student work samples, lesson plans, LDC core tool usage.	KyCL grant
Objective 3 Pembroke Elementary will increase the percentage of students scoring proficient or above in Writing 37.8% to 40% by May 2022.	KCWP1: Design and Deploy Standards	See activities listed in the achievement gap area and Goal 1 Objective 1.	See measures of success in achievement gap area.	See progress monitoring in gap area.	See funding in gap area
	KCWP3: Design and Deliver Assessment Literacy KCWP1: Design and Deploy Standards	Pembroke Elementary is working on implementing LDC with fidelity. We have 3 cohorts that have gone through explicit training and will help to train the other teachers in our building in order to create tasks that are rigorous to meet the standards and incorporate cross curricular. Pembroke Elementary teachers are utilizing Kagan structures and questioning strategies to increase student engagement and discussion during instruction.	We will have students participating in more rigorous tasks using the LDC modules and the standards and the content knowledge and writing skills will improve for students.	Literacy Learning Logs, Student work samples, lesson plans, LDC core tool usage.	District Striving Readers Grant

3: Achievement Gap

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 Pembroke Elementary will increase the percentage of African American students scoring proficient or above in reading from 28.0% to 30.0% as measured by the Kentucky Summative Assessment in May of 2022.	KCWP1: Design and Deploy Standards KCWP3: Design and Deliver Assessment Literacy	Construct Student Friendly Learning Targets	Students will be able to use their data to articulate where they are in learning and the next steps in their learning to reach their goals. As a result students in all gap groups and students in general will be able to perform at proficient levels.	PLC agendas and documents for both vertical and grade level, data analysis from MAP, BAS, and classroom assessments compared to grade level and school goals, walkthrough observations, and data disaggregation for subpopulations.	General Fund
		Use summative evidence to inform what comes next for individual students and groups of students.			
		Determine if learning targets are clear to teachers and students.			
		Create intentional opportunities for students to receive and offer feedback during learning.			
		Implement student participation in self-assessment and goal setting.			
		Use classroom assessments to inform teacher's instructional decisions.			
		Use summative evidence to inform what comes next for individual students and groups of students.(differentiation)			
		Ensure the formative assessment practices allow students to understand where they are going, where they currently are, and how they can close the gap.			
		Intervene with fidelity for students who are underperforming academically, socially, and behaviorally.	Reduced number of students requiring interventions	Analyze and monitor student data	General ESSER
		Construct Student Friendly Learning Targets	Students will be able to use their data to	PLC agendas and documents for both vertical and grade level, data analysis	General Fund
Objective 2	KCWP1: Design and Deploy Standards				

Pembroke Elementary will increase the percentage of African American students scoring proficient or above in math from 24.7% to 27.7%.	KCWP3: Design and Deliver Assessment Literacy	Use summative evidence to inform what comes next for individual students and groups of students.	articulate where they are in learning and the next steps in their learning to reach their goals. As a result students in all gap groups and students in general will be able to perform at proficient levels.	from DSA, RI, BAS, and classroom assessments compared to grade level and school goals, walkthrough observations, and data disaggregation for subpopulations.	General ESSER
		Determine if learning targets are clear to teachers and students.			
		Create intentional opportunities for students to receive and offer feedback during learning.			
		Implement student participation in self-assessment and goal setting.			
		Use classroom assessments to inform teacher's instructional decisions.			
		Use summative evidence to inform what comes next for individual students and groups of students. (differentiation)			
		Ensure the formative assessment practices allow students to understand where they are going, where they currently are, and how they can close the gap.			
		Intervene with fidelity for students who are underperforming academically, socially, and behaviorally.			
		Reduce the number of students requiring interventions	Analyze and monitor student data		

