

Comprehensive School Improvement Plan (CSIP)

Rationale

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

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

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

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

Requirements for Building an Improvement Plan

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

Explanations/Directions

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

1: State Assessment Results in reading and mathematics

Goal 1: Increase READING proficiency from 55% PD to 67.9% PD by May 2027. Increase MATH proficiency from 60% PD to 64.6% by May 2027.					
Objective	Strategy	Activities	Measure of Success	Progress Monitoring	Funding
Objective 1: Increase READING proficiency from 55% PD to 59.9% PD by May 2023. Objective 2: Increase MATH proficiency from 60% PD to 62.4% by May 2023.	KCWP 1 Design & Deploy Standards	School Teams will work in weekly PLC meetings to address the DuFour questions of: 1. What do your students need to know and be able to do? 2. How do we know they have learned it? 3. What do we do if they have not learned it? 4. What do we do when they have learned it?	Indicators: -Lesson plans - end of unit assessments -Grade level unit plans aligned to BCS priority standards -Efficient use of data from PLC to differentiate and progress monitor students intended results -increase achievement of students in all areas -alignment of instruction of teachers within grade levels	-Principal -Assistant Principals -Instructional Coach	
	KCWP 2 Design & Deliver Instruction	Principals, instructional coach, teacher leaders, and RTI instructors will collaborate to effectively implement MTSS to address standards consistently throughout all grade levels.	Quarterly ATMs until MTSS is fully implemented, weekly PLCs addressing Tier 2 instruction, completion of Tier 1, 2, and 3 monitoring sheets as reviewed in PLCs and at ATMs	Weekly PLCs / Quarterly ATMs	
		All teachers will identify learning targets to assist in student goal setting for each content standard. Teachers will post these within their classrooms and regularly share with students to ensure individual monitoring of success within the classroom.	Learning targets posted in each classroom daily, student use of agendas, administrator walkthroughs and feedback, observations	Daily/ongoing	
		PLC implementation - BES will implement a fluid PLC process in combination with grade level teams, administration, instructional coach, RTI leaders, and with support from LSS to fully train staff and implement highly effective Professional Learning Communities within the school. PLCs will be data driven and address the DuFour questions.	Curriculum alignment and team planning, small group interventions, assessment results through formative and summative, including STAR, MVPA, KSA, Fastbridge	Weekly	
	KCWP 3 Design & Deliver Assessment Literacy	Grade level teams will work though the PLC process to create and implement common formative assessments and proficiency rubrics to ensure all students consistently learn at high levels of rigor.	PLC meeting minutes, creation of assessments, mastery connect, and student progress monitored through data collection from completed assessments.	Weekly/ongoing	

Goal 1: Increase READING proficiency from 55% PD to 67.9% PD by May 2027. Increase MATH proficiency from 60% PD to 64.6% by May 2027.					
Objective	Strategy	Activities	Measure of Success	Progress Monitoring	Funding
		Grade level teams will utilize mastery connect, with the guidance from instructional coach, to monitor assessments and create individual goals for students.			
	KCWP 4 Review, Analyze, and Apply Data	LSS will provide training and support for schools to ensure that students are provided high quality, personalized learning targeted to help students at all levels succeed at mastering content standards and develop student agency as a learner. This ensures that ALL Learners receive an EQUITABLE, ACCESSIBLE, RIGOROUS, and RELEVANT educational experience.	STAR scores, KSA data, MVPA data, Boulder/FastBridge assessments, and ongoing classroom formative assessments	Ongoing	
		Administrators will conduct regular walkthroughs to effectively share timely feedback to improve classroom instruction and active engagement.	Timely feedback shared via e-mail to individual teachers.	Ongoing	
		LSS will provide training and support to BES to ensure students are provided high quality, personalized learning, targeted to help students at all levels to succeed at mastering content standards and develop student agency as a learner. This will ensure that ALL learners receive an equitable, accessible, rigorous, and relevant educational experience. BES will differentiate instruction within the classroom setting to provide the most appropriate and effective education to all students.	Interventions, documented through tiered instructional process and reviewed at weekly PLCs. Lesson plans and standard alignment. Progress as shown through progress monitoring of assessments.	Ongoing	

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

Goal 2: Increase the Proficiency of Science 40% PD to 46.4%, Social Studies 41% PD to 58.8%, and Writing from 36% PD to 51.2% by May 2027.					
Objective	Strategy	Activities	Measure of Success	Progress Monitoring	Funding
Objective: Increase the Proficiency of Science 40% PD to 45%, Social Studies 41% PD to 48.5%, and Writing from 36% PD to 39% by May 2023.	KCWP 2: Deliver & Design Instruction	BES will employ cooperative learning structures, including Kagan and other strategies, to improve active engagement in the learning process.	Academic assessment results: MVPA, STAR, KSA, Boulder, Fastbridge	Ongoing	
		Writing instruction will be delivered daily as designated in the master schedule whereas each grade level has intentional time for ongoing writing instruction.	MVPA writing scores, documentation during PLCs	Daily / ongoing	
		Professional Development opportunities will be made available to certified staff members to assist in the development and implementation of rigorous and equitable instruction. These opportunities may be available through administration, instructional coach, district, or other trainings, including book studies.	Attendance/sign-ins, implementation as shown through anecdotal evidence, lesson plans, etc.	Ongoing	
	KCWP 4: Review, Analyze, Apply Data Results	Leadership team will conduct ongoing walkthroughs and provide timely feedback to ensure instruction is equitable, rigorous, accessible, and relevant for all learners.	Implementation based on feedback from leadership team/individualized	Ongoing	
		Curriculum committees will meet to review ongoing instructional resources and to vertically align the school-wide instruction and expectations for each content area.	Meeting agendas and minutes, shared information at staff meetings/SBDM as appropriate	Ongoing	

3: Achievement Gap

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

Objective	Strategy	Activities	Measure of Success	Progress Monitoring	Funding
Objective 1: Increase the reading proficiency for Disability 15% to 18.9% by May 2023. Objective 2: Increase the math proficiency for Disability 13% to 30.1% by May 2023.	KCWP 5 Design, Align, and Administer Support	LSS, BES leadership, instructional coach, team leaders, and RTI instructors will collaborate to provide equitable, rigorous, accessible, and relevant learning opportunities for all learners.	STAR scores, MVPA scores, KSA results, self-reflections, implementation of MTSS.	Ongoing	
		District special education coordinator will conduct regular PLCs designed with Special Education teachers and counselors/ARC chairpersons in mind.	Meeting agenda/PowerPoints provided by coordinator.	Ongoing; at least twice monthly	
	KCWP 2 Design & Deliver Instruction	Special Education teachers will assist as permitted through specific IEPs to assist in the classrooms with Co-Teaching students who fall within the Gap Group, Disability-with IEP as designated by caseloads.	Collaborative lesson plans; ongoing assessment evidence	Daily	
		RTI and Special Education will meet regularly to implement and enforce academic supports for students who fall within designated Gap groups. Data will be analyzed regularly and adjustment to RTI groups will be made in a fluent and efficient manner.	RTI tiered groups; ongoing assessment through FastBridge	Ongoing; minimum of quarterly at ATM meetings where all teachers are present	
		ESS opportunities will be made available for students who fall within Gap Groups and will follow specific, targeted instructional practices, utilizing Heggerty and District	Formative and summative assessments, STAR, MVPA results	Ongoing	

Objective	Strategy	Activities	Measure of Success	Progress Monitoring	Funding
		Phonics Plan. Formative and Summative assessments will be used to monitor impact.			
		RTI will be implemented school-wide, whereas students in Gap groups or otherwise struggling will receive intentional small group instructional intervention time with highly qualified instructors using ESSA approved programs. RTI instructors will receive ongoing support and training from administration and LSS to ensure practices are effective and appropriate for all learners.	Formative and summative assessments through FastBridge, Boulder, Running Records. ATMs and PLCs to regularly and consistently review data and updated monitoring of students as shared with grade level teams and teachers.	Ongoing - RTI instruction daily	
	KCWP 4 Review, Analyze, & Apply Data	Content standards and student data will be reviewed regularly in grade level PLCs. Individual students will be named and claimed by teachers to ensure rigorous instruction for ALL students.	Lesson plans, assessments, STAR, MVPA, FastBridge, Running Records, Boulder, common assessments created by grade level teams	Weekly/ongoing	
	KCWP 6 Establish Learning Culture and Environment	Behavioral supports will be provided by the leadership team in a whole-child approach, including disciplinary measures, counseling, SEL, and through PBIS and Behavioral RTI structures.	Data collection / Behavior referrals, student monitoring through Tier II and III behavior	Data reviewed weekly; all supports provided daly/as designed in specific behavior support plans.	

4: English Learner Progress

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

Goal 4: Increase the English Learner ACCESS Composite Scores (student growth from previous years composite scores)					
Objective	Strategy	Activities	Measure of Success	Progress Monitoring	Funding
		Observation Protocol (SIOP) strategies for all teachers working with EL students.			

5: Quality of School Climate and Safety

Goal 5: Increase the Quality of School Climate and Safety indicator from 74.4 to 78 by 2027.					
Objective	Strategy	Activities	Measure of Success	Progress Monitoring	Funding
Objective 1: Increase the Quality of School Climate and Safety indicator from 74.4 to 78 by 2023.	KCWP 5: Design, Align, and Administer Support	Provide training and professional learning regarding emotional and mental wellness supports			
		Align and integrate school mental health, PBIS, and RTI ensuring an interconnected Multi-Tiered Systems of Support framework.			

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

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

Components of Turnaround Leadership Development and Support:
<p>Consider: How will you ensure that school leadership has or develops the skills and disposition to achieve accelerated, meaningful, and sustainable increases in student achievement for underperforming subgroups?</p> <p>Response: The leadership team will have targeted professional development for teachers to increase student achievement in our disability category. The leadership team will incorporate fidelity checks by virtue of classroom walkthroughs and PLC-focused discussions centered around newly incorporated professional development.</p>
Identification of Critical Resources Inequities:
<p>Consider: Describe the process used to review the allocation and use of resources (people, time, and money), any resource inequities that were identified that may contribute to underperformance, and how identified resource inequities will be addressed.</p> <p>Response: Special education allocations are discussed with the SBDM council prior to the next school year. Students are scheduled in classrooms to ensure IEP minutes are met. The master schedule is developed by team leads to ensure students with special needs are not missing tier 1 instruction. We incorporate a universal time for reading instruction of students with special needs this school year to maximize the time caseload managers are in classrooms collaborating and co-teaching. We are trialing a new reading program that can incorporate the needs of our struggling readers.</p>
Additional Actions That Address the Causes of Consistently Underperforming Subgroups of Students
<p>Consider: Describe the process used to review the learning culture related to your targeted subgroup(s) and any additional actions that were determined to address the causes of underperformance.</p> <p>Response: Our process included looking at special education teachers schedules and the amount of time they are devoting to collaborating in classrooms. We have condensed the amount of LLI groupings in order to maximize special education teachers’ time with students. Special Education PLCs were not focused on increasing student performance. This year’s focus has included specialized training in executive functioning skills.</p>
Targeted Subgroups and Evidence-Based Interventions:

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

Response: KSA scores for students with disabilities. We are training several staff members in Ortin-Gillingham, Kagan structures, and SIOP training. These practices will be frequently monitored through classroom walkthroughs, checking lesson plans, and discussion of program effectiveness and data review in PLCs.

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

TSI/ATSI Evidence-based Practices

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

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Evidence-based Activity	Evidence Citation	Uploaded in eProve
Kagan	Cooperative Learning as an Evidence-Based Teaching Strategy: What Teachers Know, Believe, and How They Use It https://eric.ed.gov/?id=EJ1258601	
Dreambox Learning	Wang, H., & Woodworth, K. (2011a). Evaluation of Rocketship Education's use of DreamBox Learning's online mathematics program. Menlo Park, CA: SRI International.	<input type="checkbox"/>
Leveled Literacy Intervention	What Works Clearinghouse, Institute of Education Sciences, U.S. Department of Education. (2017, September). Beginning Reading intervention report: Leveled Literacy Intervention. Retrieved from https://whatworks.ed.gov	<input type="checkbox"/>
Lexia	Macaruso, P., Hook, P. E., & McCabe, R. (2006). The efficacy of computer-based supplementary phonics programs for advancing reading skills in at-risk elementary students. Journal of Research in Reading, 29(2), 162–172.	<input type="checkbox"/>

Special Considerations for Comprehensive Support and Improvement (CSI) Schools

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

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

Turnaround Team:
Consider: Provide a comprehensive list of persons and entities involved in the turnaround efforts and the specific roles each shall play in the school’s turnaround process Response:
Identification of Critical Resources Inequities:
Consider: Describe the process used to review the allocation and use of resources (people, time, and money), any resource inequities that were identified that may contribute to underperformance, and how identified resource inequities will be addressed. Response:

Evidence-based Practices

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Train staff to implement inductive teaching strategies.	Hattie, J. (2009). Visible Learning: a synthesis of over 800 meta-analyses relating to achievement. Routledge: New York, NY.	<input checked="" type="checkbox"/>
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Objective	Strategy	Activities	Measure of Success	Progress Monitoring	Funding
Schools should determine short-term objectives to be attained by the end of the current academic year. There can be multiple objectives for each goal.	Describe your approach to systematically address a process, practice, or condition that was identified as a priority during the Needs Assessment for Schools. There can be multiple strategies for each objective. The strategy can be based upon Kentucky's six (6) Key Core Work Processes or another established improvement approach (i.e. <i>Six Sigma</i> , <i>Shipley</i> , <i>Baldrige</i> , etc.).	Describe the actionable steps that will occur to deploy the chosen strategy. There can be multiple activities for each strategy.	List the criteria that will gauge the impact of your work. The measures may be quantitative or qualitative but are observable in some way. Consider measures of input as well as outcomes for both staff and students.	Describe the process used to assess the implementation of the plan, the rate of improvement, and the effectiveness of the plan. Your description should include the artifacts to be reviewed, specific timelines, and responsible individuals.	List the specific federal, state, or local funding source(s) used to support each improvement initiative. If your school is a recipient of Title I, Part A funds, your CSIP serves as your annual plan and must indicate how Title I funds are utilized to carry out the planned activities.

1: State Assessment Results in Reading and Mathematics

Goal 1: Increase READING proficiency from 55% PD to 72% PD by May 2027. Increase MATH proficiency from 53% PD to 65.6% by May 2027.					
Objective	Strategy	Activities	Measure of Success	Progress Monitoring	Funding
Objective 1: Increase READING proficiency from 55% PD to 65% PD by May 2023. Objective 2: Increase MATH proficiency from 53% PD to 57% by May 2023.	KCWP 2: Design & Deliver Instruction	Student Centered Coaching The goal is Student-Centered Excellence as we build a system for teachers to develop partnerships around student-centered practices. <i>Activities include:</i> a consistent coaching schedule, goal-setting around learning targets, co-planning instruction, intentional co-teaching strategies that focus on students, and intentional analysis and reflection of student growth.	Instructional Plans that center around grade-level standards Increased percentage of proficiency on formative and summative data Shifts in PLC practices that results in increased analysis of student work More targeted Tier 2 instruction	Increased percentage of proficiency on benchmark and quarterly assessments More intentional walk-through conversations wrapped around student work	Title 1 Funded: Student-Centered Coaching books Leading Student-Centered Coaching books Student-Centered Coaching Virtual PD
	KCWP 2: Design & Deliver Instruction	Commonly Aligned PLC Processes focusing on: <ul style="list-style-type: none"> • Teacher Clarity • Common Formative Assessments • Student Work Analysis <i>Activities include:</i> defining mastery of the grade-level standards, alignment of summative and common formative assessments, aligned instructional plans, student friendly learning	Teams collaboratively plan. Teams follow a CFA analysis protocol that allows them to see student's learning patterns. Teams achieve their Team WIGs. Teams document their journey in their PLC Notes.	Team Dynamics: Formative Tools for Leaders in a PLC: Kim Bailey & Chris Jakicic Team Planning: No team member is planning in isolation Each team, at a minimum, discusses the depth of the unit standards and agrees upon mastery of the standard.	Title 1 Funded: Formative Tools for Leaders in a PLC: Kim Bailey & Chris Jakicic The DuFour's PLC Handbook for Team Leaders Common Formative Assessment by Kim

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		targets, and analysis of student work	<p>Teams hold each other accountable to articulated Team Norms.</p> <p>Teams revisit and revise Team Norms as needed.</p> <p>PLCs remain focused on student learning and on ways to improve student learning</p> <p>PLCs consist of conversations on those things over which we have control.</p> <p>Each team member leaves PLCs feeling accomplished and productive.</p> <p>Team Leaders change PLC practices based on coaching feedback</p>	<p>Each team member can tell the story of each unit.</p> <p>Analysis of CFA: Teams use a CFA protocol to find patterns of student learning</p> <p>Teams identify the best groups for Tier 2 instruction</p> <p>WIGs Teams hold weekly cadence of accountability meetings to determine progress on Team WIGs</p> <p>PLC Notes Teams keep weekly notes so that we can speak directly in coaching conversations</p>	Bailey & Chris Jakicic
	KCWP 4: Review, Analyze, and Apply Data	<p>Full Implementation of the 4 Disciplines of Execution</p> <p>We want to very intentionally goal-set and involve our students in goal-setting as well.</p>	Increased percentage of proficiency on formative and summative data	<p>Increased percentage of proficiency on benchmark and quarterly assessments</p> <p>Increase in Student Culture Data</p>	Title I Funded Leader In Me

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Objective	Strategy	Activities	Measure of Success	Progress Monitoring	Funding
		<p><i>Activities include:</i> Aligning school, grade-level, classroom and student WIGS, identifying lead measures that move the needle, scheduling a cadence of accountability meeting, and creating a compelling scoreboard.</p>	<p>Increased percentage of proficiency on benchmark and quarterly assessments</p> <p>More intentional walk-through conversations wrapped around evidence-based instructional strategies</p> <p>More frequent celebrations of student goals</p>	Grade level and school-wide scoreboards that show progress towards our WIGs.	
	KCWP 3 Design & Deliver Assessment Literacy	<p>Common Writing Structure The goal is to create alignment in our Writing program and to increase the types of writing produced by our students.</p> <p><i>Activities include:</i> consulting with our District Literacy Consultant to provide teachers with job embedded professional development specific to informational writing using CER as an organizational tool, co-planning writing lessons, live scoring student writing for feedback that will inform instructional next steps for the class, individual students, and</p>	<p>Instructional Plans that center around grade-level writing standards and expectations</p> <p>Increased percentage of proficiency on benchmark and quarterly assessments</p> <p>More intentional walk-through conversations wrapped around evidence-based instructional strategies and student work</p>	<p>Live scoring events for Constructed Responses</p> <p>Completed writing pieces that show grade-level expectations</p> <p>Grade-level Scoreboards that show our progress toward our writing goals</p>	<p>Title 1 Funded All Smekens training and materials</p>

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Objective	Strategy	Activities	Measure of Success	Progress Monitoring	Funding
		<p>further professional development for teachers, integrating writing to learn, writing to articulate their understanding of content and grow effective written communication.</p> <p>Our school Coaches will work with teachers to develop well-designed writing mini-lessons to guide informative, opinion and narrative composition pieces and assist in the alignment of high-level writing instruction across K-5 grade levels.</p>			
		<p>Integrated Science and Social Studies Instruction The goal is to integrate science and social studies content into lessons to build background knowledge.</p> <p><i>Activities include:</i> defining mastery of the grade-level standards, alignment of summative and common formative assessments, aligned instructional plans, student friendly learning targets, and analysis of student work</p>	<p>Teams collaboratively plan integrated science and social studies curriculum</p> <p>Teams follow a CFA analysis protocol that allows them to see student's learning patterns around science and social studies content</p> <p>Teams achieve their Team WIGs.</p> <p>Teams document their journey in their PLC Notes.</p>	<p>Increased percentage of proficiency on formative and summative data</p> <p>Increased percentage of proficiency on benchmark and quarterly assessments</p> <p>Each team, at a minimum, discusses the depth of the unit standards and agrees upon mastery of the standard.</p> <p>Teams use a CFA protocol to find patterns of student learning</p>	<p>Mystery Science BrainPop Science newsELA Social Studies newsELA Benchmark Reading</p>

Goal 1: Increase READING proficiency from 55% PD to 72% PD by May 2027. Increase MATH proficiency from 53% PD to 65.6% by May 2027.