4: Growth

Goal 4: 100% of students at Pembroke Elementary in grades K-6 will achieve at least 1 year of academic growth as measured on the MAP assessment.					
Objective	Strategy	Activities	Measure of Success	Progress Monitoring	Funding
Objective 1 100% of students will meet their MAP goal for reading by spring of 2022.	KCWP 1: Design and Deploy Standards	See activities for Achievement Gap	See measures of success for Achievement Gap	See progress monitoring for Achievement Gap	See funding for Achievement Gap
	KCWP3: Design and Deliver Assessment Literacy				
	KCWP2: Design and Deliver Instruction	Ensure that students understand the success criteria within each learning target. Ensure that instructional modifications are made based upon immediate feedback gained from formative assessments	Students will meet their growth goal on RI, DSA, and F&P assessments and will show growth on KPREP.	Lesson plans, classroom observations, data binders, MAP, F&P data, Scorecard monitoring	Title I to pay for tutors and materials, general fund
		Restructured RTI process with documentation tools including intervention programs/strategies, SMART goal measurement and progress monitoring.			
Objective 2 100% of students will meet their MAP goal for math by spring of 2022.	KCWP 1: Design and Deploy Standards	See activities for Achievement Gap	See measures of success for Achievement Gap	See progress monitoring for Achievement Gap	See funding for Achievement Gap
	KCWP3: Design and Deliver Assessment Literacy				
	KCWP2: Design and Deliver Instruction	Ensure that students understand the success criteria within each learning target. Ensure that instructional modifications are made based upon immediate feedback gained from formative assessments	Students will meet their growth goal on MI and DSA, assessments and will show growth on KPREP.	Lesson plans, classroom observations, data binders, MAP, Scorecard monitoring	Title I to pay for tutors and materials, general fund
		Restructured RTI process with documentation tools including intervention programs/strategies, SMART goal measurement and progress monitoring.			

Sinking Fork Elementary School

Comprehensive School Improvement Plan 2021-2022

1: Proficiency

Goal 1: Sinking Fork Elementary will increase the number of students scoring proficient or above in combined reading and mathematics from 47% to 70% by Spring 2024 as determined by Kentucky Standards Assessment.					
Objective	Strategy	Activities	Measure of Success	Progress Monitoring	Funding
Objective 1 K-6 READING & Math - Increase the number of students scoring grade level norm RIT (MAP of Fall 2021) by 10% (MAP Spring of 22) as measured by MAP data	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: Establish Learning Culture and Environment	- Standards based instruction- Priority Standards Curriculum Alignment: Sinking Fork will work in partnership with the District as we continue to implement a systemic process for developing and refining district curriculum documents and benchmark assessments. Teacher representatives from all schools participate in collaborative curriculum review and planning. - Use of Learning Continuum to support differentiated instruction. - Explicitly taught, intentional strategies to dissect and attack all genres and standards with student accountability for using strategies.	- MAP data - Coaching observations - Instructional Rounds data - Increased student achievement	- MAP reports - Student Data Trackers - Lesson Plans - ELEOT Walkthrough Data	District Title I Instructional Budget District Title II
	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: Establish Learning Culture and Environment	- Student goal setting/data tracking - Data Trackers: All staff will utilize data trackers to keep all assessment data of individual students in one central location that is shared with administrators. This allows teachers to determine trends for individual students as well as monitor achievement of gap group populations. - Schoolwide goals reviewed daily by admin, teachers and students.	- Observable evidence of differentiation - Data tracker input	School Implementation Plans	no funding required