Objective	Strategy	Activities	Measure of Success	Progress Monitoring	Funding
				Teams identify the best groups for Tier 2 instruction	
	KCWP 4: Review, Analyze and Apply Data	<p>Aligned RTI Process and Procedures The goal is to align our Tier 2 and Tier 3 schedule, supports, and instruction.</p> <p><i>Activities include:</i> analyzing data to appropriately identify students for T2 and T3 services, ensuring we know the foundational skills at each grade-level to determine T3 admittance, and responding to data over emotions</p>	<p>Analysis of CFA data that identifies the breakdowns of the most essential learning targets</p> <p>Create the most effective instructional groups</p> <p>Intentionally plan for Tier 2 instruction around priority standards</p> <p>Maximize Tier 2 schedule</p> <p>Determine plan to address instructional reports from instructional programs that indicates reteaching is needed</p> <p>Utilize Extended School Services to increase student proficiency</p>	<p>Analysis of CFA: Teams use a CFA protocol to find patterns of student learning</p> <p>Teams identify the best groups for Tier 2 instruction</p> <p>Quarterly Meetings Data team meets after each Benchmark Assessment to determine progress in Tier 3 instruction.</p>	<p>Title 1 Funded 1 teacher 1 paraeducator 1 part-time (retired) teacher</p>

Goal 1: Increase READING proficiency from 55% PD to 72% PD by May 2027. Increase MATH proficiency from 53% PD to 65.6% by May 2027.

Objective	Strategy	Activities	Measure of Success	Progress Monitoring	Funding
	KCWP 5: Design, Align, and Deliver Support	<p>School Walk-thrus The goal is for the rubric to be written with teachers so that it is a usable and helpful tool focused on our students being engaged in learning experiences that are EQUITABLE, RIGOROUS, ACCESSIBLE, and RELEVANT for ALL learners.</p> <p><i>Activities include:</i> co-developing our walk-through rubric, creating a consistent walk-through schedule, and offering meaningful feedback that is focused on student growth</p>	<p>Increased percentage of proficiency on formative and summative data</p> <p>Increased percentage of proficiency on benchmark and quarterly assessments</p> <p>Increased student engagement</p>	<p>Increase in Student Culture Data</p> <p>Grade level and school-wide scoreboards that show progress towards our WIGs.</p>	

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

Goal 2: Increase the Proficiency of Science 23% PD to 47.6%, Social Studies 31% PD to 55.1%, and Writing from 26% PD to 47.3% by May 2027.					
Objective	Strategy	Activities	Measure of Success	Progress Monitoring	Funding
Objectives: Increase the Proficiency of Science 23% PD to 34.5% by May 2023 Increase Social Studies 31% PD to 43.9% by May 2023. Increase Writing from 26% PD to 34.1% by May 2023.	KCWP 2 Design & Deliver Instruction	Student Centered Coaching The goal is Student-Centered Excellence as we build a system for teachers to develop partnerships around student-centered practices. <i>Activities include:</i> a consistent coaching schedule, goal-setting around learning targets, co-planning instruction, intentional co-teaching strategies that focus on students, and intentional analysis and reflection of student growth.	Instructional Plans that center around grade-level standards Increased percentage of proficiency on formative and summative data Shifts in PLC practices that results in increased analysis of student work More targeted Tier 2 instruction	Increased percentage of proficiency on benchmark and quarterly assessments More intentional walk-through conversations wrapped around student work	Title 1 Funded: Student-Centered Coaching books Leading Student-Centered Coaching books Student-Centered Coaching Virtual PD
		Commonly Aligned PLC Processes focusing on: <ul style="list-style-type: none"> • Teacher Clarity • Common Formative Assessments • Student Work Analysis <i>Activities include:</i>	Teams collaboratively plan. Teams follow a CFA analysis protocol that allows them to see student's learning patterns. Teams achieve their Team WIGs.	Team Dynamics: Formative Tools for Leaders in a PLC: Kim Bailey & Chris Jakicic Team Planning: No team member is planning in isolation	Title 1 Funded: Formative Tools for Leaders in a PLC: Kim Bailey & Chris Jakicic The DuFour's PLC Handbook for Team Leaders

Goal 2: Increase the Proficiency of Science 23% PD to 47.6%, Social Studies 31% PD to 55.1%, and Writing from 26% PD to 47.3% by May 2027.

Objective	Strategy	Activities	Measure of Success	Progress Monitoring	Funding
		defining mastery of the grade-level standards, alignment of summative and common formative assessments, aligned instructional plans, student friendly learning targets, and analysis of student work	<p>Teams document their journey in their PLC Notes.</p> <p>Teams hold each other accountable to articulated Team Norms.</p> <p>Teams revisit and revise Team Norms as needed.</p> <p>PLCs remain focused on student learning and on ways to improve student learning</p> <p>PLCs consist of conversations on those things over which we have control.</p> <p>Each team member leaves PLCs feeling accomplished and productive.</p> <p>Team Leaders change PLC practices based on coaching feedback</p>	<p>Each team, at a minimum, discusses the depth of the unit standards and agrees upon mastery of the standard.</p> <p>Each team member can tell the story of each unit.</p> <p>Analysis of CFA: Teams use a CFA protocol to find patterns of student learning</p> <p>Teams identify the best groups for Tier 2 instruction</p> <p>WIGs Teams hold weekly cadence of accountability meetings to determine progress on Team WIGs</p> <p>PLC Notes Teams keep weekly notes so that we can speak directly in coaching conversations</p>	Common Formative Assessment by Kim Bailey & Chris Jakicic
		Full Implementation of the 4 Disciplines of Execution We want to very	Increased percentage of proficiency on formative	Increased percentage of proficiency on benchmark and quarterly assessments	Title I Funded Leader In Me

Goal 2: Increase the Proficiency of Science 23% PD to 47.6%, Social Studies 31% PD to 55.1%, and Writing from 26% PD to 47.3% by May 2027.

Objective	Strategy	Activities	Measure of Success	Progress Monitoring	Funding
		<p>intentionally goal-set and involve our students in goal-setting as well.</p> <p><i>Activities include:</i> Aligning school, grade-level, classroom and student WIGS, identifying lead measures that move the needle, scheduling a cadence of accountability meeting, and creating a compelling scoreboard.</p>	<p>and summative data</p> <p>Increased percentage of proficiency on benchmark and quarterly assessments</p> <p>More intentional walk-through conversations wrapped around evidence-based instructional strategies</p> <p>More frequent celebrations of student goals</p>	<p>Increase in Student Culture Data</p> <p>Grade level and school-wide scoreboards that show progress towards our WIGs.</p>	
	KCWP 5 Design, Align, and Administer Support	<p>Common Writing Structure The goal is to create alignment in our Writing program and to increase the types of writing produced by our students.</p> <p><i>Activities include:</i> consulting with our District Literacy Consultant to provide teachers with job embedded professional development specific to</p>	<p>Instructional Plans that center around grade-level writing standards and expectations</p> <p>Increased percentage of proficiency on benchmark and quarterly assessments</p> <p>More intentional walk-through conversations wrapped around evidence-based</p>	<p>Live scoring events for Constructed Responses</p> <p>Completed writing pieces that show grade-level expectations</p> <p>Grade-level Scoreboards that show our progress toward our writing goals</p>	<p>Title 1 Funded All Smekens training and materials</p>

Goal 2: Increase the Proficiency of Science 23% PD to 47.6%, Social Studies 31% PD to 55.1%, and Writing from 26% PD to 47.3% by May 2027.

Objective	Strategy	Activities	Measure of Success	Progress Monitoring	Funding
		<p>informational writing using CER as an organizational tool, co-planning writing lessons, live scoring student writing for feedback that will inform instructional next steps for the class, individual students, and further professional development for teachers, integrating writing to learn, writing to articulate their understanding of content and grow effective written communication.</p> <p>Our school Coaches will work with teachers to develop well-designed writing mini-lessons to guide informative, opinion and narrative composition pieces and assist in the alignment of high-level writing instruction across K-5 grade levels.</p>	instructional strategies and student work		
		<p>Integrated Science and Social Studies Instruction The goal is to integrate science and social studies content into lessons to build background knowledge.</p>	<p>Teams collaboratively plan integrated science and social studies curriculum</p> <p>Teams follow a CFA analysis protocol that allows them</p>	Increased percentage of proficiency on formative and summative data	<p>Mystery Science</p> <p>BrainPop</p> <p>Science newsELA</p> <p>Social Studies newsELA</p> <p>Benchmark Reading</p>

Goal 2: Increase the Proficiency of Science 23% PD to 47.6%, Social Studies 31% PD to 55.1%, and Writing from 26% PD to 47.3% by May 2027.

Objective	Strategy	Activities	Measure of Success	Progress Monitoring	Funding
		<p><i>Activities include:</i> defining mastery of the grade-level standards, alignment of summative and common formative assessments, aligned instructional plans, student friendly learning targets, and analysis of student work</p>	<p>to see student's learning patterns around science and social studies content</p> <p>Teams achieve their Team WIGs.</p> <p>Teams document their journey in their PLC Notes.</p>	<p>Increased percentage of proficiency on benchmark and quarterly assessments</p> <p>Each team, at a minimum, discusses the depth of the unit standards and agrees upon mastery of the standard.</p> <p>Teams use a CFA protocol to find patterns of student learning</p> <p>Teams identify the best groups for Tier 2 instruction</p>	
		<p>Aligned RTI Process and Procedures The goal is to align our Tier 2 and Tier 3 schedule, supports, and instruction.</p> <p><i>Activities include:</i> analyzing data to appropriately identify students for T2 and T3 services, ensuring we know the foundational skills at each grade-level to determine T3 admittance,</p>	<p>Analysis of CFA data that identifies the breakdowns of the most essential learning targets</p> <p>Create the most effective instructional groups</p> <p>Intentionally plan for Tier 2 instruction around priority standards</p> <p>Maximize Tier 2 schedule</p>	<p>Analysis of CFA: Teams use a CFA protocol to find patterns of student learning</p> <p>Teams identify the best groups for Tier 2 instruction</p> <p>Quarterly Meetings Data team meets after each Benchmark Assessment to determine progress in Tier 3 instruction.</p>	<p>Title 1 Funded 1 teacher 1 paraeducator 1 part-time (retired) teacher</p>

Goal 2: Increase the Proficiency of Science 23% PD to 47.6%, Social Studies 31% PD to 55.1%, and Writing from 26% PD to 47.3% by May 2027.

Objective	Strategy	Activities	Measure of Success	Progress Monitoring	Funding
		and responding to data over emotions	Determine plan to address instructional reports from instructional programs that indicates reteaching is needed Utilize Extended School Services to increase student proficiency		
		School Walk-thrus The goal is for the rubric to be written with teachers so that it is a usable and helpful tool focused on our students being engaged in learning experiences that are EQUITABLE, RIGOROUS, ACCESSIBLE, and RELEVANT for ALL learners. <i>Activities include:</i> co-developing our walk-through rubric, creating a consistent walk-through schedule, and offering meaningful feedback that is focused on student growth	Increased percentage of proficiency on formative and summative data Increased percentage of proficiency on benchmark and quarterly assessments Increased student engagement	Increase in Student Culture Data Grade level and school-wide scoreboards that show progress towards our WIGs.	

3: Achievement Gap

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

Objective	Strategy	Activities	Measure of Success	Progress Monitoring	Funding
Objective 1: Increase the reading proficiency for Disability 12% to 37.9% by May 2023. Objective 2: Increase the math proficiency for Disability 15% to 26.4% by May 2023.	KCWP 5 Design, Align, and Administer Support	Aligned RTI Process and Procedures The goal is to align our Tier 2 and Tier 3 schedule, supports, and instruction. <i>Activities include:</i> analyzing data to appropriately identify students for T2 and T3 services, ensuring we know the foundational skills at each grade-level to determine T3 admittance, and responding to data over emotions	Analysis of CFA data that identifies the breakdowns of the most essential learning targets Create the most effective instructional groups Intentionally plan for Tier 2 instruction around priority standards Maximize Tier 2 schedule Determine plan to address instructional reports from instructional programs that indicates reteaching is needed Utilize Extended School Services to increase student proficiency	Analysis of CFA: Teams use a CFA protocol to find patterns of student learning Teams identify the best groups for Tier 2 instruction Quarterly Meetings Data team meets after each Benchmark Assessment to determine progress in Tier 3 instruction.	Title 1 Funded 1 teacher 1 paraeducator 1 part-time (retired) teacher

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

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

Objective	Strategy	Activities	Measure of Success	Progress Monitoring	Funding
			<p>Each team member leaves PLCs feeling accomplished and productive.</p> <p>Team Leaders change PLC practices based on coaching feedback</p>	<p>Teams keep weekly notes so that we can speak directly in coaching conversations</p> <p>Increased percentage of proficiency on benchmark and quarterly assessments</p> <p>Increase in Student Culture Data</p> <p>Grade level and school-wide scoreboards that show progress towards our WIGs.</p>	

4: English Learner Progress

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

5: Quality of School Climate and Safety

Goal 5: Increase the Quality of School Climate and Safety indicator from 71.7 to 77 by 2027.					
Objective	Strategy	Activities	Measure of Success	Progress Monitoring	Funding
Objective 1: Increase the Quality of School Climate and Safety indicator from 71.7 to 77 by 2023.	KCWP 2 Design and Deliver Instruction	7 Habits of LIM The goal is to model, teach and imbed the 7 Habits into everyday life to build leaders and create student ownership. Students will have LIM instruction on the 7 Habits daily in their classrooms.	At least 80% of students have no discipline referrals	Monthly data reviewed during PBIS T1 meetings Panorama and Tableau to pull data	

Goal 5: Increase the Quality of School Climate and Safety indicator from **71.7** to **77** by 2027.

Objective	Strategy	Activities	Measure of Success	Progress Monitoring	Funding
		<p><i>Activities Include:</i></p> <ul style="list-style-type: none"> • Daily Lesson • Leadership binder • Creation of WIGS and Lead Measures • Having COAs 			
		<p>Guidance Whole Group Lessons</p> <p>The goal of the lessons is to give common language and help students problem solve with kindness.</p> <p>Students in grades K/1 will have weekly guidance lessons.</p> <p>Students in grades 2/3 will have bi monthly.</p> <p>Students in grades 4-5 will have 1 guidance lesson per month.</p>	At least 50% of students will answer that students are kind on the end of year survey.	Data collected and reviewed on the number of students needing individual counseling each month.	<p>District allocates 1.5 counselor</p> <p>SBDM approves to fund ½ counselor.</p>
		<p>Small Group Instruction</p> <p>The goal of small group instruction is to meet students where they are and give them strategies to help them be successful.</p> <p>Students will receive small group</p>	Students will be able to carry-over small group instruction into other areas	Pre-test and post test	<p>District allocates 1.5 counselor</p> <p>SBDM approves to fund ½ counselor.</p>

Goal 5: Increase the Quality of School Climate and Safety indicator from **71.7** to **77** by 2027.

Objective	Strategy	Activities	Measure of Success	Progress Monitoring	Funding
		instruction based on survey results and teacher requests. (executive functioning, friendship, grieving etc)			
		<p>Global Citizenship</p> <p>The goal of Global Citizenship is to empower learners to take the initiative in solving problems in a proactive manner and contribute to the good of the whole, while being tolerant and inclusive.</p> <p>Students will receive weekly instruction in SEL lessons during UA time. Lessons provide opportunities to work with a partner or small group after direct instruction.</p>	Students will be able to intervene in situations where someone is not being treated well, this will show on the end of year survey.	Unit Pre-test and post test	Teacher allocation used
		<p>Individual Support Plans</p> <p>The goal of an Individual Support Plan is to help students be proactive, with their area of need, with school-wide expectations.</p> <p>Students will create, with teacher help, Individual Support Plans if they are struggling in a particular area.</p> <p>Students, with teacher help, will implement & monitor their plan.</p>	80% of students on Student Support Plans will not need further intervention.	Monitored monthly by the PBIS T2 team.	
		KAGAN Win-Win Discipline	Teachers will be able to		

Goal 5: Increase the Quality of School Climate and Safety indicator from **71.7** to **77** by 2027.

Objective	Strategy	Activities	Measure of Success	Progress Monitoring	Funding
		<p>The goal of Win-Win Discipline is to utilize strategies based upon students' disruptions and positions.</p> <p>Win Win Kagan PD will be offered after school.</p>	<p>define disruption and position of students needing support.</p> <p>80% of teachers will bring Win-Win data to SST meetings</p>		
		<p>Student Support Team Meetings</p> <p>The goal of SST meetings is to provide strategies and level the playing field for students.</p> <p>Teachers will ask for Student Support Team Meeting when a student is needing any additional supports beyond the regular classroom.</p>	<p>Teachers will submit an SST for any student who has over 10 reteaches in one area, or is needing additional support academically or behaviorally. Grade-level PBIS lead will monitor.</p>		
		<p>Restorative Practices</p> <p>The goal of restorative practices is to work with a child to restore behavior rather than give consequences.</p> <p>Data will be collected and monitored for areas that physical aggression is happening and adult presence will be strategic.</p> <p>After school detention will become restorative by utilizing strategies in When the Adults</p>	<p>Teachers will report ALL major or minor physical aggression by submitting a discipline referral.</p> <p>80% of students using restorative detention will not need further interventions</p>		

Goal 5: Increase the Quality of School Climate and Safety indicator from **71.7** to **77** by 2027.

Objective	Strategy	Activities	Measure of Success	Progress Monitoring	Funding
		Change, Everything Changes			

6: Postsecondary Readiness (high school only)

7: Graduation Rate (high school only)

8: Other (Optional)

Goal 8 (State your separate goal.):

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

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

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

Components of Turnaround Leadership Development and Support:

Consider: How will you ensure that school leadership has or develops the skills and disposition to achieve accelerated, meaningful, and sustainable increases in student achievement for all subgroups?

Response:

The Principal has participated in the State-wide TSI Webinar, the TSI 2-Day Jim Shipley's School Improvement Planning for Performance Evidence, the National Institute for Educational Leadership's the Kentucky Chamber of Commerce Principal Professional Learning

Identification of Critical Resources Inequities:

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

Response:

We have revised our schedules to meet student need through both resource instruction and specially designed instruction.

We also reviewed our groupings of students, and we now do that quarterly during our PLCs:

We have a weekly PLC meeting, discussing Wildly Important Goals

We have a monthly 3 hour plc meeting.

We have an identified reading program, but we do not have an identified math program.

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

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

Response:

We have completed a data dive and named and claimed students.

We also looked at each student by grade-level and by subject and identified instructional strategies that will be used with each student and/or student group.

Targeted Subgroups and Evidence-Based Interventions:

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

Response:

Students will receive Explicit Direct Instruction on identified goals daily.

Students will track their own progress toward their goals.

Students will practice requesting and using their accommodations.

Students will be expected to complete more work independently using their appropriate accommodations.

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

TSI/ATSI Evidence-based Practices

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

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

Stockard, J., & Engelmann, K. (2010). The development of early academic success: The impact of Direct Instruction's Reading Mastery. *Journal of Behavior Assessment and Intervention in Children*, 1(1), 2-24. <http://dx.doi.org/10.1037/h010035>

Evidence-based Activity	Evidence Citation
Train staff to implement inductive teaching strategies.	Hattie, J. (2009). <i>Visible Learning: a synthesis of over 800 meta-analyses relating to achievement</i> . Routledge: New York.
Orton Gillingham	Scheffell, D. L., Shaw, J. C., & Shaw, R. (2008). The Efficacy of a Supplemental Multisensory Reading Program for First-Grade Students. <i>Journal of Reading Improvement</i> , 45(3), 139–152.
Explicit Direct Instruction	Stockard, J., & Engelmann, K. (2010). The development of early academic success: The impact of Direct Instruction's Reading Mastery. <i>Journal of Behavior Assessment and Intervention in Children</i> , 1(1), 2-24. http://dx.doi.org/10.1037/h010035
enVision Math	
PLCs	Hamilton, L., Halverson, R., Jackson, S., Mandinach, E., Supovitz, J., & Wayman, J. (2009). Using student achievement data to inform instructional decision making (NCEE 2009-4067). Washington, DC: National Center for Education Evaluation and Regional Assistance, U.S. Department of Education. Retrieved from http://ies.ed.gov/ncee/wwc/publications/practitioner

Special Considerations for Comprehensive Support and Improvement (CSI) Schools

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

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

Turnaround Team: Consider: Provide a comprehensive list of persons and entities involved in the turnaround efforts and the specific roles each shall play in the school's turnaround process. Response:
Identification of Critical Resources Inequities: Consider: Describe the process used to review the allocation and use of resources (people, time, and money), any resource inequities that were identified that may contribute to the school's need for improvement. Identified resource inequities will be addressed. Response:

Evidence-based Practices

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

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

Evidence-based Activity	Evidence Citation
Train staff to implement inductive teaching strategies.	Hattie, J. (2009). Visible Learning: a synthesis of over 800 meta-analyses relating to achievement. Routledge: New York.

Comprehensive School Improvement Plan (CSIP)

Rationale

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

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

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

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

Requirements for Building an Improvement Plan

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

Explanations/Directions

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

1: State Assessment Results in reading and mathematics

Goal 1: Increase READING proficiency from 40% PD to 62.8% PD by May 2027. Increase MATH proficiency from 35% PD to 62.8% by May 2027.					
Objective	Strategy	Activities	Measure of Success	Progress Monitoring	Funding
Objective 1: Increase READING proficiency from 40% PD to 53.5% PD by May 2023. Objective 2: Increase MATH proficiency from 35% PD to 53.5% by May 2023.	KCWP 2 Design & Deliver Instruction	Continued implementation of guided reading groups; Use of Orton Gillingham, Secret Stories, LLI for resource/special education students; small group remedial instruction for RTI students using ESSA approved interventions	PLC Meetings , Training around Science of Reading, LETTRS and OG, Guided groups meeting daily as visible during walkthroughs, running records CASE data	Admin Team	Title 1 SBDM Funding
		Continued progress toward mastery learning collaborative model within classrooms daily	Reviewing standards and asking the four Dufour questions during PLC's, CASE Assessment Data	Admin Team	Title 1 District PD
		Literacy support through use of instructional coach; district support and administration to improve core instruction	Utilizing Haggerty phonics in primary, LETTRS and Orton Gillingham training Focusing on Fry sight words, PLC Notes and Agendas	Coach, district office supports, Admin Team	Title 1
		Working as professional learning communities on data driven instruction practices	KPREP,PLC notes / agendas, Wildly important goals and trackers, CASE Assessment Data	Admin Team	Title 1, District PD
		Small group differentiated instruction for MTSS based on student needs and levels.	PLC Data Assessment, District PD	Admin Team, District Team	Title 1, District PD

Goal 1: Increase READING proficiency from 40% PD to 62.8% PD by May 2027. Increase MATH proficiency from 35% PD to 62.8% by May 2027.					
Objective	Strategy	Activities	Measure of Success	Progress Monitoring	Funding
		Math support through use of district support focusing on district suggested instructional framework and administration to improve core instruction	PLC Data Assessment, District PD, Co-Teaching with district leads	Admin Team, District Team	Title 1
	KCWP 3 Design & Deliver Assessment Literacy	Grade level common assessments tied to the standards, MVPA, and STAR Assessments, Formative Assessments from MTSS	PLC Data Analysis, Common Formative Assessment Data, CASE Data	Admin Team	Title 1 District PD
	KCWP 4 Review, Analyze, and Apply Data	Instructional feedback through observations and use of walkthrough tool	Data Collected Through Walkthrough tools	Admin Team	N/A
		Data Analysis of gap group students will occur a minimum of every 30 days during grade level / content area planning sessions using DuFour’s model. Work with SPED department in PLC meeting to discuss individual students and caseloads for growth.	PLC agenda, meeting notes, STAR Benchmark Data, Mastery Connect Data, MVPA Assessment Data	Admin Team	N/A
		Creating intentional opportunities for students to monitor their own progress through student data binders	Teacher Fidelity Check, Student Leadership Binders, Running Record Data, Lexia Data, Dreambox data	Admin Team	SBDM

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

Goal 2: Increase the Proficiency of Science 17% PD to 48.5%, Social Studies 30% PD to 67.1%, and Writing from 11% PD to 60.1% by May 2027.					
Objective	Strategy	Activities	Measure of Success	Progress Monitoring	Funding
Objective: Increase the Proficiency of Science 17% PD to 35.6%, Social Studies 30% PD to 58.9%, and Writing from 11% PD to 50.2% by May 2023.	KCWP 2 Design & Deliver Instruction	Identification of Gap students, tracking student progress in science, Social Studies and writing, classroom data collection	Common Formative Assessment Data	Admin Team	Title 1
		Implementation of inquiry based instruction utilizing TCM for social studies. Also inquiry based instruction for science as well.	Professional Learning Attendance, Engagement Walkthroughs	Admin Team	Title 1, SBDM
		Ensure monitoring measures are in place to support holistic planning for high fidelity of instructional delivery of the standards for each content area.	Lesson Plans, PLC Notes Grade Specific skills/checklists	Admin Team	Title 1, District PD
		Professional learning for differentiation strategies in the content areas to meet individual student needs.	Professional Learning Logs, Implementation Checklists, Classroom Walkthroughs	Admin Team	Title 1, District PD
		Data Analysis of gap group students will occur a minimum of every 30 days during grade level / content	Data Collected from Walkthrough tools	Admin Team	N/A

Goal 2: Increase the Proficiency of Science 17% PD to 48.5%, Social Studies 30% PD to 67.1%, and Writing from 11% PD to 60.1% by May 2027.					
Objective	Strategy	Activities	Measure of Success	Progress Monitoring	Funding
		area planning sessions using DuFour’s model			
		Creating intentional opportunities for students to monitor their own progress through student data binders	Teacher Fidelity Checks, Student Leadership Binders	Admin Team and Teachers	SBDM
		Professional learning to increase writing instruction and implementation of workshop model for writing, Utilizing district personnel to help with CER and on demand writing. (Smekens, 6 Traits)	Writing Journals, Writing Notebooks,	Admin Team District Office	Title 1
		Identification of Gap students, tracking student progress in writing classroom data collection	Writing Journals, Writing Notebooks, and Writing Rubrics	Admin Team and Teachers	N/A
	KCWP 4 Review, Analyze, and Apply Data				

3: Achievement Gap

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

Objective	Strategy	Activities	Measure of Success	Progress Monitoring	Funding
Objective 1: Increase the reading proficiency for Disability 15% to 33.5% by May 2023. Objective 2: Increase the math proficiency for Disability 8% to 29.5% by May 2023.	KCWP 5 Design, Align, and Administer Support	PLC’s with special education and speech teachers with a focus on determining next steps for students with disabilities based upon content area data	PLC Notes, Agenda, Student Plans	Admin Team, Sped Coordinator, Teachers	IDEA SBDM
		District admins, LSS team, and school leadership teams employ Kagan Structures and other high-yield, research-based cooperative learning strategies to improve student engagement in the classroom, specifically focusing on our students who fall in a gap group.	STAR Scores, KPREP Data, CERT, Classroom Assessments	Admin Team, Teachers	Title 1, SBDM
		PLC’s with teachers with a focus on determining next steps for students with language and / or cultural barriers based upon content area data	PLC Notes, Agenda, Student Plans	Admin Team, Teachers, EL Teachers and EL District Staff	Title 1, SBDM
		PLC’s with grade level and content area teachers with a focus on determining next	PLC Notes, Agenda, Student Plans	Admin Team	N/A

Objective	Strategy	Activities	Measure of Success	Progress Monitoring	Funding
		steps for students with who experience socio economic disadvantages based upon content area data			
		PLC's with all teachers with a focus on determining next steps for students within the identified gap group based upon content area data	PLC Notes, Agenda, Student Plans	Admin Team	N/A
	KCWP 4 Review, Analyze, and Apply Data	Develop a clearly defined school wide process with applicable checklists and documentation tools, including such information as service frequency, intervention program, SMART goal measurement and progress monitoring checks with an intentional focus on students who fall in gap groups.	Progress Monitoring data reports, STAR, Running Records, Scholastic Data, Common and CASE Assessments, Datat Binders	Admin Team, Teachers,	Title 1, SBDM
		Develop and deploy a PLC Protocol with an effective cyclical process for standards, deconstruction, designing of assessment measures, and resource sharing and collaboration lesson creation with an analysis of data that addresses the specific needs of students who fall in the gap groups.	Progress Monitoring data, PLC Notes and Agendas	Admin Team	N/A

Objective	Strategy	Activities	Measure of Success	Progress Monitoring	Funding
	KCWP 2 Design & Deliver Instruction	Identification of gap students, tracking students' progress in reading. (Triangulating data sources to drive instruction)	STAR Student Assessment Data, Mastery Connect Data	Admin Team	District Funds, SBDM, Title 1
		Continued implementation of guided reading groups; LLI for resource/special education students small group remedial instruction for MTSS students using approved interventions	Implementation Checklists, Lesson plans, KSA Data progress monitoring	Admin Team, Teachers,	Title 1, SBDM, IDEA
		Continued implementation of the co teaching model for students with disabilities	Meeting Notes/Agendas Classroom Observations Professional Learning Logs	Admin Team	IDEA, Title 1
		Continued implementation of both push in and pull out models for instruction depending upon the specific needs of individual English learner students.	Implementation Checklists, Lesson plans, KPREP Data progress monitoring	Admin Team, LSS Support, ELL Team	District Funds, SBDM, Title 1
		Continued implementation small group remedial instruction for RTI students using approved interventions	Implementation Checklists, Lesson plans, KSA Data progress monitoring,	Admin Team, Teachers, LSS Support	District Funds, SBDM, Title 1
		Identification of gap students, tracking students' progress in math (Triangulating data sources to drive instruction)	Implementation Checklists, Lesson plans, KSA Data progress monitoring,	Admin Team, Teachers, RTI	District Funds, SBDM, Title 1

4: English Learner Progress

Goal 4: Increase the English Learner indicator from 56.7 to 66.7 by 2027.					
Objective	Strategy	Activities	Measure of Success	Progress Monitoring	Funding
Objective 1: Increase the English Learner indicator from 56.7 to 66.7 by 2023.	KCWP 5: Design, Align, and Administer Support	Provide quality professional learning for all teachers centered around developing English language proficiency through curriculum, instruction, & assessment, and increase training regarding Sheltered Instruction Observation Protocol (SIOP) strategies for all teachers working with EL students.	Desired Teacher Outcome: Improved teacher efficacy Desired Student Outcome: Increased English proficiency	Admin Team and EL Staff, Look at PSP and ACCESS test scores	Title One and SBDM Funding

5: Quality of School Climate and Safety

Goal 5: Increase the Quality of School Climate and Safety indicator from 73.2 to 83.2 by 2027.					
Objective	Strategy	Activities	Measure of Success	Progress Monitoring	Funding
Objective 1: Increase the Quality of School Climate and Safety indicator from 73.2 to 83.2 by 2023.	KCWP 5: Design, Align, and Administer Support	Provide training and professional learning regarding emotional and mental wellness supports	Panorama Survey results, Behavior and Attendance Data	School Counselors and Admin Team	Title One and SBDM
		Align and integrate school mental health, PBIS, and RTI ensuring an interconnected Multi-Tiered Systems of Support framework.	School Wide Behavior Data	School Counselors and Admin Team	Title One and SBDM

6: Postsecondary Readiness (high school only)

7: Graduation Rate (high school only)

8: Other (Optional)

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

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

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

Components of Turnaround Leadership Development and Support:
<p>Consider: How will you ensure that school leadership has or develops the skills and disposition to achieve accelerated, meaningful, and sustainable increases in student achievement for underperforming subgroups?</p> <p>Response: I am working with our Assistant Superintendent as well as district level personnel on looking at data and discussing strategies that can be implemented to increase student growth in all areas but mainly our GAP group. We have also been looking at our systems utilizing the Jim Shipley work to ensure we are aligned and focused on our mission and vision.</p>
Identification of Critical Resources Inequities:
<p>Consider: Describe the process used to review the allocation and use of resources (people, time, and money), any resource inequities that were identified that may contribute to underperformance, and how identified resource inequities will be addressed.</p> <p>Response: We utilize the allocations that we are given to ensure our classes sizes are of appropriate proportions as well as getting interventionists to help support with our MTSS model. We discuss people and funds during our SBDM meeting and we also work with a leadership team to ensure we are doing what is best to meet the needs of all students.</p>
Additional Actions That Address the Causes of Consistently Underperforming Subgroups of Students
<p>Consider: Describe the process used to review the learning culture related to your targeted subgroup(s) and any additional actions that were determined to address the causes of underperformance.</p> <p>Response: We are meeting monthly to look at instruction during the pull out and push in services that our subgroups are receiving. We are also looking at assessment data monthly to analyze student growth and performance. We are going to start naming and claiming kids in these subgroups to start a check in process with them.</p>
Targeted Subgroups and Evidence-Based Interventions:
<p>Consider: Identify the areas of need revealed by the analysis of academic and non-academic data that will be addressed through CSIP activities for your targeted subgroup(s). What evidence-based practice(s) will the school incorporate that specifically targets the subgroup(s) achievement that contributed to the TSI identification? How will we monitor the evidence-based practice to ensure it is implemented with fidelity?</p> <p>Response:Through our walkthroughs we will be looking for SIOP language in learning targets as well as Kagan structures during lessons to ensure students know what they are supposed to be learning and are engaged. SIOP language will allow for students to demonstrate their understanding of content in some sort of fashion. Kagan strategies will help with the deeper level of engagement.</p>
<p>Complete the table below to document the evidence that supports the Activities outlined in this plan. Additional rows may be added to accommodate additional pieces of evidence.</p>

TSI/ATSI Evidence-based Practices

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Train staff to implement inductive teaching strategies.	Hattie, J. (2009). Visible Learning: a synthesis of over 800 meta-analyses relating to achievement. Routledge: New York, NY.	<input checked="" type="checkbox"/>
SIOP	Batt, E. (2010). Cognitive coaching: A critical phase in professional development to implement sheltered instruction. <i>Teaching and Teacher Education</i> 26, 997-1005. Boughoulid, M. (2020). The SIOP Model as an empowering teaching method for English language learners: A study case. <i>European Journal of English Language Teaching</i> , 6 (2), 39-53.	<input type="checkbox"/>
LLI		<input type="checkbox"/>
Kagan	Cooperative Learning as an Evidence-Based Teaching Strategy: What Teachers Know, Believe, and How They Use It https://eric.ed.gov/?id=EJ1258601	<input type="checkbox"/>
		<input type="checkbox"/>

Special Considerations for Comprehensive Support and Improvement (CSI) Schools

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

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

Turnaround Team:
Consider: Provide a comprehensive list of persons and entities involved in the turnaround efforts and the specific roles each shall play in the school’s turnaround process Response:
Identification of Critical Resources Inequities:
Consider: Describe the process used to review the allocation and use of resources (people, time, and money), any resource inequities that were identified that may contribute to underperformance, and how identified resource inequities will be addressed. Response:

Evidence-based Practices

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Comprehensive School Improvement Plan (CSIP)

Rationale

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 - Quality of School Climate and Safety
- The required goals for high schools include the following:
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 - Achievement Gap
 - English Learner Progress
 - Quality of School Climate and Safety
 - Postsecondary Readiness
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Explanations/Directions

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

1: State Assessment Results in reading and mathematics

Goal 1: Increase READING proficiency from 47% PD to 52% PD by May 2027. Increase MATH proficiency from 49% PD to 54% by May 2027.					
Objective	Strategy	Activities	Measure of Success	Progress Monitoring	Funding
Objective 1: Increase READING proficiency from 47% PD to 52% PD by May 2022. Objective 2: Increase MATH proficiency from 49% PD to 54% by May 2023.	KCWP 1 Design & Deploy Standards	Professional Learning Community (PLC)- working on data driven instructional practices in both reading and math to include the 4 DuFour Questions.	Weekly PLC meetings (agendas, notes)	Admin Team	
		Using priority standards to develop curriculum maps that will be revised annually based on Kentucky Core Standards.	Completed Curriculum Maps with timelines.	Admin Team and classroom teachers	
		Provide Professional Development in Reading Mini Lessons, Word Work and Phonics and Math Standards.	Participation in PD, vertical alignment of strategies and data collection.	Instructional Coach, Admin Team	\$10,000 Title 1
		Modify master schedule to prioritize reading and math.	Maximizing student learning through Master Schedule.	Instructional Coach, Admin Team	
	KCWP 2 : Design & Deliver Instruction	SIOP implementation schoolwide to support for delivery in language instruction and vocabulary.	Complete of PD Learning and schoolwide lesson plan development	Admin Team, Teachers, Instructional Coach	\$10,000 Title 1
	KCWP 4 Review, Analyze, and Apply Data	Data analysis gap group student will occur every 30 days in PLCs through 30, 60, 90 day planning	Identification of student needs and development of shared data files through Google.30-60-90 day plan developed and	Admin Team; Teacher, Instructional Coach ; PLC Agenda and data file	

Goal 1: Increase READING proficiency from 47% PD to 52% PD by May 2027. Increase MATH proficiency from 49% PD to 54% by May 2027.					
Objective	Strategy	Activities	Measure of Success	Progress Monitoring	Funding
			monitored through our monthly cadence of accountability.		
		MTSS Data Day- Creating opportunities for teachers to break apart Red Standards and plan instruction based on student needs.	30-60-90 day plan developed and monitored through our monthly cadence of accountability. Identification of student needs and development of priority Red Standards.	All staff	\$5,000 Subs Title
	KCWP 6 Establish Learning Culture and Environment	Positive Behavior Intervention System (PBIS)- creating and implementing Tier 1, Tier 2 and Tier 3 supports.	Development and implementation of a schoolwide system of safety and support. Behavioral Referrals, counseling referrals, Tier 1, Tier 2, and Tier 3 student data progress	All staff	Teacher Allocation
		Leader In Me: (LIM)- creating a school wide system of Leadership and SEL student support.	Creating a school wide system and Professional Development. Professional Development in LIM Core 3 and Lighthouse Coaching Days, Committee Action Team Meetings,	All staff Lighthouse Team	\$20,000 Title 1

Goal 1: Increase READING proficiency from 47% PD to 52% PD by May 2027. Increase MATH proficiency from 49% PD to 54% by May 2027.					
Objective	Strategy	Activities	Measure of Success	Progress Monitoring	Funding
			Lighthouse Team Meetings, notes		

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

Goal 2: Increase the Proficiency of Science 24% PD to 38.6%, Social Studies 37% PD to 49.1%, and Writing from 45% PD to 53.2% by May 2027.					
Objective	Strategy	Activities	Measure of Success	Progress Monitoring	Funding
Objective: Increase the Proficiency of Science 24% PD to 38.6%, Social Studies 37% PD to 49.1%, and Writing from 45% PD to 53.2 % by May 2027.	KCWP 2 Design & Deliver Instruction	Identification of gap students, tracking student progress in Science, Social Studies, and writing through classroom data collection.	Identification via Data Days and progress monitoring to provide Rtl and small guided group instruction.	Classroom teachers, RTI Teachers, Instructional Coach, and Admin Team	
		SIOP implementation schoolwide to support for delivery in language instruction and vocabulary.	Complete of PD Learning and schoolwide lesson plan development	Admin Team, Teachers, Instructional Coach	\$10,000 Title 1
		Professional Development in writing strategies, teach writing structures, and implementation.	PD participation, lesson plans, student writing samples	All staff	\$2,500 Title 1
		Implementation of PLTW units in collaboration with STEAM teacher and homeroom teachers.	Lesson Plan	STEAM Teacher, Homeroom Teacher, and Instructional Coach.	\$1,000 General Funds
		Implementation of new Social Studies Resources -Exploring Social Studies TCM Resources	Lesson Plans	Admin Team, Classroom Teachers	\$1,000 Training

3: Achievement Gap

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

Objective	Strategy	Activities	Measure of Success	Progress Monitoring	Funding
Objective 1: Increase the reading proficiency for Disability 8% to 11.5% by May 2023.	KCWP 6 Establish Learning Culture and Environment	Family Resource Center and student programs to support and reduce barriers for learning.	Parent survey to determine supports needed. Acquisition and deployment of needed supports.	FRC Coordinator	Grant
Objective 2: Increase the math proficiency for Disability 13% to 16.3% by May 2023.	KCWP 4 Review, Analyze, and Apply Data	Additional staffing RTI teachers will be utilized to provide interventions through small group instruction.	Student growth RTI data- weekly progress monitoring:Fastbridge , STAR, and student progress monitoring of intervention.	Admin; RTI Teachers; Instructional Coach	Allocations; Title 1 Teacher Allocation
		MTSS Data Day- Creating opportunities for teachers to break apart Red Standards and plan instruction based on student needs.	30-60-90 day plan developed and monitored through our monthly cadence of accountability. Identification of student needs and development of priority Red Standards.	All staff	\$5,000 Subs Title
	KCWP 2 Design & Deliver Instruction	Intervention Strategies and materials to meet the needs of students (LLI, RISE UP, ESS program, Origo, Building Fact	Increase in student growth and proficiency levels (STAR), FastBridge	Interventionist, Teachers, Admin	\$1,000 Title 1