	Learning Culture and Environment	Professional Learning Communities: Plan, Do, Study, Act framework used for (PLCs): Sinking Fork's PLC schedule and routine are set to include- Plan, Do, Study, Act model. This model will include planning (pacing, learning map and guiding questions), assessment building, quality instruction, formative assessment, RTI and data analysis weeks to ensure academic proficiency of students. PLCs enable teachers to continually learn from one another via shared visioning and planning, as well as in-depth critical examination of what <i>does</i> and <i>doesn't</i> work to enhance student achievement. Sinking Fork's PLC's are differentiated for each teacher, grade and content area.	- F&P Levels - Proficiency - Coaching - Observation - s - Instructional Rounds data	- MAP reports - Student Data Trackers	Title I Instructional Budget District Title II
	KCWP 1: Design and Deploy Standards KCWP 2: Design and Deliver Instruction KCWP 4: Review, Analyze and Apply data	- Schoolwide, systematic approach to short answer and extended response questions-uniform method for students to answer 3rd-6th extended response questions with supporting evidence - Implement the use of multiple choice questions, short answer (restating), labeling parts, and answering all parts of a question routines in all grades.	- MAP data - Coaching - Observation - Instructional Rounds Data	- MAP reports - Student Data Trackers	no funding required
		- Assessment Plan: School assessment plan developed aligning to priority plan monitoring utilizing consistent data points. - Cumulative unit assessments - Formative assessment of specific skills/standards	School Assessment Plan	- MAP reports - Student Data Trackers	No Funding Required
		- Blended Learning- Google Classroom - support teachers in the use of Google classroom to save time, collaborate, communicate, and better meet the needs of all students. - Go Formative used for assessment - Integration of Typsey program to improve fluency of students typing skills.	Increased Student Achievement	- MAP reports - Student Data Trackers - Lesson Plans - ELEOT Walkthrough Data	District Title I Instructional Budget
		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			

Objective 2 3rd- 6th students will increase the number of students making proficiency in both Reading and Math by 10% and <u>reduce the number of</u> students scoring novice by 10% Using MAP KSA cut/ prediction RIT (Based on Fall to Spring Data MAP data)	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: Establish Learning Culture and Environment	- Intervention: MTSS - supports intervention for reading and math. District funded school interventionist to support teachers and staff in the implementation of the MTSS model for intervention and progress monitoring. - RTA Grant funded teachers used to provide interventions for students in Kindergarten and first grade. - Extended School Services provided for additional support of identified students. Schoolwide RTI schedule and plan in place. - All students attend acceleration services (RTI or enrichment according to student data). - Use of Research Based Programs and/or Teacher Created Lessons 6 week Data review as described by district RTI plan - Use of Learning Continuum to support differentiated instruction.	- Observable evidence of differentiation - Data Tracker Input	- Quarterly implementation monitoring - RTI/MTSS meetings PLC data meetings - Mid-year and End of Year Gains Analysis - Lesson Plans	District Title Instructional Budget ESS
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2: Separate Academic Indicator

Goal 2: Sinking Fork Elementary will increase the number of students scoring proficient or above in all separate academic indicators to 55% or above by Spring 2024 as determined by Kentucky Standards Assessment.				
Objective	Strategy	Activities	Measure of Success	Progress Monitoring
Objective 1 Increase the number of students scoring Proficiency on State Assessment in Writing to 45% by Spring of 2022 as determined by Kentucky Standards Assessment.	KCWP 1: Design and Deploy Standards KCWP 2: Design and Deliver Instruction KCWP 5: Design, Align, and Deliver Support KCWP 6: Establish Learning Culture and Environment	• Increase writing opportunities across all subjects, all grade levels. • Parent/Family nights with educational opportunities for families to support writing	• Student writing products • School Writing Plan • Systemwide Implementation of School Writing Plan (with attention to disciplinary writing and LDC implementation)	• Student writing products • Common Assessment-Extended Responses • Teacher/administrator feedback in PLCs • Monitoring of writing
	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	• Professional Development and coaching for teachers- District Writing Coach • Typsey program to increase students typing skills • Writing learning checks • Working collaboratively with other schools who have strong writing scores to improve our techniques for teaching writing	• Increased student achievement	• Student Writing Samples • Lesson Plans
				District Title I Instructional Budget