Objective	Strategy	Activities	Measure of Success	Progress Monitoring	Funding
		Fluency, Orton Gillingham, Heggerty Phonics)			
		SIOP implementation schoolwide to support for delivery in language instruction and vocabulary.	Complete of PD Learning and schoolwide lesson plan development	Admin Team, Teachers, Instructional Coach	\$10,000 Title 1

4: English Learner Progress

Goal 4: Increase the English Learner indicator from 53.3 to 55%_ by 2027.					
Objective	Strategy	Activities	Measure of Success	Progress Monitoring	Funding
Objective 1: Increase the English Learner indicator from 53.3 to 55% by 2027.	KCWP 5: Design, Align, and Administer Support	Provide quality professional learning for all teachers centered around developing English language proficiency through curriculum, instruction, & assessment, and increase training regarding Sheltered Instruction Observation Protocol (SIOP) strategies for all teachers working with EL students.	Desired Teacher Outcome: Improved teacher efficacy Desired Student Outcome: Increased English proficiency		\$10,000 Title 1
	KCWP 2 Design & Deliver Instruction	SIOP implementation schoolwide to support for delivery in language instruction and vocabulary.	Complete of PD Learning and schoolwide lesson plan development	Admin Team, Teachers, Instructional Coach	

5: Quality of School Climate and Safety

Goal 5: Increase the Quality of School Climate and Safety indicator from 74.7 to 80% by 2027.					
Objective	Strategy	Activities	Measure of Success	Progress Monitoring	Funding
Objective 1: Increase the Quality of School Climate and Safety indicator from 74.7 to by 80% 2027.	KCWP 5: Design, Align, and Administer Support	Leader In Me: (LIM)- creating a school wide system of Leadership and SEL student support.	Creating a school wide system and Professional Development. Professional Development in LIM Core 3 and Lighthouse Coaching Days, Committee Action Team Meetings, Lighthouse Team Meetings, notes	All staff Lighthouse Team	\$20,000 Title 1
		MTSS Data Day- Align and integrate school mental health, PBIS, and RTI ensuring an interconnected Multi-Tiered Systems of Support framework.	30-60-90 day plan developed and monitored through our monthly cadence of accountability. Identification of student needs and development of priority Red Standards.	All staff	

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

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

Components of Turnaround Leadership Development and Support:
<p>Consider: How will you ensure that school leadership has or develops the skills and disposition to achieve accelerated, meaningful, and sustainable increases in student achievement for underperforming subgroups?</p> <p>Response: <i>Our school leadership team will take an active role in supporting our TSI Group Special Education Students as well as all students within our school. We will attend SIOP training to support all students and focus on language development with our special education students who are performing below grade level. Through our SIOP training we will support our students and teachers in language development and unit design. By elevating our own learning we can accelerate our students by increasing vocabulary within our daily lessons with intentional focus in reading and math.</i></p>
Identification of Critical Resources Inequities:
<p>Consider: Describe the process used to review the allocation and use of resources (people, time, and money), any resource inequities that were identified that may contribute to underperformance, and how identified resource inequities will be addressed.</p> <p>Response: <i>Our school utilizes a needs assessment including analysis of student data, teacher feedback, and parent feedback. Stakeholder input is given and a committee is formed to create a schoolwide plan. Our SBDM Council reviews and approves the resources, reviews the allocations of people, time and money yearly, in addition to monthly updates and progress monitoring occurs during SBDM Meetings.</i></p>
Additional Actions That Address the Causes of Consistently Underperforming Subgroups of Students
<p>Consider: Describe the process used to review the learning culture related to your targeted subgroup(s) and any additional actions that were determined to address the causes of underperformance.</p> <p>Response: <i>Our school utilizes a needs assessment including analysis of student data, teacher feedback, and parent feedback. Stakeholder input is given and a committee is formed to create a schoolwide plan. Our SBDM Council reviews and approves the resources, reviews the allocations of people, time and money yearly, in addition to monthly updates and progress monitoring occurs during SBDM Meetings, PLCs, MTSS meetings.</i></p>
Targeted Subgroups and Evidence-Based Interventions:
<p>Consider: Identify the areas of need revealed by the analysis of academic and non-academic data that will be addressed through CSIP activities for your targeted subgroup(s). What evidence-based practice(s) will the school incorporate that specifically targets the subgroup(s) achievement that contributed to the TSI identification? How will we monitor the evidence-based practice to ensure it is implemented with fidelity?</p> <p>Response: <i>Steeplechase Elementary was identified as TSI for special education students. Our students are performing in the bottom 10% of schools within the state in reading and math. We will continue to analyze reading and math proficiency through our data dashboard (STAR/CASE/Attendance/Behavioral referrals, SEL surveys, etc.) and our PLC model. Our Special Education Department and Administrative Team will meet weekly to establish focus, eliminate misunderstanding, and communicate student needs. The Special Education team will create specialized 30,60, 90 for Special Education Students in addition to grade</i></p>

level. Our focus will be on reading and math support to increase proficiency levels of students. We will increase language development through the SIOP process and training. We will monitor student and teacher success through our 30, 60, 90 Plan and data dashboard.

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

TSI/ATSI Evidence-based Practices

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

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

Evidence-based Activity	Evidence Citation	Uploaded in eProve
SIOP - Training/Strategies	Echevarria, J., Short, D., & Powers, K. (2006). School reform and standards-based education: A model for English-language learners. <i>The Journal of Educational Research</i> , 99(4), 195-211. https://doi.org/10.3200/joer.99.4.195-211 Markos, A. & Himmel, J. (2016). <i>Using sheltered instruction to support English learners</i> . Center for Applied Linguistics. https://www.cal.org/siop/pdfs/briefs/using-sheltered-instruction-to-support-english-learners.pdf	<input checked="" type="checkbox"/>
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Comprehensive School Improvement Plan (CSIP)

Rationale

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

While the focus of continuous improvement is student performance, the work must be guided by the aspects of teaching and learning that affect performance.

An effective improvement process should address the contributing factors creating the learning environment (inputs) and the performance data (outcomes).

Through the Needs Assessment for Schools, priorities were identified and processes, practices, and/or conditions were chosen for focus. This goal building template will assist your improvement team to address those priorities and outline your targets and the activities intended to produce the desired changes.

Progress monitoring details will ensure that your plan is being reviewed regularly to determine the success of each strategy.

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

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

Requirements for Building an Improvement Plan

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

Explanations/Directions

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

1: State Assessment Results in reading and mathematics

Goal 1: Increase READING proficiency from 52% PD to 64.7% PD by May 2027. Increase MATH proficiency from 46% PD to 58.7% by May 2027.					
Objective	Strategy	Activities	Measure of Success	Progress Monitoring	Funding
Objective 1: Increase READING proficiency from 52% PD to 55.9% PD by May 2023. Objective 2: Increase MATH proficiency from 46% PD to 58.548.4% by May 2023.	KCWP 2 Design & Deliver Instruction	Implement a system to ensure students take responsibility for their own learning by implementing the Leader in Me program school-wide.	MAR Results – increase the student led achievement score from 60 to 67.	Spring MRA	Title 1
		Utilize personalized learning programs including technology based programs to increase student achievement.	Usage and Progress Reports of online programs (Lexia and Dreambox) will be monitored to ensure students are using the programs for the recommended amount of time and while maintaining the appropriate growth rates.	Teachers, Instructional Coach	
		Implement the Title 1 plan which includes evidence based programs, technology for increased student achievement, The Leader In Me Program, and support of a counselor to help students take ownership.			
	KCWP 4 Review, Analyze, and Apply Data	Increase the validity of assessments (formative and summative) to ensure congruency to the			

Goal 1: Increase READING proficiency from 52% PD to 64.7% PD by May 2027. Increase MATH proficiency from 46% PD to 58.7% by May 2027.

Objective	Strategy	Activities	Measure of Success	Progress Monitoring	Funding
		standards/targets and to better analyze and use data obtained from assessments.			
		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.	Weekly PLC meetings will follow the plan-do-study-act cycle as a measure of success. This will be indicated through the minutes kept from each meeting.	Instructional Coach will keep the minutes. The principal will review the minutes.	
		Review and refine assessments that are designed to best evaluate student learning where assessment items match standards and can be used to monitor student progression to mastery of the standards.			

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

Goal 2: Increase the Proficiency of Science 24% PD to __34__%, Social Studies 32% PD to _40__%, and Combined Writing from 35% PD to __40__% by May 2027.					
Objective	Strategy	Activities	Measure of Success	Progress Monitoring	Funding
Objective: Increase the Proficiency of Science 24% PD to _29__%, Social Studies 32% PD to __36__%, and Combined Writing from 35% PD to __37__% by May 2023.	KCWP 2 Design & Deliver Instruction	Implement PLTW program, blended learning classroom, and social studies hands on learning area (library) to provide students with instructional experiences for deep learning.	PLTW implementation, blended learning usage, and library usage.	PLTW teacher, blended learning teacher, library, principal, and instructional coach	Title 1
		Through the use of common writing assessments and the use of a schoolwide rubric, teachers will support student growth and help students meet their individual writing goals through the use of a common writing program and a common rubric.	Principal Test – schoolwide goals set for 100% increase.	Principal and Academic Action Team.	Title 1

3: Achievement Gap

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

Objective	Strategy	Activities	Measure of Success	Progress Monitoring	Funding
Objective 1: Increase the reading proficiency for Disability 23% to ___35___% by May 2023.	KCWP 5 Design, Align, and Administer Support	Increase the use of appropriate academic and behavioral interventions that are designed and put in place to meet the needs of all students.	Weekly PLCs with special ed team.	principal	
Objective 2: Increase the math proficiency for Disability 13% to ___25___% by May 2023.		Through the use of co-teaching and collaboration, incorporate professional knowledge of best practice and high yield strategies with knowledge of personalized student needs to procure a unique match that will propel student achievement.	Co-teaching training, weekly PLCs.	Principal	Title 1
		Develop school culture supports, both academic and behavioral, to promote and support learning for all through the use of ESS, The Leader In Me, school counselors, PBIS, and the Wellness Policy.	MAR results increased in student engagement form 77 to 80.	MAR	Title 1

4: English Learner Progress

Goal 4: Increase the English Learner indicator from **53.2** to **_60_** by 2027.

Objective	Strategy	Activities	Measure of Success	Progress Monitoring	Funding
Objective 1: Increase the English Learner indicator from 53.2 to _56_ by 2023.	KCWP 5: Design, Align, and Administer Support	Provide quality professional learning for all teachers centered around developing English language proficiency through curriculum, instruction, & assessment, and increase training regarding Sheltered Instruction Observation Protocol (SIOP) strategies for all teachers working with EL students.	Desired Teacher Outcome: Improved teacher efficacy Desired Student Outcome: Increased English proficiency	Principal	

5: Quality of School Climate and Safety

Goal 5: Increase the Quality of School Climate and Safety indicator from 76.3 to __86__ by 2027.					
Objective	Strategy	Activities	Measure of Success	Progress Monitoring	Funding
Objective 1: Increase the Quality of School Climate and Safety indicator from 76.3 to 81 by 2023.	KCWP 5: Design, Align, and Administer Support	Provide training and professional learning regarding emotional, bias, and mental wellness supports	MRA – Staff survey	Principal	Title 1
		Align and integrate school mental health, PBIS, LIM, and RTI ensuring an interconnected Multi-Tiered Systems of Support framework.	MRA – Staff survey	Principal	Title 1

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

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

Components of Turnaround Leadership Development and Support:

Consider: How will you ensure that school leadership has or develops the skills and disposition to achieve accelerated, meaningful, and sustainable increases in student achievement for all subgroups?

Response: School leadership will participate in professional development by attending and leading sessions in the areas of co-teaching, leading change, and school improvement. Sessions will be attended in February. Co-teaching sessions will be held throughout January and February for the special education team and leadership.

Identification of Critical Resources Inequities:

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

Response: Currently, an open special education position has not been filled. We are reaching out to universities and looking for certified candidates to fill the position.

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

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

Response: Weekly PLCs are held to review student progress towards their IEP goals while once per month they are assessed to measure progress towards grade level proficiency. We will also address or issues the special education students are having along with any issues the teachers are seeing with instruction, schedules, social/emotional, etc.

Targeted Subgroups and Evidence-Based Interventions:

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

Response: During the pandemic, our co-teaching structure, that was so strong previously, has been stalled. This happened due to a change in team members and a lack of consistent pandemic schedules. This has caused a lack of understanding of grade level standards/expectations and how to bridge the gaps created by their disability status. So, we will have a co-teaching structure held over 6 – 8 weeks where co-teaching structures and instructional strategies will be introduced, practiced, and reviewed. We will be focusing on providing our special education students access grade level content when in the regular classroom, while working on filling in gaps during small group instruction. Our special education team will continue with monitoring data and share strategies with each other but once a month STAR data will be reviewed to track progress towards grade level proficiency. Homeroom teachers will be monitoring and success criteria in their lessons to be sure that all students are aware of their goals.

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

TSI/ATSI Evidence-based Practices

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

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

Evidence-based Activity	Evidence Citation
Refocus all homeroom teachers on using learning targets and success criteria	
Weekly PLC's with the special education team.	https://docs.google.com/document/d/1i5bn5chN00l-N5iT6w8cPAyF3WVha27z/edit?usp=sharing&ouid=1149774973&sd=true
Co-teaching PD for 6-8 weeks with implementation of learning for the special education team.	https://docs.google.com/document/d/1yi7TDB6clBA8QLg9tAZE1G2bzuh-h6fYPSHBq2ruUzc/edit?usp=sharing

Comprehensive School Improvement Plan (CSIP)

Rationale

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

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

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

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

Requirements for Building an Improvement Plan

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

Explanations/Directions

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

1: State Assessment Results in reading and mathematics

Goal 1: Increase READING proficiency from 54% PD to 80.6% PD by May 2027. Increase MATH proficiency from 58% PD to 70.3% by May 2027.					
Objective	Strategy	Activities	Measure of Success	Progress Monitoring	Funding
Objective 1: Increase READING proficiency from 54% PD to 74.5% PD by May 2023. Objective 2: Increase MATH proficiency from 58% PD to 61.1% by May 2023.	KCWP 1 Design & Deploy Standards	Process for vertical curriculum work	Completed “multiple access points” documents for each standard by grade/content area. Established common meeting agenda and tasks for each grade/content area.	Multiple Access Points Sample Vertical Team Agenda Sample	
	KCWP 2 Design and Deliver Instruction	Protocol for tier 1 and tier 2	Tutorial classes (tier 2 grade level instruction based on the mastery of content from the prior unit) are created and adjusted using student formative and summative data examined during weekly PLCs.	Flex Time Manager weekly adjustments Student mastery as reflected on Student Friendly Proficiency Scales	
	KCWP 4 Review, Analyze, and Apply Data	Students monitor their own progress on mastery of standards	Completed student friendly proficiency scales. Completed student led conferences and defenses of learning.	Student Friendly Proficiency Scale Sample Defense of Learning Site Sample	
		Students are actively involved in disaggregating their own data and making decisions about their learning	Weekly student accountability meetings focused on reviewing data from the prior week, setting goals for the upcoming week, and determining appropriate lead measures.	Student Accountability Meeting Protocol/Agenda Sample Student Goaltracker Sample	

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

Goal 2: Increase the Proficiency of Science 25% PD to 53.8%, Social Studies 47% PD to 84.7%, and Writing from 49% PD to 57.5% by May 2027.					
Objective	Strategy	Activities	Measure of Success	Progress Monitoring	Funding
<p>Objective 1: Increase student proficiency in SCIENCE from 25% PD to 42.3% by May 2023.</p> <p>Objective 2: Increase student proficiency in SOCIAL STUDIES from 47% PD to 60.8% by May 2023.</p> <p>Objective 3: Increase student proficiency in WRITING from 49% PD to 54% by May 2023.</p>	KCWP 1 Design & Deploy Standards	Process for vertical curriculum work	Completed “multiple access points” documents for each standard by grade/content area.	Multiple Access Points Sample	
			Established common meeting agenda and tasks for each grade/content area.	Vertical Team Agenda Sample	
	KCWP 2 Design and Deliver Instruction	Protocol for tier 1 and tier 2	Tutorial classes (tier 2 grade level instruction based on the mastery of content from the prior unit) are created and adjusted using student formative and summative data examined during weekly PLCs.	Flex Time Manager weekly adjustments	
				Student mastery as reflected on Student Friendly Proficiency Scales	
	KCWP 4 Review, Analyze, and Apply Data	Students monitor their own progress on mastery of standards	Completed student friendly proficiency scales.	Student Friendly Proficiency Scale Sample	
		Students are actively involved in disaggregating their own data and making decisions about their learning	Completed student led conferences and defenses of learning.	Defense of Learning Site Sample	
		Students are actively involved in disaggregating their own data and making decisions about their learning	Weekly student accountability meetings to occur during tutorial class focused on reviewing data from the prior week, setting goals for the upcoming week, and determining appropriate lead measures.	Student Accountability Meeting Protocol/Agenda Sample Student Goaltracker Sample	

3: Achievement Gap

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

Objective	Strategy	Activities	Measure of Success	Progress Monitoring	Funding
Objective 1: Increase READING proficiency for students with disabilities from 14% to 26% by May 2023. Objective 2: Increase MATH proficiency for students with disabilities from 10% to 13.4% by May 2023.	KCWP 2 Design & Deliver Instruction	System of collaboration to meet the Tier 1 educational needs of all students	Master schedule with co-teachers assigned common planning and common PLC dates/times. Completed co-teach lesson/unit plans for each ELA and math course. Co-Teach Camp Summer 2023	Master Schedule Co-teach lesson/unit plan sample Co-Teach Camp agenda and minutes	\$10000
	KCWP 5 Design, Align, & Administer Support	Academic interventions are in place and are monitored to meet the needs of all students	Monthly comprehensive data review with interventionists during PLC. Students in tier 3 monitor foundational skills goals during weekly accountability meetings within intervention class.	Data review protocol sample Tier 3 student monitoring sheet	
		Data is evaluated to determine modifications to curriculum and instruction	Employ a reading interventionist and a math interventionist to address Tier 3 instruction.	Tier 3 meeting minutes sample	

Objective	Strategy	Activities	Measure of Success	Progress Monitoring	Funding
			Monthly meeting agenda/minutes reflecting focused collaboration time with interventionists and grade level teams for the purpose of adjusting instruction based on progress in Tiers 1, 2, and 3.		

4: English Learner Progress

Goal 4: Increase the English Learner ACCESS Composite Scores (student growth from previous years composite scores)					
Objective	Strategy	Activities	Measure of Success	Progress Monitoring	Funding
Objective 1 Increase the English Learner ACCESS Composite Scores (student growth from previous years composite scores)	KCWP 5 Design, Align, & Administer Support	Academic interventions are in place and are monitored to meet the needs of all students	All ELA teachers to complete SIOP training. SIOP strategies reflected on lesson/unit plans.	SIOP certificates lesson/unit plans	\$5000
		Academic interventions are in place and are monitored to meet the needs of all students	Monthly comprehensive data review with EL teacher during PLC. Students receiving EL services monitor foundational skills goals during weekly accountability meetings within tutorial class.	meeting agenda/minutes student monitoring sheet	

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

Objective	Strategy	Activities	Measure of Success	Progress Monitoring	Funding
		Data is evaluated to determine modifications to curriculum and instruction	<p>Employ a reading interventionist and a math interventionist to address Tier 3 instruction.</p> <p>Monthly meeting agenda/minutes reflecting focused collaboration time with interventionists and grade level teams for the purpose of adjusting instruction based on progress in Tiers 1, 2, and 3.</p>	<p>staffing allocations</p> <p>meeting agenda/minutes</p>	two positions

5: Quality of School Climate and Safety

Goal 5: Increase the Quality of School Climate and Safety indicator from 70.4 to 80 by 2027.					
Objective	Strategy	Activities	Measure of Success	Progress Monitoring	Funding
Objective 1: Increase the Quality of School Climate and Safety indicator from 70.4 to 74 by 2023.	KCWP 5 Design, Align, and Deliver Support Processes	Positive reinforcement of expected behaviors by administrators and teachers.	Weekly, monthly, quarterly shoutout system Positive phone calls home Positive referrals	Student certificates Phone logs IC positive referrals	\$2000
	KCWP 6 Establish Learning Culture and Environment	Character development program	Implementation of character development program during advisory class.	Advisory lesson plans Panorama data KSA Climate and Safety data	\$20,000
		Service learning opportunities that include student voice and choice	Two content-embedded, service learning opportunities per student to occur throughout the year--one facilitated by teachers, one as an independent project by students.	Defense of Learning sites	\$2000
		Student culture is embedded in the school culture	Establishment of student clubs or advisory councils focused on marginalized populations. Physical and emotional environment of the school reflects the diversity of the students and staff.	Club leader employment Club meeting schedule, agenda, and minutes Environmental audit Voice surveys	\$5000

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

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

<p>Components of Turnaround Leadership Development and Support:</p> <p>Consider: How will you ensure that school leadership has or develops the skills and disposition to achieve accelerated, meaningful, and sustainable increases in student achievement for underperforming subgroups?</p> <p>Response: School principal will attend two days of TSI training by KDE. <i>Done</i> School principal will attend TSI orientation in November offered by KDE. <i>Done</i> School principal to meet with one hub school (Pulaski County HS) to view effective co-teaching model. <i>Done</i></p>
<p>Identification of Critical Resources Inequities:</p> <p>Consider: Describe the process used to review the allocation and use of resources (people, time, and money), any resource inequities that were identified that may contribute to underperformance, and how identified resource inequities will be addressed.</p> <p>Response:</p> <ol style="list-style-type: none"> 1. Meet as a special education team monthly to revised schedules based on staff input and ARC decisions (LRE). 2. Adjust master schedule for special education teachers to match the IEP LRE requirements as dictated by the ARC. 3. Perform a resource audit for all special education classes and catalog all materials (Reading, Writing, Mathematics, Behavior). 4. Purchase resources determined to be deficient as a result of the resource audit.
<p>Additional Actions That Address the Causes of Consistently Underperforming Subgroups of Students</p> <p>Consider: Describe the process used to review the learning culture related to your targeted subgroup(s) and any additional actions that were determined to address the causes of underperformance.</p> <p>Response: The staff participated in a 3-hour professional development focused on non-academic achievement factors including KSA Climate data, Panorama data, Next Gen Learning interviews, and student voice surveys. For each set of data, we examined the results for students with special needs. The data reveals that students with disabilities score higher than students in other subcategories and commensurate or better than the general population indicating the school culture is not the contributing factor for underperformance.</p>
<p>Targeted Subgroups and Evidence-Based Interventions:</p>

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

Response: Co-teaching and Response to Intervention

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

TSI/ATSI Evidence-based Practices

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

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

Evidence-based Activity	Evidence Citation	Uploaded in eProve
Implement co-teaching in ELA and math classrooms for tiers 1 and 2.	Hattie, J. (2009). Visible Learning: a synthesis of over 800 meta-analyses relating to achievement. Routledge: New York, NY.	<input checked="" type="checkbox"/>
Implement RTI program based on the work of Solution Tree/Mike Mattos and Austin Buffum.	Hattie, J. (2009). Visible Learning: a synthesis of over 800 meta-analyses relating to achievement. Routledge: New York, NY.	<input type="checkbox"/>

Comprehensive School Improvement Plan (CSIP)

Rationale

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

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

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

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

Requirements for Building an Improvement Plan

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

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

Camp Ernst MS 2022-2023

1: State Assessment Results in reading and mathematics

Goal 1: Increase READING proficiency from 46% PD to 73.9% PD by May 2027. Increase MATH proficiency from 39% PD to 60.7% by May 2027.					
Objective	Strategy	Activities	Measure of Success	Progress Monitoring	Funding
Objective 1: Increase READING proficiency from 46% PD to 67.4% PD by May 2023. Objective 2: Increase MATH proficiency from 39% PD to 50.8% by May 2023.	KCWP 1 Design & Deploy Standards	PLC teams meet biweekly in both content and team PLCs. The content PLC teams discuss what students need to learn/know how to do, how we know when they know they learn it and what do we do if they don't know it. We are currently developing learning targets aligned to standards and Boone County proficiency scales.			
		Teachers utilize literacy strategies in all areas, including UA courses using close reading strategies, using Tier II and Tier III vocabulary.			
		Teachers will receive professional learning in standards based grading to ensure students reach levels of proficiency in both reading and math.			
		Teachers will improve numeracy instruction in our building using common assessments and CASE data.			
	KCWP 2 Design & Deliver Instruction	Camp Ernst teachers use Boone County's priority			

Camp Ernst MS 2022-2023

Goal 1: Increase READING proficiency from 46% PD to 73.9% PD by May 2027. Increase MATH proficiency from 39% PD to 60.7% by May 2027.					
Objective	Strategy	Activities	Measure of Success	Progress Monitoring	Funding
		standards to ensure students are exposed to a viable curriculum aligned to state standards.			

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

Goal 2: Increase the Proficiency of Science 22% PD to 44.1%, Social Studies 35% PD to 68.3%, and Writing from 35% PD to 40.2% by May 2027.					
Objective	Strategy	Activities	Measure of Success	Progress Monitoring	Funding
Objective: Increase the Proficiency of Science 22% PD to 30.2%, Social Studies 35% PD to 60.4%, and Writing from 35% PD to 38% by May 2023.	KCWP 3 Design & Deliver Assessment Literacy	Priority standards have been identified along with teacher ambassadors at the district level. At the school level Content PLC meetings are held bi-weekly to ensure standards alignment, unit planning with student friendly learning targets.			
		Content PLCs review common assessment data to identify priorities and actionable steps to adjust instruction.			
		School leadership and teacher ambassadors are working together with district task force to transition to standards based grading. A			

Camp Ernst MS 2022-2023

Goal 2: Increase the Proficiency of Science 22% PD to 44.1%, Social Studies 35% PD to 68.3%, and Writing from 35% PD to 40.2% by May 2027.					
Objective	Strategy	Activities	Measure of Success	Progress Monitoring	Funding
		timeline has been established to make this shift.			
	KCWP 5 Design, Align, and Deliver Support	Classroom observations across all content areas indicate a need for a stronger cross-curricular writing program alignment. The writing policy is under review and a task force will be formed for program improvement and planning.			
		CEMS has a school-wide implementation of PBIS strategies and rewards. These include a variety of ways for for desired student behaviors to be recognized. For example A-HA awards, star tickets, and team-based rewards.			

3: Achievement Gap

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

Objective	Strategy	Activities	Measure of Success	Progress Monitoring	Funding
Objective 1: Increase the reading proficiency for English Learners plus Monitored 8% to 24.3%, and Disability 12% to 25.8% by May 2023. Objective 2: Increase the math proficiency for English Learners plus Monitored 0% to 20.5%, and Disability 3% to 16.5% by May 2023.	KCWP 4 Review, Analyze, and Apply Data	PLCs meet biweekly to create common summative assessments, compile assessment results, and analyze data by teacher by student.			
		Data is used to determine student proficiency on specific skills. Based on results, students are individually assigned to intervention sessions.			
	KCWP 1 Design & Deploy Standards	Teachers are using the district pacing guide accompanied by the district proficiency skills to write learning targets ensuring that instruction is aligned and rigorous.			
		PLCs coplan lessons, summative assessments, and projects. Additionally the teams have reviewed exemplar lessons produced by the state for rigor and congruence of assessments			

Objective	Strategy	Activities	Measure of Success	Progress Monitoring	Funding
	KCWP 2 Design & Deliver Instruction	In order to ensure that tier 1 instruction and assessment meet the intent of the adopted standards, teachers design instruction based on the district pacing guide, priority standards, and proficiency scales. Content PLCs, facilitated by the instructional coach, review standards discussing intent and impact of critical components.			
		All core teachers have received professional development on the creation of learning standards that are congruent to district proficiency scales.			

4: English Learner Progress

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

Camp Ernst MS 2022-2023

Goal 4: Increase the English Learner ACCESS Composite Scores (student growth from previous years composite scores)					
Objective	Strategy	Activities	Measure of Success	Progress Monitoring	Funding
		Instruction Observation Protocol (SIOP) strategies for all teachers working with EL students.	Increased English proficiency		

5: Quality of School Climate and Safety

Goal 5: Increase the Quality of School Climate and Safety indicator from 64.2 to _70.0_ by 2027.					
Objective	Strategy	Activities	Measure of Success	Progress Monitoring	Funding
Objective 1: Increase the Quality of School Climate and Safety indicator from 64.2 to 70. 0 by 2023.	KCWP 5: Design, Align, and Administer Support	Provide training and professional learning regarding emotional and mental wellness supports			
		Align and integrate school mental health, PBIS, and RTI ensuring an interconnected Multi-Tiered Systems of Support framework.			

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

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

Components of Turnaround Leadership Development and Support:
Consider: How will you ensure that school leadership has or develops the skills and disposition to achieve accelerated, meaningful, and sustainable increases in student achievement for underperforming subgroups? Response: We will ensure leadership receives professional learning in special education from our district special education team
Identification of Critical Resources Inequities:
Consider: Describe the process used to review the allocation and use of resources (people, time, and money), any resource inequities that were identified that may contribute to underperformance, and how identified resource inequities will be addressed. Response: <ol style="list-style-type: none">1. Meet as a special education team monthly to revised schedules based on staff input and ARC decisions (LRE).2. Adjust master schedule for special education teachers to match the IEP LRE requirements as dictated by the ARC.3. Perform a resource audit for all special education classes and catalog all materials (Reading, Writing, Mathematics, Behavior).4. Purchase resources determined to be deficient as a result of the resource audit.
Additional Actions That Address the Causes of Consistently Underperforming Subgroups of Students
Consider: Describe the process used to review the learning culture related to your targeted subgroup(s) and any additional actions that were determined to address the causes of underperformance. Response: We will meet with special education teachers and department chair to determine root causes for a lack of growth. We will discuss our co-teaching models in the classrooms.
Targeted Subgroups and Evidence-Based Interventions:
Consider: Identify the areas of need revealed by the analysis of academic and non-academic data that will be addressed through CSIP activities for your targeted subgroup(s). What evidence-based practice(s) will the school incorporate that specifically targets the subgroup(s) achievement that contributed to the TSI identification? How will we monitor the evidence-based practice to ensure it is implemented with fidelity? Response: Our Special Education PLC has identified specific sub groups within the special education population who need additional supports and resources in order to increase growth. <ul style="list-style-type: none">• We will incorporate Leveled Literacy Intervention for our reading students with specific learning disabilities.• We will utilize specially designed instruction geared towards students individual areas of deficit in order to promote academic growth in math. We will meet in a SPED PLC monthly to look at our STAR progress monitoring.
Complete the table below to document the evidence that supports the Activities outlined in this plan. Additional rows may be added to accommodate additional pieces of evidence.

Camp Ernst MS 2022-2023

Camp Ernst Middle School will be using district funding to implement Leveled Literacy Intervention for our special needs students. Our district leadership team, in collaboration with school leaders, evaluated several programs; the district selected Fountas and Pinnell's Leveled Literacy Intervention (LLI). According to Fountas and Pinnell (2022), Leveled Literacy Intervention is a short-term intervention that provides daily, intensive, small group instruction supplementing classroom literacy teaching. Students read leveled books with the goal of lifting the literacy achievement of students who are not reading on grade-level. Our teachers have been trained in LLI and we provide ongoing support for teachers.

Purposeful fluency based activities will be implemented at Camp Ernst through Tier II and Tier III instruction. It distills research to educators providing reading interventions and outlines evidence-based practices that can help the teachers meet the needs of the students (Vaughn, S. et al, 2022). Camp Ernst has chosen only strategies with strong levels of evidence per WWC standards such as building decoding skills, providing fluency based activities and routinely using a set of comprehension building practices. In collaboration with our principal, instructional coach, RtI team, and other Instructional Coaches within our district, we decided upon this evidence based intervention approach.

TSI/ATSI Evidence-based Practices

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

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

Evidence-based Activity	Evidence Citation	Uploaded in eProve
Train staff to implement inductive teaching strategies.	Hattie, J. (2009). Visible Learning: a synthesis of over 800 meta-analyses relating to achievement. Routledge: New York, NY.	<input checked="" type="checkbox"/>
Train staff to utilize Leveled Literacy Intervention	https://www.fountasandpinnell.com/intervention/	<input type="checkbox"/>
Provide purposeful fluency based activities.	Vaughn, S., Gersten, R., Domino, J., Taylor, M.J., Newman-Gonchar, R., Krowka, S., Kieffer, M. ...& Jayanthi, M. (2022). Providing reading interventions for students in grades 4-9 (WWC 2022007). Washington, DC: National Center for Education and Evaluation and Regional Assistance (NCEE), <i>Institute of Education Sciences</i> , US Department of Education.	<input type="checkbox"/>
Routinely use a set of comprehension-building practices to help students make sense of the text.		<input type="checkbox"/>
		<input type="checkbox"/>

Camp Ernst MS 2022-2023

Special Considerations for Comprehensive Support and Improvement (CSI) Schools

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

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

Turnaround Team:
<p>Consider: Provide a comprehensive list of persons and entities involved in the turnaround efforts and the specific roles each shall play in the school’s turnaround process</p> <p>Response:</p> <p>Stephanie Hagerty, Principal</p> <p>Rebecca Burton, Assistant Principal</p> <p>Drew Bredenber, Vice Principal</p> <p>Jessica Jones, Instructional Coach</p> <p>Francine Kemper, Counselor</p> <p>Stacey Russell, Counselor</p> <p>Kendilynn Madden, Counselor</p> <p>Scott King, Science Department Chair</p> <p>Amanda Girvin, ELA Department Chair</p> <p>Heather Moore, Math Department Chair</p> <p>Caitlin Horgan, SPED Department Chair</p> <p>Casey Musgrave, SS Department Chair</p>
Identification of Critical Resources Inequities:

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

Response:

1. Meet as a special education team monthly to revised schedules based on staff input and ARC decisions (LRE).

2. Adjust master schedule for special education teachers to match the IEP LRE requirements as dictated by the ARC.

3. Perform a resource audit for all special education classes and catalog all materials (Reading, Writing, Mathematics, Behavior).

4. Purchase resources determined to be deficient as a result of the resource audit.

Evidence-based Practices

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

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Train staff to utilize Leveled Literacy Intervention	https://www.fountasandpinnell.com/intervention/	<input type="checkbox"/>
Provide purposeful fluency based activities.	Vaughn, S., Gersten, R., Domino, J., Taylor, M.J., Newman-Gonchar, R., Krowka, S., Kieffer, M. ...& Jayanthi, M. (2022). Providing reading interventions for students in grades 4-9 (WWC 2022007). Washington, DC: National Center for Education and Evaluation and Regional Assistance (NCEE), <i>Institute of Education Sciences</i> , US Department of Education.	<input type="checkbox"/>

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Evidence-based Activity	Evidence Citation	Uploaded in eProve
Routinely use a set of comprehension-building practices to help students make sense of the text.		<input type="checkbox"/>
		<input type="checkbox"/>

Comprehensive School Improvement Plan (CSIP)

Rationale

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

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

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

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

Requirements for Building an Improvement Plan

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

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

Conner MS 2022-2023

1: State Assessment Results in reading and mathematics

Goal 1: Increase READING proficiency from 64% PD to 80.9% PD by May 2027. Increase MATH proficiency from 68% PD to 74.8% by May 2027.					
Objective	Strategy	Activities	Measure of Success	Progress Monitoring	Funding
<p>Objective 1: Increase READING proficiency from 64% PD to 76.1% PD by May 2022.</p> <p>Objective 2: Increase MATH proficiency from 68% PD to 70% by May 2023.</p>	KCWP 1 Design & Deploy Standards	<p>We will operate as PLCs to:</p> <p>Design units of instruction aligned to the BC Priority Standards</p> <p>Design and administer common assessments that:</p> <p>Measure each standard on a proficiency scale.</p> <p>Are primarily written assessments (ERQ, SA, OD)</p> <p>Are analyzed by the PLC to identify strengths, weaknesses, and intervention needs</p>			
		<p>Literacy will be at the heart of instruction in every classroom. Teachers will regularly model close reading strategies with students.</p> <p>Evidence of student engagement in reading, writing, discussion (about their reading) will be monitored by administration as part of weekly classroom walk-throughs. The goal is that student engagement in literacy practices is evident in 90%+ of all walk-throughs.</p> <p>For math, students will be</p>			

Conner MS 2022-2023

Goal 1: Increase READING proficiency from 64% PD to 80.9% PD by May 2027. Increase MATH proficiency from 68% PD to 74.8% by May 2027.

Objective	Strategy	Activities	Measure of Success	Progress Monitoring	Funding
		engaged in math practices with literacy such as word problems or writing about math in 90%+ of walk-throughs.			
		The CMS Instructional Handbook will be the source of teacher PD, feedback on walk-throughs, plan for unit and assessment development, and weekly commitments by teachers. Teachers will also be provided PD on various models of instruction including in-person, hybrid model, blended learning and virtual using technology platforms such as Canvas for content delivery.	Data from our weekly walk-throughs will be the basis for staff training to ensure high levels of student engagement, quality literacy in both in instruction and assessment, and regular, quality checks for understanding to serve as the driver of our instruction.		
		We will build a culture of readers. Students and staff will participate in the 40 Book Challenge. Choice Reading will take place the first 40 minutes of every day. Choice reading books will be connected to the skills in their current unit of study for ELA			

Conner MS 2022-2023

Goal 1: Increase READING proficiency from 64% PD to 80.9% PD by May 2027. Increase MATH proficiency from 68% PD to 74.8% by May 2027.

Objective	Strategy	Activities	Measure of Success	Progress Monitoring	Funding
		Lead Measures (student engagement, student literacy practices, and utilization of checks for understanding) for our WIG (wildly important goals) will be monitored weekly for each teacher with feedback provided following each visit. WIG meetings will occur bi-weekly to discuss progress on each lead measure and set commitments for the upcoming teaching cycle.			
		Use standards based learning and grading to: Provide students a clear picture of where they are in current learning Help students understand what good work looks like	Continue our growth in the use of proficiency scales and standards based learning as the driver of instruction. Proficiency scales and standard expectations will be vocalized and understood by both students and teachers knowing where they are at each step of the		

Conner MS 2022-2023

Goal 1: Increase READING proficiency from 64% PD to 80.9% PD by May 2027. Increase MATH proficiency from 68% PD to 74.8% by May 2027.

Objective	Strategy	Activities	Measure of Success	Progress Monitoring	Funding
			learning continuum.		

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

Goal 2: Increase the Proficiency of Science 38% PD to 56%, Social Studies 55% PD to 79.2%, and Writing from 73% PD to 80% by May 2027.

Objective	Strategy	Activities	Measure of Success	Progress Monitoring	Funding
Objective: Increase the Proficiency of Science 38% PD to 45%, Social Studies 55% PD to 74%, and Writing from 73% PD to 75% by May 2023.	KCWP 3 Design & Deliver Assessment Literacy	Teachers will model and mimic and skills and strategies for through course assessment tasks as part of their regular instruction.			
		Assessments will be designed to assess the skills needed to be successful on a through course assessment (reading, analysis, designing a solution, and communicating the solution).			
		Writing will be a part of everyday instruction and all summative assessments in all courses.			

Conner MS 2022-2023

3: Achievement Gap

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

Objective	Strategy	Activities	Measure of Success	Progress Monitoring	Funding
Objective 1: Increase the reading proficiency for Disability 12% to 34% by May 2023. Objective 2: Increase the math proficiency for Disability 24% to 26% by May 2023.	KCWP 4 Review, Analyze, and Apply Data	Utilize STAR and CASE assessment data as a screener to identify students that are predicted to score Novice on KSA. These students will be provided a regular intervention with their progress monitored throughout the year. Progress monitoring will occur monthly.			
		Implement daily LLI instruction for all special education students with reading goals.			
		Utilize our UA Math Intervention course for additional math intervention and support.			
		Embed intervention of standards into the instructional calendar for all courses following each assessment.			

Conner MS 2022-2023

4: English Learner Progress

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

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

5: Quality of School Climate and Safety

Goal 5: Increase the Quality of School Climate and Safety indicator from 70.6 to by 2027.

Objective	Strategy	Activities	Measure of Success	Progress Monitoring	Funding
Objective 1: Increase the Quality of School Climate and Safety indicator from 70.6 to by 2023.	KCWP 5: Design, Align, and Administer Support	Provide training and professional learning regarding emotional and mental wellness supports			
		Align and integrate school mental health, PBIS, and RTI ensuring an interconnected Multi-Tiered Systems of Support framework.			

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

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

Components of Turnaround Leadership Development and Support:

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

Response:

School Principal attended TSI training offered by KDE.

Identification of Critical Resources Inequities:

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

Response:

Perform a resource audit for all special education classes and catalogue all special education instructional resources. Address deficiencies identified in the audit.

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

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

Response:

Through professional learning communities, we examined assessment results of our special education students.