Objective 2 Increase the number of students scoring Proficiency on State Assessment in Science by 20% by Spring of 2022.	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	• Professional Learning: Additional professional development support for Science across grade levels beginning in Kindergarten. (Amplify Science) • Amplify science program will be used to implement science standards in grades K-5 and Science Scopes in 6th	• Teacher participation in science specific professional learning- Amplify (technology based) • Teacher created science assessments and lessons	Monitoring of aligned instruction and assessment practices through PLCs Data protocol in PLCs Student data Tracker Data	• General Fund • Title I • Instructional Budget
	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	• Standards based instruction- Priority Standards Curriculum Alignment: Sinking Fork will work in partnership with the District as we continue to implement a systemic process for developing and refining district curriculum documents and benchmark assessments. Teacher representatives from all schools participate in collaborative curriculum review and planning. • Use of Learning Continuum to support differentiated instruction. • Explicitly taught, intentional strategies to dissect and attack all genres and standards with student accountability for using strategies.	• MAP data • Coaching observations • Instructional Rounds data • Increased student achievement	• MAP reports • Student Data Trackers • Lesson Plans • ELEOT Walkthrough Data	• General Fund • Title I • Instructional Budget

		Teachers in grades K-6 utilize resources aligned to NGSS.	Increased student achievement	- MAP reports - Student Data Trackers - Lesson Plans - ELEOT Walkthrough	General Fund Title I Instructional Budget
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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 Decrease the achievement gap between African American students scoring proficient and distinguished as compared to caucasian students by 5% as determined by Spring 2022 KSA. Current GAP is 23% and the target for 2022 is 18% or less.	KCWP5: Design and Deliver Support KCWP 6: Establish Learning Culture and Environment	- Create and monitor a watch list for students performing below proficiency. Increase level of monitoring intervention supports - Mentor Program for students identified by early warning tool and teacher referral	- Achievement Gap Closure - Increased Proficiency - Achievement Gap Closure - Increased Proficiency	- Mentor program feedback results - Mentor Contact logs - Discipline Data	- General Fund - Title I - Instructional Budget - Family Resource
	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	Interventions- ESS, MTSS	- Achievement Gap Closure - Increased Proficiency	- Progress monitoring data - PLC/RTI meeting notes - MAP data - Visits to RTI classrooms by admin at least once bi weekly	

	KCWP 5: Design, Align, and Deliver Support KCWP 6: Establish Learning Culture and Environment	School will continue to implement PBIS system	- Achievement Gap Closure - Increased Proficiency	- Discipline Data - PBIS meeting minutes	
		FRYSC provides support to families to help eliminate barriers	- Achievement Gap Closure - Increased Proficiency	- Contact Logs - Outreach data	
	KCWP 5: Design, Align, and Deliver Support KCWP 6: Establish Learning Culture and Environment	Increase communication and involvement with parents in regards to student expectations and their role as parent informed Care/Social	- Achievement Gap Closure - Increased Proficiency	- Contact Logs - Newsletter - Social Media Post	
		Emotional supports and mini lessons provided by School Counselor	- Achievement Gap Closure - Increased Proficiency	- School Counselor Support Schedule - School counselor Lesson Plans	

4: Growth

Goal 4: 100% of Sinking Fork students will meet their individual Fall to Spring Growth goal as determined by district MAP Assessment by Spring of 2024.

Objective	Strategy	Activities	Measure of Success	Progress Monitoring	Funding
Objective 1 100% of Sinking Fork students will meet their individual Fall to Winter Growth goal as determined by MAP. 100% of students will meet their Winter to Spring Growth goal as determined by MAP.	KCWP 1: Design and Deploy Standards KCWP 2: Design and Deliver Instruction KCWP 5: Design, Align, and Deliver Support KCWP 6: Establish Learning Culture and Environment	Standards based instruction- Priority Standards - See Goal 1 Objective 1			
		Student goal setting/data tracking - Data Tracker- See Goal 1 Objective 1			
		Professional Learning Communities (PLCs)-See Goal 1 Objective 1			
		Assessment Plan-See Goal 1 Objective 1			
		Blended Learning-See Goal 1 Objective 1			
		Intervention:See Goal 1 Objective 2			

SOUTH CHRISTIAN ELEMENTARY SCHOOL

Comprehensive School Improvement Plan 2021-22

1: Proficiency Goal

Goal 1 (State your proficiency goal.): By 2025, 50% of students will score proficient or above in reading and math.