Targeted Subgroups and Evidence-Based Interventions:

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

Response:

Co-teaching

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

TSI/ATSI Evidence-based Practices

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

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

Evidence-based Activity	Evidence Citation	Uploaded in eProve
Co-teaching	Hattie, J. (2009). Visible Learning: a synthesis of over 800 meta-analyses relating to achievement. Routledge: New York, NY.	<input checked="" type="checkbox"/>
		<input type="checkbox"/>
		<input type="checkbox"/>
		<input type="checkbox"/>

Comprehensive School Improvement Plan (CSIP)

Rationale

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

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

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

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

Requirements for Building an Improvement Plan

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

Explanations/Directions

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

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

1: State Assessment Results in reading and mathematics

Goal 1: Increase READING proficiency from 64% PD to 80.2% PD by May 2027. Increase MATH proficiency from 70% PD to 76.1% by May 2027.					
Objective	Strategy	Activities	Measure of Success	Progress Monitoring	Funding
Objective 1: Increase READING proficiency from 64% PD to 75.3% PD by May 2022. Objective 2: Increase MATH proficiency from 70% PD to 70.1% by May 2023.	KCWP 1 Design & Deploy Standards	Review & conduct curriculum reviews/checks within the PLC	Ongoing in weekly PLC meetings and assessment analysis.	Leadership Team	
	KCWP 2 Design & Deliver Instruction	Ensure item analysis methods are occurring within PLC's	Increase in KSA, STAR, CASE reading scores	School Improvement team, Administration	
	KCWP 4 Review, Analyze, and Apply Data	Create and monitor a watch list for underperforming students	Use CASE/STAR/KSA data and classroom teacher data to develop a list, screening to take place and then follow up with a specific reading intervention.	Leadership team	
		Develop & Deploy a PLC protocol with an effective process for standards deconstruction, designing of assessment measures, resource sharing, and collaborative lesson creation, and analysis of data	Ongoing in weekly PLC meetings and assessment analysis.	Leadership team	

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

Goal 2: Increase the Proficiency of Science 40% PD to 55.1%, Social Studies 60% PD to 79.2%, and Writing from 57% PD to 59.6% by May 2027.

Objective	Strategy	Activities	Measure of Success	Progress Monitoring	Funding
Objective: Increase the Proficiency of Science 40% PD to 43.8%, Social Studies 60% PD to 74%, and Writing from 57% PD to 58.5% by May 2023.	KCWP 1 Design & Deploy Standards	Review & conduct curriculum reviews/checks within the PLC	Increase in KSA, STAR, CASE reading scores	Leadership team	
	KCWP 2 Design & Deliver Instruction	Ensure item analysis methods are occurring within PLC's	Common assessment analysis and increase in student achievement	Leadership team	
	KCWP 4 Review, Analyze, and Apply Data	Develop & Deploy a PLC protocol with an effective process for standards deconstruction, designing of assessment measures, resource sharing, and collaborative lesson creation, and analysis of data. 8th grade ELA to work with IC and VP to implement the On Demand Timeline.	Ongoing in weekly PLC meetings and assessment analysis. On Demand Writing samples during semester 2.	Leadership team, teachers	

3: Achievement Gap

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

Objective	Strategy	Activities	Measure of Success	Progress Monitoring	Funding
Objective 1: Increase the reading proficiency for Disability 16% to 32.5% by May 2023. Objective 2: Increase the math proficiency for Disability 21% to 31% by May 2023.	KCWP 1 Design & Deploy Standards	Review & conduct curriculum reviews/checks within the PLC	Ongoing in weekly PLC meetings and assessment analysis.	Leadership Team	
	KCWP 2 Design & Deliver Instruction	Ensure item analysis methods are occurring within PLC's	Ongoing in weekly PLC meetings and assessment analysis.	Leadership Team	
	KCWP 4 Review, Analyze, and Apply Data	Create and monitor a watch list for underperforming students	Use CASE/STAR/KSA data and classroom teacher data to develop a list, screening to take place and then follow up with a specific reading intervention.	Leadership team, Teachers	
		Develop & Deploy a PLC protocol with an effective process for standards deconstruction, designing of assessment measures,	Ongoing in weekly PLC meetings and assessment analysis.	Leadership team	

Objective	Strategy	Activities	Measure of Success	Progress Monitoring	Funding
		resource sharing, and collaborative lesson creation, and analysis of data			

4: English Learner Progress

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

5: Quality of School Climate and Safety

Goal 5: Increase the Quality of School Climate and Safety indicator from 71.9 to 75 by 2027.					
Objective	Strategy	Activities	Measure of Success	Progress Monitoring	Funding
Objective 1: Increase the Quality of School Climate and Safety indicator from 71.9 to 73 by 2023.	KCWP 5: Design, Align, and Administer Support	Provide training and professional learning regarding emotional and mental wellness supports	Improved results	Leadership Team, Sunshine Committee	
		Align and integrate school mental health, PBIS, and RTI ensuring an interconnected Multi-Tiered Systems of Support framework.	Improved results	Leadership Team, Sunshine Committee	

6: Postsecondary Readiness (high school only)

7: Graduation Rate (high school only)

8: Other (Optional)

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

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

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

Components of Turnaround Leadership Development and Support:

Consider: How will you ensure that school leadership has or develops the skills and disposition to achieve accelerated, meaningful, and sustainable increases in student achievement for all subgroups?

Response: By hiring leadership that exudes that disposition.

Identification of Critical Resources Inequities:

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

Response: Examination of Special Education schedule to evaluate whether SDI is being fully carried out on all students. Use of para-educators to buttress the clarity of instruction from Resource teachers.

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

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

Response: Use of Panorama Survey.

Targeted Subgroups and Evidence-Based Interventions:

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

Response: Special Education in not only Reading and Math, but other content areas. Data of all Sped student evaluated to revise instructional approach to target areas of need.

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

TSI/ATSI Evidence-based Practices

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

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

Evidence-based Activity	Evidence Citation
Train staff to implement inductive teaching strategies.	Hattie, J. (2009). <i>Visible Learning: a synthesis of over 800 meta-analyses relating to achievement</i> . Routledge: New York.
Train staff to implement SIOP.	Batt, E. (2010). Cognitive coaching: A critical phase in professional development to implement sheltered instruction. <i>Teaching and Teacher Education</i> 26, 997-1005. Boughoulid, M. (2020). The SIOP Model as an empowering teaching method for English language learners: <i>European Journal of English Language Teaching</i> , 6 (2), 39-53.

Special Considerations for Comprehensive Support and Improvement (CSI) Schools

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

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

Turnaround Team: Consider: Provide a comprehensive list of persons and entities involved in the turnaround efforts and the specific roles each shall play in the school's turnaround process. Response:
Identification of Critical Resources Inequities: Consider: Describe the process used to review the allocation and use of resources (people, time, and money), any resource inequities that were identified that may contribute to the school's need for improvement. Identified resource inequities will be addressed. Response:

Evidence-based Practices

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

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

Evidence-based Activity	Evidence Citation
Train staff to implement inductive teaching strategies.	Hattie, J. (2009). Visible Learning: a synthesis of over 800 meta-analyses relating to achievement. Routledge: New York.

Comprehensive School Improvement Plan (CSIP)

Rationale

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

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

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

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

Requirements for Building an Improvement Plan

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

Explanations/Directions

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

1: State Assessment Results in reading and mathematics

Goal 1: Increase READING proficiency from 25% PD to 55.3% PD by May 2027. Increase MATH proficiency from 23% PD to 41.4% by May 2027.					
Objective	Strategy	Activities	Measure of Success	Progress Monitoring	Funding
<p>Objective 1: Increase READING proficiency from 25% PD to 44.2% PD by May 2022.</p> <p>Objective 2: Increase MATH proficiency from 23% PD to 26.7% by May 2023.</p>	KCWP 1 Design & Deploy Standards	STRATEGY: Ensure that all students have access to the same outlined, high expectations and continually assess, review, and revise school curricula to support the assurance that all students have the knowledge, skills, and dispositions for future success.			
		ELA and Math teachers will implement a curriculum that aligns to KAS standards and ensures congruence between the standards, learning intentions, and assessments measures.	PLC Agenda and Minutes Curriculum CASE Data	30-60-90 Day Plan & District CSIP Monitoring Tool	Learn Zillion Illustrative Mathematics \$46,548 Digital Instructional Resources (SIF-C SY20-21) \$9250 Consultant (SIF-C SY20-21) \$25,860 Student Workbooks (SIF-C SY20-21)
	KCWP 2 Design & Deliver Instruction	STRATEGY: Sustain a systematic			

Goal 1: Increase READING proficiency from 25% PD to 55.3% PD by May 2027. Increase MATH proficiency from 23% PD to 41.4% by May 2027.

Objective	Strategy	Activities	Measure of Success	Progress Monitoring	Funding
		approach to design and deliver instruction in reading and math, by ensuring Tier I is the highly effective, and provided to all students in the classroom.			
		ACTIVITY: Teachers will participate in job-embedded, PLCs using the DuFour PLC model			
		ACTIVITY: Teachers will participate in differentiated professional learning both during the school day and/or an extension of the school day.	Lesson Plans (JET Set) PLC Agenda PLC Minutes PDSA Professional Learning Plan SY20-21	30-60-90 Day Plan	Professional Learning \$11,909.32 (SIF-C SY20-21) \$10,999.25 (SIF-C SY21-22)
		ACTIVITY: Teachers will effectively use an instructional process aligned to district guiding documents (Priority Standards, Learning Targets, & Success Criteria) and use the backward design process to plan for core instruction.			
		ACTIVITY: District and school coaches will work collaboratively with teachers to design and deliver instruction and	Minutes of weekly meetings Teacher reflection via survey Observations	30-60-90 Day Plan & District CSIP Monitoring Tool	\$0

Goal 1: Increase READING proficiency from 25% PD to 55.3% PD by May 2027. Increase MATH proficiency from 23% PD to 41.4% by May 2027.

Objective	Strategy	Activities	Measure of Success	Progress Monitoring	Funding
		implement highly effective instruction through best practices and effective coaching models.	Student level data pre/post assessments		
	KCWP 5:	ILT will conduct weekly walkthroughs and provide immediate feedback	Walkthrough data	30, 60, 90 & District CSIP monitoring tool	0
		ILT will review walkthrough data weekly during ILT meetings and use data to identify specific coaching and professional learning needed.	Walkthrough data	30, 60, 90 & District CSIP monitoring tool	0

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

Goal 2: Increase the Proficiency of Science 5% PD to 34.2%, Social Studies 26% PD to 51.1%, and Writing from 22% PD to 25.5% by May 2027.					
Objective	Strategy	Activities	Measure of Success	Progress Monitoring	Funding
Objective: Increase the Proficiency of Science 5% PD to 17.7%, Social Studies 26% PD to 38.9%, and Combined Writing from 22% PD to 23% by May 2023.	KCWP 1 Design & Deploy Standards	STRATEGY: Ensure that all students have access to the same outlined, high expectations and continually assess, review, and revise school curricula to support the assurance that all students have the knowledge, skills, and dispositions for future success.			
		ACTIVITY: PRACTICE C Science teachers will implement a science curriculum that aligns to NGSS standards and ensures congruence between the standards, learning intentions, and assessment measures.	Curricular Units PLC Agenda and Minutes PDSA Checklist Jet Set CASE Data PDSA	30-60-90 Day Plan & District CSIP Monitoring Tool	Amplify Science \$54,621 (SIF-C SY20-21)
		ACTIVITY: PRACTICE D Social Studies teachers will utilize an instructional resource, such as History Alive and DBQ Process, to develop all social studies curricular units using backward design to ensure congruence between standards, learning intentions and assessments measures.	Jet Set Curricular Units PLC Agenda and Minutes	30-60-90 Day Plan & District CSIP Monitoring Tool	History Alive \$35,410.50 (Title-1)
	KCWP 2 Design & Deliver Instruction	STRATEGY: Sustain a systematic approach			

Goal 2: Increase the Proficiency of Science 5% PD to 34.2%, Social Studies 26% PD to 51.1%, and Writing from 22% PD to 25.5% by May 2027.

Objective	Strategy	Activities	Measure of Success	Progress Monitoring	Funding
		to design and deliver instruction in reading and math, by ensuring Tier I is highly effective, and provided to all students in the classroom.			
		ACTIVITY: PRACTICE A Teachers will provide students with opportunities to write for authentic purposes, analyze rich text, use rubrics and success criteria, exemplars, collaborate with peers, and improve critical thinking skills that will address on-demand writing prompts, extended response questions, lab reports, & essays and research papers.	Rubrics Success Criteria Student Work Samples PDSA Checklist Jet Set	30-60-90 Day Plan & District CSIP Monitoring Tool	Professional Development \$5,000 (Title-1)
		ACTIVITY: PRACTICE B Teachers will implement a school-wide common writing process (CER/Claim/Evidence/Reasoning) that allows students to demonstrate learning.	CASE writing data Common Unit Assessments	30-60-90 Day Plan	Professional Development \$2,000 (Title-1)

3: Achievement Gap

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

Objective	Strategy	Activities	Measure of Success	Progress Monitoring	Funding
Objective 1: Increase the reading proficiency for African American 16% to 28.5%, Hispanic 21% to 38.9%, English Learners plus Monitored 9% to 19.2%, and Disability 4% to 16% by May 2023.	KCWP 5 Design, Align, and Administer Support	STRATEGY: Implement and sustain a continuous improvement process to design, align, and deliver support services that focus on language and literacy skills needed for English Learners; listening, reading, writing, and speaking in English for academic purposes.			
Objective 2: Increase the math proficiency for African American 12% to 16.6%, Hispanic 19% to 24.5%, English Learners plus Monitored 6% to 17%, and Disability 5% to 13.7% by May 2023.		ACTIVITY: PRACTICE EL teachers and general education teachers will collaborate with paraeducators to implement evidence-based intervention strategies focused on language and literacy skills for English Learners in making content comprehensible, providing structured opportunities for engaging students in academic	Observations CASE benchmark data Universal Benchmark Data Data from ACCESS (Assessing Comprehension and Communication in English State-to-State for English Language	30-60-90 Day Plan & District CSIP Monitoring Tool	Paraeducator - ELL \$26,706.11(SIF-C SY20-21) \$27,183.28 (SIF-C SY21-22)

Objective	Strategy	Activities	Measure of Success	Progress Monitoring	Funding
		discussions about the content, using instructional tools strategically to clarify and anchor the content, and teaching explicitly academic vocabulary that is central for understanding the content.	Learners). PDSA Checklist Jet Set Special Education / EL PLCs		
		ACTIVITY: Practice All teachers will use the study-act protocol to analyze formative and summative assessment and use data to readjust the curriculum (content and pacing) to meet student needs based on assessment results.	PDSA Checklist Jet Set Student work samples Assessment data	30-60-90 Day Plan & District CSIP Monitoring Tool	\$0
	KCWP 2 Design & Deliver Instruction	STRATEGY: Develop a systematic approach for the design and delivery of effective Tier 1 instruction for all students.	PDSA Checklist Jet Set Student work samples Assessment data	30-60-90 Day Plan & District CSIP Monitoring Tool	\$0
		ACTIVITY: PROCESS The administrative team will provide differentiated professional learning around co-teaching strategies for special education and SIOP strategies for EL to remove barriers for students with IEP's and PSPs.	Evaluation Jet Set Professional Learning Sessions (eg 4 week learning cycles)	30-60-90 Day Plan & District CSIP Monitoring Tool	\$5,000 Title 1 Funds
		ACTIVITY: PROCESS The administrative team will monitor the implementation	Jet Set	30-60-90 Day Plan & District CSIP Monitoring Tool	\$0

Objective	Strategy	Activities	Measure of Success	Progress Monitoring	Funding
		of co-teaching strategies for special education and SIOP strategies for EL to ensure the fidelity of implementation.	Jet Set Curriculum Plan		
		ACTIVITY: PRACTICE Teachers will implement a Tier I guaranteed viable curriculum for all, ensuring access to grade-level standards.	Progress Monitoring Reports Professional Learning Sessions (eg 4 week learning cycles) Special Education / EL PLCs	30-60-90 Day Plan & District CSIP Monitoring Tool	\$3,000 Title 1 Funds
		ACTIVITY: PROCESS Ensure that curricular delivery and assessment measures follow students' can-do descriptors in PSP.	PDSA Checklist Jet Set Universal benchmark reports Progress Monitoring Reports	30-60-90 Day Plan & District CSIP Monitoring Tool	ELL Teacher/Support Language Specialist \$86,865.81 (SIF SY19-20) \$88,912.44- (SIF SY20-12)
		Ensure teachers/staff model Culturally Responsive behaviors.	Walkthrough Data	30-60-90 Day Plan & District CSIP Monitoring Tool	0

4: English Learner Progress

Goal 4: Increase the English Learner indicator from 21.9 to 25.9 by 2027.					
Objective	Strategy	Activities	Measure of Success	Progress Monitoring	Funding
Objective 1: Increase the English Learner indicator from 21.9 to 23.0 by 2023.	KCWP 5: Design, Align, and Administer Support	Provide quality professional learning for all teachers centered around developing English language proficiency through curriculum, instruction, & assessment, and increase training regarding Sheltered Instruction Observation Protocol (SIOP) strategies for all teachers working with EL students.	Desired Teacher Outcome: Improved teacher efficacy Desired Student Outcome: Increased English proficiency	30-60-90 Day Plan & District CSIP Monitoring Tool	0
		The administrative team will monitor the implementation of SIOP strategies for EL to ensure the fidelity of implementation.	Walkthrough Tool	30-60-90 Day Plan & District CSIP Monitoring Tool	0
		EL teachers and general education teachers will collaborate with paraeducators to implement evidence-based intervention strategies focused on language and literacy skills for English Learners in making content comprehensible, providing structured opportunities for engaging	Observations CASE benchmark data Universal Benchmark Data Data from ACCESS (Assessing Comprehension and Communication in English	30-60-90 Day Plan & District CSIP Monitoring Tool	Paraeducator - ELL \$26,706.11(SIF-C SY20-21) \$27,183.28 (SIF-C SY21-22)

Goal 4: Increase the English Learner indicator from **21.9** to **25.9** by 2027.

Objective	Strategy	Activities	Measure of Success	Progress Monitoring	Funding
		students in academic discussions about the content, using instructional tools strategically to clarify and anchor the content, and teaching explicitly academic vocabulary that is central for understanding the content.	State-to-State for English Language Learners). PDSA Checklist Jet Set Special Education / EL PLCs		

5: Quality of School Climate and Safety

Goal 5: Increase the Quality of School Climate and Safety indicator from **62.8** to **67.8** by 2027.

Objective	Strategy	Activities	Measure of Success	Progress Monitoring	Funding
Objective 1: Increase the Quality of School Climate and Safety indicator from 62.8 to 65.0 by 2023.	KCWP 5: Design, Align, and Administer Support	Provide training and professional learning regarding emotional and mental wellness supports	PLC Agenda PLC Minutes PL Documents/Plan Referral Data	30-60-90 Day Plan	0
		Align and integrate school mental health, PBIS, and RTI ensuring an interconnected Multi-Tiered Systems of Support framework.	Student data SOPs and alignment	30-60-90 Day Plan	0

Goal 5: Increase the Quality of School Climate and Safety indicator from **62.8** to **67.8** by 2027.

Objective	Strategy	Activities	Measure of Success	Progress Monitoring	Funding
Objective 2: Decrease the number of student behavior events from 2,024 to 1,687 as measured by Infinite Campus referrals.	KCWP 6: Establishing Learning Culture and Environment Develop a systematic approach that establishes a safe, supportive and positive learning culture and environment. Maintain an atmosphere that allows students to learn at the optimum level to increase the percentage of students who meet benchmarks and successfully transition to the next level.	School leadership will assure consideration and addressing of non-academic barriers to learning are addressed through the implementation of a Social and Emotional Learning curriculum. (EBP)	Student data/platform PLC Standing agenda item	30-60-90 Day Plan	SIF Original \$4111.50 - Second Steps and Newsela (SY19-20) \$5000 - Next Level Jeremy Anderson (SY20-21)
		The ILT Team will meet monthly to ensure that school-wide expectations (PBIS) of students are clearly defined, and that group norms have been established within the school and classroom. These practices should align with the student code of conduct. (Standing agenda item during ILT Meeting, the second Wednesday of every month; the same day as PBIS committee meeting)	PLC Data Intervention Data Student Name/Claim Agenda/Minutes	30-60-90 Day Plan	0
		The school leadership team will monitor and support the implementation of a school-wide positive behavior intervention system	IC referral data PBIS data Agenda Minutes	30-60-90 Day Plan	0

Goal 5: Increase the Quality of School Climate and Safety indicator from **62.8** to **67.8** by 2027.

Objective	Strategy	Activities	Measure of Success	Progress Monitoring	Funding
Objective 3: Increase teacher retention by 20% Increase the percentage of teacher retention from 56% to 76% as measured by Jones Middle School contract renewal documentaton..	KCWP 6: Establishing Learning Culture and Environment Develop a systematic approach that establishes a safe, supportive and positive learning culture and environment. Maintain an atmosphere that allows students to learn at the optimum level to increase the percentage of students who meet benchmarks and successfully transition to the next level.	Continue training and induction for new teachers	New Teacher Induction plan Minutes/Agenda Sign-in Sheet	30-60-90 Day Plan	0
		Implement a formal mentorship for new teachers	Mentorship Plan Agenda	30-60-90 Day Plan	0
		Implement a Monday morning check-in to obtain teacher voice. All administrators will respond to the teacher submissions by close of business every Friday.	Monday morning check in results Response emails	30-60-90 Day Plan	0

6: Postsecondary Readiness (high school only)

7: Graduation Rate (high school only)

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

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

Components of Turnaround Leadership Development and Support:

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

Response:

The Instructional leadership Team meets weekly. During our weekly connects we review student and teacher data, undergo professional learning, and determine action steps to ensure both student and teachers are successful. The ILT will participate in ongoing professional development around co-teaching, SIOP, and culturally responsiveness to ensure we are meeting the needs of our underperforming subgroups.

Identification of Critical Resources Inequities:

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

Response:

Prior to the 2020-2021 school year, the English Language instructor was utilized for resource support for our EL population; however, through research and professional development, there is a need for more support of EL students in their general classes. Professional development for certified staff to support the growth of English Learners students through instructional strategies, language objectives, and academic language taught aligned with the content standards has been implemented (SIOP). Additionally, the we have implemented a professional learning module on co-teaching for all teachers servicing students with an IEP.

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

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

Response:

The ILT in collaboration with team leads and department heads reviewed STAR and KSA data using a data analysis protocol, completed a SWOT analysis, and answered the data questions related to the released data. Through analysis of walk-through data, it was determined that the teaching staff require professional development in effective student engagement strategies to increase student achievement at the Tier I level. In addition, the walkthrough data supports the need for additional professional learning around SIOP and Co-teaching. Using the results of the analysis, the ILT will implement additional professional learning on teacher clarity, SIOP, and co-teaching. Jones Middle School has partnered with the Continuous Improvement coaches to provide ongoing professional learning to all teachers on teacher clarity-learning targets, success criteria.

Targeted Subgroups and Evidence-Based Interventions:

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

Response:

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

TSI/ATSI Evidence-based Practices

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

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

Evidence-based Activity	Evidence Citation	Upload ed in eProve
Sheltered Instruction Observation Protocol	Markos, A. & Himmel, J. (2016). <i>Using sheltered instruction to support English learners</i> . Center for Applied Linguistics.	<input checked="" type="checkbox"/>
Illustrative Math	Woodward, J., Beckmann, S., Driscoll, M., Franke, M., Herzig, P., Jitendra, A., Koedinger, K. R., & Ogbuehi, P. (2012).	<input checked="" type="checkbox"/>
Amplify Science	Amplify Education, Inc. (2019). <i>Amplify Science: The research behind the program</i> . Retrieved from https://amplify.com/wp-content/uploads/2019/12/AS_The-research-behind-the-program.pdf	<input checked="" type="checkbox"/>
Coteaching	Walsh, J. M. (2012). Co-teaching as a school system strategy for continuous improvement. <i>Preventing School Failure: Alternative Education for Children and Youth</i> , 56(1), 29–36. https://doi.org/10.1080/1045988x.2011.555792	<input checked="" type="checkbox"/>
Grade level assignments-Tier I	The opportunity myth. TNTP. (2018, September 25). Retrieved March 14, 2021, from https://tntp.org/publications/view/student-experiences/the-opportunity-myth	<input checked="" type="checkbox"/>

Comprehensive School Improvement Plan (CSIP)

Rationale

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

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

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

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

Requirements for Building an Improvement Plan

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

Explanations/Directions

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

1: State Assessment Results in reading and mathematics

Goal 1: Increase READING proficiency from 49% PD to 76.4% PD by May 2027. Increase MATH proficiency from 46% PD to 66.8% by May 2027.					
Objective	Strategy	Activities	Measure of Success	Progress Monitoring	Funding
<p>Objective 1: Increase READING proficiency from 49% PD to 70.5% PD by May 2023.</p> <p>Objective 2: Increase MATH proficiency from 46% PD to 58.5% by May 2023.</p>	KCWP 1 Design & Deploy Standards	Activity – Professional Learning Communities All teachers will participate in twice monthly (minimum) professional learning communities which will focus on analyzing data(common summative/formative assessments) to improve instructional practice. Admin will work with teachers and instructional coaches to create a process that ensure PLCs are active and effective.	STAR Benchmark Assessment CASE Benchmark Assessment Mastery Connect Common assessments (formative/Summative) to measure mastery Literacy embedded assessments built into remediation programming/across contents Math remediation software assessments	Twice Monthly PLC Meetings (formative assessment, instructional practices and data analysis)	District Funded
	KCWP 4 Review, Analyze, and Apply Data	Activity – Tier interventions (MTSS) All students will participate in personalized instruction for remediation and acceleration. Specific Intervention Instructional practices and curriculum aimed at monitoring of student progress and academic growth. (Specifically focused on students with disabilities)	STAR Benchmark Assessment CASE Benchmark Assessment, Common assessments (formative/Summative) to measure mastery Literacy embedded assessments built into remediation programming/across contents Math remediation software assessments. Reading remediation software assessments.	Twice Monthly PLC Meetings (formative assessment, instructional practices and data analysis) Google drive agendas and minutes	District Funded
	KCWP 6 Establish Learning Culture and Environment	Activity – Character Education All teachers will facilitate Character Education through program literacy (Second Steps)	Counselors will follow-up with whole class presentations that will reinforce the weekly Character Education trait.	Twice Monthly RBTL Meetings Monthly Data meeting with Admin Google drive agendas and minutes Admin Attend bi-weekly RBTL meetings (on-going dates for school year)	ESSER Funds

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

Goal 2: Increase the Proficiency of Science 23% PD to 53.6%, Social Studies 48% PD to 74.7%, and Writing from 38% PD to 64.4% by May 2027.					
Objective	Strategy	Activities	Measure of Success	Progress Monitoring	Funding
Objective: Increase the Proficiency of Science 23% PD to 42%, Social Studies 48% PD to 68.4%, and Combined Writing from 38% PD to 55.5% by May 2023.	KCWP 1 Design & Deploy Standards	Activity – Professional Learning Communities All teachers will participate in twice monthly (minimum) professional learning communities which will focus on analyzing data(common summative/formative assessments) to improve instructional practice. Admin will work with teachers and instructional coaches to create a process that ensures PLCs are active and effective. Utilize inquiry based science instruction (In-quits)	Mastery Connect Common assessments (formative/Summative) to measure mastery Literacy embedded assessments built into remediation programming/across contents	Twice Monthly PLC Meetings (formative assessment, instructional practices and data analysis) Monthly Data meeting with Admin Google drive agendas and minutes Admin Attend bi-weekly PLC's. (on-going dates for school year)	District Funded
	KCWP 4 Review, Analyze, and Apply Data	Activity – Professional Learning Communities All teachers will participate in twice monthly (minimum) professional learning communities which will focus on analyzing data(common summative/formative assessments) to improve instructional practice. Admin will work with teachers and instructional coaches to create a process that ensure PLCs are active and effective.	Mastery Connect Common assessments (formative/Summative) to measure mastery Literacy embedded assessments built into remediation programming/across contents	Twice Monthly PLC Meetings (formative assessment, instructional practices and data analysis) Monthly Data meeting with Admin Google drive agendas and minutes Admin Attend bi-weekly PLC meetings. (on-going dates for school year)	District Funded
	KCWP 6 Establish Learning Culture and Environment	Activity – Character Education All teachers will facilitate character education on a daily basis. Every other week	Panorama Poll results Number of mental health visits to Nurse/Counselor Infinite Campus (clubs)	Twice Monthly PLC Meetings (formative assessment, instructional practices and data analysis) Monthly Data meeting with	ESSER

Goal 2: Increase the Proficiency of Science 23% PD to 53.6%, Social Studies 48% PD to 74.7%, and Writing from 38% PD to 64.4% by May 2027.					
Objective	Strategy	Activities	Measure of Success	Progress Monitoring	Funding
		counselors will reinforce character trait by having whole group instruction.	Youth Service Center Participation	Admin Google drive agenda's and minutes Admin Attend Monthly PLC meetings (on-going dates for school year)	

3: Achievement Gap

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

Objective	Strategy	Activities	Measure of Success	Progress Monitoring	Funding
Objective 1: Increase the reading proficiency for English Learners plus Monitored 22% to 43.2%, and Disability 4% to 25.4% by May 2023. Objective 2: Increase the math proficiency for English Learners plus Monitored 24% to 31.8%, and Disability 15% to 22.6% by May 2023.	KCWP 5 Design, Align, and Administer Support	Activity – Alignment and Review of RTI processes Ockerman Middle School Admin, Instructional Coach, and District Learning Support will collaborate to review, refine, and improve the RTI processes and ensure ALL students are receiving the best instruction by highly effective teachers.	STAR Scores KPREP scores Tier III RTI intervention assessment data MyPath reading grade level assessments MyPath Math Mastery grade level assessments Mastery Connect Assessments	Bi-weekly PLC meetings (on-going dates during school year)	District Funded School Funded
	KCWP 2 Design & Deliver Instruction	Activity –Walkthroughs for Student Engagement OMS Admin will utilize walkthrough tool to ensure students are engaged in the learning experiences that are equitable, rigorous, accessible, and relevant for all learners	STAR Scores KPREP scores Tier III RTI intervention assessment data MyPath reading grade level assessments MyPath Math Mastery grade level assessments Mastery Connect Assessments	Walkthroughs (on-going dates during school year)	District Funded School Funded (subs when necessary)
		Activity – Professional Development that improves instruction OMS leadership will work	STAR Scores KPREP scores	Professional Development as needed	District Funded School Funded

Objective	Strategy	Activities	Measure of Success	Progress Monitoring	Funding
		with department heads and other teacher leaders to ensure support through professional development (SIOP and Kagan)	Tier III RTI intervention assessment data MyPath reading and math grade level assessments Mastery Connect Assessments	(on-going dates during school year)	

4: English Learner Progress

Goal 4: Increase the English Learner indicator from 29 to 48 by 2027.					
Objective	Strategy	Activities	Measure of Success	Progress Monitoring	Funding
Objective 1: Increase the English Learner indicator from 29 to 34 by 2023.	KCWP 5: Design, Align, and Administer Support	Provide quality professional learning for all teachers centered around developing English language proficiency through curriculum, instruction, & assessment, and increase training regarding Sheltered Instruction Observation Protocol (SIOP) strategies for all teachers working with EL students.	Desired Teacher Outcome: Improved teacher efficacy Desired Student Outcome: Increased English proficiency	All EL students are monitored by EL teacher. Data is reviewed with content teachers during bi-weekly PLC’s.	District

5: Quality of School Climate and Safety

Goal 5: Increase the Quality of School Climate and Safety indicator from 64.3 to 70 by 2027					
Objective	Strategy	Activities	Measure of Success	Progress Monitoring	Funding
Objective 1: Increase the Quality of School Climate and Safety indicator from 64.3 to 67 by 2023.	KCWP 5: Design, Align, and Administer Support	Provide training and professional learning regarding emotional and mental wellness supports Review Panorama data with school counselors. Character Education weekly lessons.	Panorama Data used and character education trait developed based on students needs.	Students take the Panorama Survey twice during the school year.	District Funded

Goal 5: Increase the Quality of School Climate and Safety indicator from 64.3 to 70 by 2027					
Objective	Strategy	Activities	Measure of Success	Progress Monitoring	Funding
		Align and integrate school character education, PBIS, and RTI ensuring an interconnected Multi-Tiered Systems of Support framework.	RBTL Data	Student behavior and attendance data is reviewed bi-weekly at RBTL meetings.	ESSER

6: Postsecondary Readiness (high school only)

7: Graduation Rate (high school only)

8: Other (Optional)

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

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

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

Components of Turnaround Leadership Development and Support:
Consider: How will you ensure that school leadership has or develops the skills and disposition to achieve accelerated, meaningful, and sustainable increases in student achievement for underperforming subgroups? Response: SPED- Principal will attend two day TSI training put on by KDE SPED- Visit KY school that has an effective co-teaching model set in place. EL- Principal will attend two day TSI training put on by KDE EL- Ensure all administrators and Instructional Coach are trained on SIOP. EL- Continue to have teachers trained when trainers occur during the year or over the summer.
Identification of Critical Resources Inequities:
Consider: Describe the process used to review the allocation and use of resources (people, time, and money), any resource inequities that were identified that may contribute to underperformance, and how identified resource inequities will be addressed. Response: SPED- Adjust master schedule for 23-24 school year allows all SPED students to receive Tier 1 instruction. SPED- Utilize LLI for students during their specifically designed instruction. SPED- Perform resource audits to determine the needs of SPED teachers. EL- Ensure all teachers are trained on SIOP. EL- Based on student numbers, request additional support through one full-time EL teacher and one full-time EL para.
Additional Actions That Address the Causes of Consistently Underperforming Subgroups of Students
Consider: Describe the process used to review the learning culture related to your targeted subgroup(s) and any additional actions that were determined to address the causes of underperformance. Response: SPED & EL- Utilizing UK Next Gen 100 student interviews compare SPED student responses to all students. Determine if school culture has any impact on student’s underperformance.
Targeted Subgroups and Evidence-Based Interventions:
Consider: Identify the areas of need revealed by the analysis of academic and non-academic data that will be addressed through CSIP activities for your targeted subgroup(s). What evidence-based practice(s) will the school incorporate that specifically targets the subgroup(s) achievement that contributed to the TSI identification? How will we monitor the evidence-based practice to ensure it is implemented with fidelity? Response: SPED- Utilize research based programs that will target specific standards that students are struggling with. During ARC ensure all accommodations are appropriate and being utilized by students. SPED- Incorporate a master schedule that allows SPED teachers to have common planning time with general education teachers in which they are co-teaching. EL- SIOP training for all teachers EL- SIOP training will be monitored and student data discussed with Director of EL. EL- Lessons will be modeled by the Director of EL that will allow general education teacher to see the research based ways to ensure student engagement.
Complete the table below to document the evidence that supports the Activities outlined in this plan. Additional rows may be added to accommodate additional pieces of evidence.

TSI/ATSI Evidence-based Practices

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

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

Evidence-based Activity	Evidence Citation	Uploaded in eProve
To support EL population staff being trained on SIOP to implement into daily lessons.		<input checked="" type="checkbox"/>
Kagan Cooperative Learning Structures	Kagan, S. <i>Kagan Structures: Research and Rationale</i> . San Clemente, CA: Kagan Publishing. <i>Kagan Online Magazine</i> , Spring 2001. www.KaganOnline.com	<input type="checkbox"/>
MVPA Benchmark Assessments	(2016) Middle School Benchmark and End-of-Course Assessment Analysis. <i>Hanover Research</i> . Retrieved from www.te21.com/uploads/Hanover_Research_Analysis_for_DPS.pdf .	<input type="checkbox"/>
Co-teaching model	Gerlach, Susan M., "A Quantitative Study of Co-Teaching as an Instructional Model to Serve Elementary Students" (2017). Electronic Theses and Dissertations. 109.	<input type="checkbox"/>
PLC’s	Hamilton, L., Halverson, R., Jackson, S., Mandinach, E., Supovitz, J., & Wayman, J. (2009). Using student achievement data to support instructional decision making (NCEE 2009-4067). Washington, DC: National Center for Education Evaluation and Regional Assistance, Institute of Education Sciences, U.S. Department of Education. Retrieved from http://ies.ed.gov/ncee/wwc/publications/practiceguides/ .	
Summer Learning Program	The following practices and associated recommendations are adapted from research conducted by the RAND Organization (2018) and the Wallace Foundation (2018 & 2019), which examined the effectiveness of several types of summer learning programs and their impact on student outcomes. These recommended practices meet ESSA Tier I standards in regard to impacting student achievement in math and Tier III standards for impacting student achievement in reading and social and emotional learning.	
PBIS	Bradshaw, C.P., Mitchell, M.M., & Leaf, P.J. (2010). Journal of Positive Behavior Interventions, 12(3), 133-148.	
Tier 1 Direct Instruction	Stockard, J., & Engelmann, K. (2010). The development of early academic success: The impact of Direct Instruction's Reading Mastery. <i>Journal of Behavior Assessment and Intervention in Children</i> , 1(1), 2-24. http://dx.doi.org/10.1037/h010035	<input type="checkbox"/>

Special Considerations for Comprehensive Support and Improvement (CSI) Schools

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

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

Turnaround Team:
Consider: Provide a comprehensive list of persons and entities involved in the turnaround efforts and the specific roles each shall play in the school’s turnaround process Response:
Identification of Critical Resources Inequities:
Consider: Describe the process used to review the allocation and use of resources (people, time, and money), any resource inequities that were identified that may contribute to underperformance, and how identified resource inequities will be addressed. Response:

Evidence-based Practices

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

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

Evidence-based Activity	Evidence Citation	Uploaded in eProve
Train staff to implement inductive teaching strategies.	Hattie, J. (2009). Visible Learning: a synthesis of over 800 meta-analyses relating to achievement. Routledge: New York, NY.	<input checked="" type="checkbox"/>
		<input type="checkbox"/>

Evidence-based Activity	Evidence Citation	Uploaded in eProve
		<input type="checkbox"/>
		<input type="checkbox"/>
		<input type="checkbox"/>

Comprehensive School Improvement Plan (CSIP)

Rationale

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

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

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

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

Requirements for Building an Improvement Plan

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

Explanations/Directions

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

1: State Assessment Results in reading and mathematics

Goal 1: Increase READING proficiency from 40% PD to 61.5% PD by May 2027. Increase MATH proficiency from 38% PD to 50.1% by May 2027.					
Objective	Strategy	Activities	Measure of Success	Progress Monitoring	Funding
Objective 1: Increase READING proficiency from 40% PD to 45% PD by May 2023.	KCWP 1 Design & Deploy Standards KCWP 2	Teachers will work within departments to align curriculum daily planning, align student assessments to the standards, and track and monitor student progress towards standards mastery.	Units/Lesson plans/canvas template will include desired components of instructional plan determined in the vertical PLC meetings.	PLC Systems Check-meeting agenda/minutes Monthly classroom walkthroughs and CEP Evaluation feedback by Administration Team	
Objective 2: Increase MATH proficiency from 38% PD to 43% by May 2023.		Develop an ongoing timeline, process for and implement vertical and horizontal alignment that identifies instructional gaps, includes planning for the introduction of the standard, development and gradual release phases, and arrival at standards mastery. Students are cognitively engaged through the implementation of effective teaching strategies and programs (Kagan, Canvas, SIOP, content specific research-based instructional strategies). Development and implementation of school-wide literacy plan	Classroom observations/walk-throughs will reveal effective implementation of the standards/strategies Reading summative analysis protocol followed and summative assessments reflect grade level appropriate tasks. Math summative analysis protocol followed and summative assessments reflect grade level appropriate tasks.	Google Form for submissions for walkthroughs will reveal level of implementation/effectiveness of teaching strategies/best practices used	

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Goal 1: Increase READING proficiency from 40% PD to 61.5% PD by May 2027. Increase MATH proficiency from 38% PD to 50.1% by May 2027.					
Objective	Strategy	Activities	Measure of Success	Progress Monitoring	Funding
			Each course/content area will create a literacy plan and commit to implementation in daily lesson plans.	Literacy plan submitted and then monitored through: <ul style="list-style-type: none"> walkthroughs Canvas lesson plans PLC data dives-writing protocols, evidence of effectiveness 	
		Develop a timeline for curricular alignment reviews (horizontal) and implement to ensure the ongoing action of the PLCs (department and course) planning process.	Curriculum Alignment/ Literacy Plan/Products/ timeline for all contents / courses (curriculum maps, units, Syllabus)will be provided to PLC groups	BCHS Curriculum page with all submissions linked PLC minutes	
		Ensure regularly-scheduled curriculum meetings / PLCs (department and course) to review the alignment between standards, learning targets, and formative and summative assessment measures, and to increase collaboration in deconstructing standards and developing congruent learning targets. (KCAS, ACT	Meeting Minutes, timelines, work samples, formative and summative assessment protocol analysis to determine strengths/ weaknesses	Line- item analysis, common assessments, progress on district benchmark instruments and Red Sheet analysis forms.	