Objective	Strategy	Activities	Measure of Success	Progress Monitoring	Funding
Objective 1 Quality Instruction: Teacher will become proficient at using researched based strategies to improve student achievement: Increase combined Reading and Math from 38% to 50% by 2022 as measured by KSA.	KCWP 2: Design and Deliver Instruction	Professional Learning / Professional Development- Intervention Coach will collaborate with classroom teachers and model lessons in order to build capacity in best practices.	Teacher rating of Accomplished or Exemplary on Danielson Framework for Teaching	Data Tracking Document Ongoing 45 day 90 day 135 day 180 day Teachers / Leadership	No Funding Required ESSER General Funds
		Goal Setting ~ Teachers will conference with their students to set achievement goals.	Incorporated in lesson plans and student led conferences artifacts	Data Tracking Document Ongoing 45 day 90 day 135 day 180 day Teachers / Leadership	No Funding Required
		Literacy Design Collaborative modules will be implemented throughout the year to integrate content, writing, and reading standards.	Incorporated in lesson plans	Data Tracking Document Ongoing 45 day 90 day 135 day 180 day Teachers / Leadership	District Funds Title 1 Kysel
	KCWP4: Review, Analyze and Apply Data	Implement formal and informal processes that teachers and students utilize to gather evidence to directly improve the learning of students assessed.	Plan, Do, Study, Act improvement model will be implemented	Data Tracking Document Ongoing 45 day 90 day 135 day 180 day Teachers / Leadership	No Funding Required District Title II

			Increased student growth on data tracking document	Data Tracking Document Ongoing 45 day 90 day 135 day 180 day Teachers / Leadership	No Funding Required
KCWP 1: Design and Deliver Standards	Assistant Principal of Curriculum, Academic Coach, and Principal will facilitate weekly PLC meetings to include weekly cycles that address KAS standards, engagement strategies, assessment, data collection, and analysis.	Incorporated in lesson plans	Data Tracking Document Ongoing 45 day 90 day 135 day 180 day Teachers / Leadership	No Funding Required	
KCWP 6: Establishing Learning Culture and Environment	PBIS ~ Teachers create a classroom environment to support rewards and incentives, build relationships, and facilitate early intervention in order to increase desirable behaviors during instruction.	Teacher rating of Accomplished or Exemplary on Danielson Framework for Teaching	Data Tracking Document Ongoing 45 day 90 day 135 day 180 day Teachers / Leadership	No Funding Required	

2: Separate Academic Indicator

Goal 2 (State your separate academic indicator goal.): By 2025, a combined 50% of students will score proficient/distinguished in Science, Social Studies, and Writing.					
Objective	Strategy	Activities	Measure of Success	Progress Monitoring	Funding
Objective 1 Increase the percentage of students scoring proficient or above in Science from 34% to 50% by 2022 as measured by KSA.	KCWP 1: Design and Deploy Standards	Review and conduct cyclic curriculum reviews/checks within the PLC.	Student completing Individual Learning Plans successfully	Data Tracking Document Ongoing 45 day 90 day 135 day 180 day Teachers / Leadership	No Funding Required
			Teacher applying successful strategies within their classroom	Data Tracking Document Ongoing 45 day 90 day 135 day 180 day Teachers / Leadership	No Funding Required
	KCWP 2: Design and Deliver Instruction	Establish communication protocols for parents/guardians regarding placement and progress in intervention support systems.	All parents will have at least 2 communication throughout the school year	Data Tracking Document Ongoing 45 day 90 day 135 day 180 day Teachers / Leadership	No Funding Required
	KCWP 6: Establishing Learning Culture and Environment	Ensure the expectations of students are clearly defined, and that group norms have been established within the classroom.	Lesson Plans Conduct classroom walkthrough utilizing Charlotte Danielson Framework for Teaching	Data Tracking Document Ongoing 45 day 90 day 135 day 180 day Teachers / Leadership	No Funding Required

Objective 2 Increase the percentage of students scoring proficient or above from 31% to 50% in Social Studies by 2022 as measured by KSA.	KCWP 1: Design and Deploy Standards	Review and conduct cyclic curriculum reviews/checks within the PLC.	Data Tracking Document	Data Tracking Document Ongoing 45 day 90 day 135 day 180 day Teachers / Leadership	No Funding Required
	KCWP 2: Design and Deliver Instruction	Establish communication protocols for parents/guardians regarding placement and progress in intervention support systems.	Communication Logs RTI/MTSS Parent Forms	Data Tracking Document Ongoing 45 day 90 day 135 day 180 day Teachers / Leadership	No Funding Required
	KCWP 6: Establishing Learning Culture and Environment	Ensure the expectations of students are clearly defined, and that group norms have been established within the classroom.	Lesson Plans Conduct classroom walkthrough utilizing Charlotte Danielson Framework for Teaching	Data Tracking Document Ongoing 45 day 90 day 135 day 180 day Teachers / Leadership	No Funding Required
Objective 3 Increase the percentage of students scoring proficient or above from 55% to 58% in Writing by 2022 as measured by KSA.	KCWP 1: Design and Deploy Standards	Creation of school writing plan	Data Tracking Document	Data Tracking Document Ongoing 45 day 90 day 135 day 180 day Teachers / Leadership	No Funding Required
	KCWP 2: Design and Deliver Instruction	Implementation and monitoring of school writing plan	Data Tracking Document	Data Tracking Document Ongoing 45 day 90 day 135 day 180 day Teachers / Leadership	No Funding Required

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

Objective	Strategy	Activities	Measure of Success	Progress Monitoring	Funding
Objective 1 Identify GAP students and monitor their progress towards proficiency using formative assessments: Combined Reading and Math increase from 22% to 23% scoring Proficient/Distinguish ed by 2022 as measured by KSA.	KCWP3: Design and Deliver Assessment Literacy	Math MAP / Reading MAP – The teachers will learn how to use all the resources and reports from Math MAP and Reading MAP data to plan instruction for differentiation and to monitor growth.	Growth in Math Strands and Lexile scores Data Tracking Document	Data Tracking Document Ongoing 45 day 90 day 135 day 180 day Teachers / Leadership	Title I General Fund No Funding Required
		Create formative and summative assessments that are aligned to the KAS standards.	Growth in Math Strands and Lexile scores Data Tracking Document	Data Tracking Document Ongoing 45 day 90 day 135 day 180 day Teachers / Leadership	No Funding Required
	KCWP 4: Review, Analyze and Apply Data	Develop and clearly defined MTSS school-wide process with checklists, and documentation tools, including such information as service frequency, intervention programs/strategies, SMART goal measurement, and progress monitoring checks.	Increase in percentile measured by progress monitoring data collected bi-monthly for tier 2 and weekly for tier 3 students	Data Tracking Document Ongoing 45 day 90 day 135 day 180 day Teachers / Leadership	ESS Title I No Funding Required

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

4: Growth

Goal 4 (State your growth goal.): By 2025, 100% of students will demonstrate at least one year's growth in reading and math.

Objective	Strategy	Activities	Measure of Success	Progress Monitoring	Funding
Objective 1 Identify Novice students and monitor their progress using formative assessment: Decrease combined reading and math novice to 20% or less by 2022 as measured by MAP.	KCWP 2: Design and Deliver Instruction	Math MAP / Reading MAP - The teachers will learn how to use all the resources and reports from Math MAP and Reading MAP data to plan instruction for differentiation and to monitor growth Response To Intervention/MTSS - Outlying students who are not meeting the standard level of proficiency will be involved in Tier 2 strategic and/ or Tier 3 intensive supplemental instruction	Growth in Math Strands and Lexile scores Data Tracking Document	Data Tracking Document Ongoing 45 day 90 day 135 day 180 day Teachers / Leadership	ESS Title I No Funding Required
	KCWP 5: Design, Align and Deliver Support	Create formative and summative assessments that are aligned to the KAS standards.	Growth in Math Strands and Lexile scores Data Tracking Document	Data Tracking Document Ongoing 45 day 90 day 135 day 180 day Teachers / Leadership	No Funding Required

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