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Goal 1: Increase READING proficiency from 40% PD to 61.5% PD by May 2027. Increase MATH proficiency from 38% PD to 50.1% by May 2027.					
Objective	Strategy	Activities	Measure of Success	Progress Monitoring	Funding
		College Readiness Standards, AP Standards)			
	KCWP 4 Review, Analyze, and Apply Data	Develop and deploy a PLC protocol with an effective cyclical process for standards deconstruction, development of learning targets , designing of assessment measures, resource sharing and collaborative lesson creation, and analysis of data. Ensure that all assessments evolve and align to priority content standards and delivery of various instructional models (in-person, blended and virtual) meets the needs of all students.	PLC Meeting Minutes Learning targets/Content and Language objectives are listed on Canvas lesson plans/curriculum maps Creation of common formative and summative assessments Assessment Alignment-standards indicated on summative assessments Data Analysis Notes/ Growth/completion of Red Standards Sheets (CERT, ACT, MPVA)	Monitoring of Canvas lesson plans to ensure Learning Targets/Content and Language objectives are listed on Canvas lesson plans Common formative and summative assessments submitted and standards indicated on assessments. Sharing of resources within PLCs related to data trends/comparative scores Classroom walkthroughs and observations	
		Develop and implement progress monitoring system to monitor standards mastery for each student *Implement data teaming methodologies, including collection and charting of	Meeting Minutes Mastery Connect Results	Data Analysis Notes/Red Standards Sheets Periodic moments through the month during PLC meetings where student work is analyzed, concerns identified	

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Goal 1: Increase READING proficiency from 40% PD to 61.5% PD by May 2027. Increase MATH proficiency from 38% PD to 50.1% by May 2027.					
Objective	Strategy	Activities	Measure of Success	Progress Monitoring	Funding
		<p>data, analysis of strengths and obstacles to student learning (English, Math and Science)</p> <p>*Ensure that formative, interim, summative assessment results are used appropriately to determine individual student intervention needs.</p> <p>*Increase collaboration in PLC's and between all teachers in data analysis and student progress towards standards mastery, including identification of students in need of intervention support. (English, Math and Science) (Gap: Special Education, LEP)</p> <p>*Identify interventions for GAP groups by using Red Sheet procedures from CASE assessments (for priority standards mastery), and CERT Standards (for ACT standards and for intervention screening) with the following interventions: Reading Course with Read 180, Math Course; Core Progressions in Math; EL</p>	<p>Assessment alignment to standards during PLC work.</p> <p>Growth (CERT, ACT, MPVA, Teacher common summative assessments results)</p> <p>Teachers will monitor and identify student progress and provide needed interventions to students who qualify as Tier 2 or Tier 3</p> <p>Increased opportunities for teachers to collaborate vertically and cross-curricular opportunities provided.</p> <p>All teachers all participate in monthly PD opportunities relating to reading and writing/SIOP strategies.</p>	<p>Review of teacher Canvas lessons</p> <p>Walkthroughs: Identify intervention strategies (blended learning/intervention groups) utilized in all contents (literacy)and in math courses</p>	

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Goal 1: Increase READING proficiency from 40% PD to 61.5% PD by May 2027. Increase MATH proficiency from 38% PD to 50.1% by May 2027.					
Objective	Strategy	Activities	Measure of Success	Progress Monitoring	Funding
		with FFW; Identify/implement new intervention strategies for Reading and Math for all intervention groups for virtual and blended models		Read 180 results-monitored by teacher/interventions implemented	

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

Goal 2: Increase the Proficiency of Science 12% PD to 57.2%, Social Studies 30% PD to 43.5%, and Writing from 36% PD to 74.5% by May 2027.					
Objective	Strategy	Activities	Measure of Success	Progress Monitoring	Funding
Objective: Increase the Proficiency of Science 12% PD to 22%, Social Studies 30% PD to 40%, and Writing from 36% PD to 46% by May 2023.	KCWP 1 Design & Deploy Standards KCWP 3: Design and deliver assessment literacy.	Develop and implement writing continuum specific to content which monitors mastery for each student. A literacy plan will be created for each course taught, in which students will follow the writing process, receive feedback, identify writing strengths and/or weakness using rubrics. Job-imbedded professional learning opportunities provided monthly centered on literacy strategies, QFT model, and inquiry model.	Daily content/Language objectives in Canvas lesson plans Student opportunities to read, write, speak about content happen daily. PD/PLC agendas and minutes	Walkthroughs/observations Continuous monitoring of writing plan in PLC's. Monthly PD opportunities centered on literacy strategies in which attendance is mandatory PLC Data analysis Writing protocols in which teachers bring samples to evaluate in order to identify areas of growth	

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Goal 2: Increase the Proficiency of Science 12% PD to 57.2%, Social Studies 30% PD to 43.5%, and Writing from 36% PD to 74.5% by May 2027.					
Objective	Strategy	Activities	Measure of Success	Progress Monitoring	Funding
		Provide opportunities for teachers to cross-curriculum collaborate to analyze student writing and identify effective feedback		Attendance sheet for PD-mandatory makeup sessions for any missed.	

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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
<p>Objective 1: Increase the reading proficiency for African American 13% to 30.9%,</p> <p>English Learners plus Monitored 0% to 9.1%, and</p> <p>Disability 15% to 27.8% by May 2023.</p> <p>Objective 2: Increase the math proficiency for African American 15% to 23.1%, English Learners plus Monitored 10% to 12.4%, and Disability 12% to 20.5% by May 2023.</p>	KCWP 4 Review, Analyze, and Apply Data	<p>Develop and implement progress monitoring system to monitor standards mastery for each student in our Gap Groups</p> <p>* Implement data teaming methodologies, including collection and charting of data, analysis of strengths and obstacles to student learning (English, Math and Science)</p> <p>* Ensure that formative, interim, summative assessment results are used appropriately to determine individual student intervention needs.</p> <p>* Increase collaboration in PLC's and between all teachers in data analysis and student progress towards</p>	<p>Increased academic progress on (CERT, Read 180, CASE, summative assessments)</p> <p>Teacher efficacy: teachers determine/adjust/ reteach utilizing instructional practices/interventions provided based on data</p>	<p>PLC Data analysis- track progress of identified groups by teacher/class on summative assessments, CASE, and CERT-review data sheets (RED STANDARDS SHEETS)</p> <p>Leadership Team reviews PLC minutes -An administrator attends PLC meetings - walk-thrus</p>	

Objective	Strategy	Activities	Measure of Success	Progress Monitoring	Funding
		<p>standards mastery, including identification of students in need of intervention support. (English, Math and Science) (Gap: Special Education, LEP)</p> <p>* Identify interventions for GAP groups by using Red Sheet procedures from CASE assessments (for priority standards mastery), and CERT Standards (for ACT standards and for intervention screening) with the following interventions: Reading Course with Read 180, Math Course; Core Progressions in Math; EL with Read 180; Identify/implement new intervention strategies for Reading and Math for all intervention groups for virtual and blended models</p>			

Objective	Strategy	Activities	Measure of Success	Progress Monitoring	Funding
	KCWP 3 Design & Deliver Assessment Literacy	Implement a College Readiness Plan to include ACT, CERT, preparation experiences, remediation, and supports *Remediation and data collection – English, math, reading, and science for all GAP groups *Goal setting for students with teacher training to support	Student goal sheets created in core courses Teachers track GAP group students in their class	Walkthroughs Leadership team reviews goal sheets PLC Data analysis-focus on TSI students Analysis of student goal sheets by teachers	

4: English Learner Progress

Goal 4: Increase the English Learner indicator from 23.8 to 33.8 by 2027.					
Objective	Strategy	Activities	Measure of Success	Progress Monitoring	Funding
Objective 1: Increase the English Learner indicator from 23.8 to 26 by 2023.	KCWP 5: Design, Align, and Administer Support	Provide quality professional learning for all teachers centered around developing English language proficiency through curriculum, instruction, & assessment, and increase training regarding Sheltered Instruction Observation Protocol (SIOP) strategies for all teachers working with EL students.	Desired Teacher Outcome: Improved teacher efficacy Desired Student Outcome: Increased English proficiency/increased number of students P/D in CASE/KASA and meeting	SIOP/PD feedback surveys Walkthroughs Data analysis in PLC's on CASE, CERT/KASA Completed Red Standards Sheets Impact Survey Results	

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Goal 4: Increase the English Learner indicator from 23.8 to 33.8 by 2027.					
Objective	Strategy	Activities	Measure of Success	Progress Monitoring	Funding
			benchmarks in CERT		

5: Quality of School Climate and Safety

Goal 5: Increase the Quality of School Climate and Safety indicator from 62.5 to 72.5 by 2027.					
Objective	Strategy	Activities	Measure of Success	Progress Monitoring	Funding
Objective 1: Increase the Quality of School Climate and Safety indicator from 62.5 to 63.5 by 2023.	KCWP 5: Design, Align, and Administer Support	Provide training and professional learning regarding emotional and mental wellness supports SEL activities in homeroom lessons SEL strategies shared during all faculty meetings and implemented by classroom teachers.	Increased application of strategies in lesson plans SEL strategies included in Canvas lesson plans Improved results on student SEL Panorama survey Improved Impact Survey results	Monitor Canvas Lesson Plans PLC Agenda and minutes Walkthroughs	
		Align and integrate school mental health, PBIS, and RTI ensuring an interconnected Multi-Tiered Systems of Support framework.	Attendance rate improves Increase number of students participating in	Tableaux data analysis Panorama data analysis-attendance SEL Panorama Survey results	

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Goal 5: Increase the Quality of School Climate and Safety indicator from 62.5 to 72.5 by 2027.					
Objective	Strategy	Activities	Measure of Success	Progress Monitoring	Funding
			PBIS rewards system Decrease in behavior incidents		

6: Postsecondary Readiness (high school only)

Goal 6: Increase our Postsecondary Readiness Indicator from 67.8 to 77.8 by 2027.					
Objective	Strategy	Activities	Measure of Success	Progress Monitoring	Funding
Objective 1 Increase our Postsecondary Readiness Indicator from 67.8 to 73.8 by 2023.	KCWP 5: Design, Align, and Administer Support	<p>Training and support for counselors, CCR coaches, and teachers using the Academic Planner tool (Infinite Campus) for students, teachers, and parents to have access to academic/pathway planning.</p> <p>-design plan for counselors to meet with all seniors for planning for post-secondary options.</p> <p>- Create at-risk tracking sheet created by counselors to monitor student progress towards</p> <p>-counselors will meet individually with students</p>	<p>Desired Student Outcome: More proactive planning for college, career, and life, and greater user understanding.</p> <p>Increase in number of students taking and passing industry certification tests</p> <p>Increase in the number of spec ed, AA, and EL</p>	<p>Counselor student logs</p> <p>Data analysis-Industry Certification for targeted groups</p>	

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Goal 6: Increase our Postsecondary Readiness Indicator from 67.8 to 77.8 by 2027.					
Objective	Strategy	Activities	Measure of Success	Progress Monitoring	Funding
		when scheduling classes to ensure at-risk groups are taking courses that will help them achieve postsecondary success	students meeting benchmarks Increased number of Spec ed, AA, and EL students taking AP courses and/or dual enrollment courses.		

7: Graduation Rate (high school only)

Goal 7: Increase the Graduation Indicator from 91.1 to 95.1 by 2027.					
Objective	Strategy	Activities	Measure of Success	Progress Monitoring	Funding
Objective 1 Increase the Graduation Indicator from 91.1 to 93.1 by 2023.	KCWP 4: Review, Analyze, and Apply Data	<p>Develop and implement progress monitoring system to monitor standards mastery for each student</p> <p>*Implement data teaming methodologies, including collection and charting of data, analysis of strengths and obstacles to student learning (English, Math and Science)-Red Data Sheets</p> <p>*Ensure that formative, interim, summative assessment results are used appropriately to determine individual student intervention needs.</p> <p>*Increase collaboration in PLC's and between all teachers in data analysis and student progress towards standards mastery, including identification of students in need of intervention support. (English, Math and Science) (Gap: Special Education, LEP)</p>	<p>Increased graduation rate for students with disabilities, EL population, and african-american population.</p> <p>Increased academic progress on (CERT, Read 180, CASE, summative assessments)</p> <p>Increased number of earned credits-SWS/Credit Recovery</p> <p>Increased number of students utilizing remediation opportunities when earning an</p>	<p>Daily data and behavior tracker will be compiled monthly for monitoring purposes.</p> <p>REd data sheet analysis</p> <p>PLC minutes/data analysis of formative and summative assessments</p> <p>SWS/CR/Remediation data analysis</p>	

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Goal 7: Increase the Graduation Indicator from 91.1 to 95.1 by 2027.					
Objective	Strategy	Activities	Measure of Success	Progress Monitoring	Funding
		*Identify interventions for GAP groups by using Red Sheet procedures from CASE assessments (for priority standards mastery), and CERT Standards (for ACT standards and for intervention screening) with the following interventions: Reading Course with Read 180, Math Course; Core Progressions in Math; EL with Read180; Identify/implement new intervention strategies for Reading and Math for all intervention groups for virtual and blended models	"I" and attaining a credit. Increased attendance rate for students with disabilities, EL population, and african-american population.		
	KCWP 5: Design, Align, and Deliver Support	Develop and implement a process to identify students at risk for remediation, failure, and/or untimely graduation. Monitor their progress using tools such as the Panorama, Persistence to Graduation Tool, Resiliency Survey, failure reports, attendance data and other early warning tools. Provide and discuss this data with the Special Ed PLC and the ELL PLC.	At-risk tracking sheets created by counselors by grade level to identify at-risk students and provide intervention strategies Increased attendance rate for EL, AA, and Spec. education students	Administrator meeting notes Counselor meeting minutes Admin/counselor PLC weekly meetings to identify at-risk students/discuss strategies Special Ed/EL PLC minutes Attendance data analysis	

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Goal 7: Increase the Graduation Indicator from 91.1 to 95.1 by 2027.

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

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

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

Components of Turnaround Leadership Development and Support:

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

Response:

The leadership team meets weekly to review data (behavior, academic, attendance) to identify problems of practice and strategize plans for improvement. SPED/Afr-Am/Spec.Ed gap group students are identified and interventions strategies used to decrease attendance rates and suspension rates. All of leadership team attended SIOP Training during a Fa strategies

and the expectation is that all teachers teach literacy. The leadership team complete monthly walkthroughs and will calibrate walkthrough scores to ensure feedback to teachers is effective, timely, and accurate.

Administrators-CEP, walkthroughs, monitor PLC's, discipline strategies, attendance and behavior analysis, CSIP, participate in PLC's

Instructional Coach-follows coaching cycles with teachers, provides PD opportunities for staff, leads new-teacher mentor program, data analysis, PLC protocol, creates feedback surveys, CSIP, create curriculum timelines

Counselors-review SEL data/survey results and create intervention strategies, monitor graduation rate/identify at-risk students, complete credit checklists, provide tools/strategie health of all students, assist in individual student scheduling, ARC meetings

Special ed teachers: monitor student progress, at-risk tracking sheets, attend special ed PD, monthly PLC's and data analysis, assist with scheduling process, support teachers/create modifications, attend ARC's, ensure IEP supports identified disability.

EL teachers: attend monthly PLC, data analysis, at-risk tracking sheets, assist with scheduling process, support teachers/create modifications, SIOP support

School Psychologist-provides specialized counseling with targeted groups

District Professionals: District math and reading interventionist/EL coordinator-provide on-going/required PD opportunities to all staff

Attendance clerk: monthly attendance data, absenteeism letter, enact FAST team response

Identification of Critical Resources Inequities:

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

Response:

There is a school-wide focus on PBIS to motivate and reward all students. Allocations need to be based on needs of students and student makeup/population (demographics), utilize Section 7 monies and create proposal to support identified GAP areas. Teacher allocations need to be determined based on how to best support at-risk population (ie.

consider smaller class sizes in core courses). Utilization of SBDM monies that will best support TSI groups (PD opportunities for teachers, behavior intervention supports and student incentives).

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

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

Response:

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

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

Attendance Rate

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

Suspension/Behavior data

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

Walkthroughs

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

Targeted Subgroups and Evidence-Based Interventions:

Consider: Identify the areas of need revealed by the analysis of academic and non-academic data that will be addressed through CSIP activities for your targeted subgroup(s).

What evidence-based practice(s) will the school incorporate that specifically targets the subgroup(s) achievement that contributed to the TSI identification? How will we monitor it is implemented with fidelity?

- Response:**
- SIOP-** walkthroughs, review lesson plans, evaluation process
 - READ 180-**data analysis, walkthroughs
 - Engagement:** walkthroughs, lesson plans indicating use of cooperative learning strategies (KAGAN), evaluation process
 - Inquiry model-** review of Lesson plans indicating use of QFT strategies, walkthroughs, evaluation process

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

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

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

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

Evidence-based Activity	Evidence Citation
	https://ies.ed.gov/ncee/wwc/PracticeGuide/29
QFT Process	Rothstein, Dan, and Luz Santana. Make Just One Change: Teach Students to Ask Their Own Questions. Harvard Education Press, 2011 The Right Question Institute: https://rightquestion.org/
KAGAN	Cooperative Learning as an Evidence-Based Teaching Strategy: What Teachers Know, Believe, and How They Use It https://eric.ed.gov/?id=EJ1258601

Comprehensive School Improvement Plan (CSIP)

Rationale

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

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

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

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

Requirements for Building an Improvement Plan

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

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

Conner HS 2022-2023

1: State Assessment Results in reading and mathematics

Goal 1: Increase READING proficiency from 53% PD to 67.3% PD by May 2027. Increase MATH proficiency from 50% PD to 67.6% by May 2027.					
Objective	Strategy	Activities	Measure of Success	Progress Monitoring	Funding
Objective 1: Increase READING proficiency from 53% PD to 59.2% PD by May 2023. Objective 2: Increase MATH proficiency from 50% PD to 59.5% by May 2023.	KCWP 1 Design & Deploy Standards	PLC teams will meet weekly to address and determine What students need to learn/know (standards alignment and pacing), how do we know that they learn it (data analysis), what do we do if they don't know it (intervention planning) what do we do when they have learned it (enrichment)	PLC Minutes	Leadership/ Instructional Coach	
		Teachers will meet with content PLC's to continue to review, develop, and implement highly aligned research based curriculum. Create and review common assessments that are aligned to standards. Guidance and input from school leadership, instructional coach, and district LSS will ensure understanding of priority standards and pacing.	PLC Minutes	Leadership/ Instructional Coach	
	KCWP 4 Review, Analyze, and Apply Data	Teachers will continue to meet with content PLC's to review and/or create common assessments that are aligned to standards. After assessments are administered PLC groups will meet again to discuss, review, analyze and apply results to student learning and classroom instruction.	PLC Minutes/ Common Assessments	Leadership/ Instructional Coach	

Conner HS 2022-2023

Goal 1: Increase READING proficiency from 53% PD to 67.3% PD by May 2027. Increase MATH proficiency from 50% PD to 67.6% by May 2027.					
Objective	Strategy	Activities	Measure of Success	Progress Monitoring	Funding
		All students will be assessed with CERT, CASE, and/or Common Unit assessments in Reading/English/Math at least twice a semester. Students will set a goal to improve and will be monitored by teachers and school leadership teams.	CERT Assessment/ CASE/ Common Assessment/ Data Sheets	Leadership/ Instructional Coach	
	KCWP 5: Design, Align, and Deliver Support	Students will be placed in extended intervention programs based on star/CERT scores to remediate their individual deficiencies. Offer Reading Intervention course to provide assistance and remediation for students through targeted classroom interventions in addition to Read 180	Student Success In the Program	CCR Reading Teacher Sped teachers	
		School leadership and teachers will support the RTI/tiered intervention process at all grade levels and ensure students are targeted. RTI implementation through Study Skills class offered through ESSR. Students will be referred to Tiered interventions through Persistence to Graduate Tool and teacher referral. Each student referred to Tier II will have an advisor assigned to meet weekly and monitor the student's progress and advocate for their	Student success of exiting the program/ Student Credits Earned	Teacher/ ESS Coordinator/ School Leadership	

Conner HS 2022-2023

Goal 1: Increase READING proficiency from 53% PD to 67.3% PD by May 2027. Increase MATH proficiency from 50% PD to 67.6% by May 2027.

Objective	Strategy	Activities	Measure of Success	Progress Monitoring	Funding
		needs. Classroom interventions will be used through differentiated and targeted instruction. ESS will be offered both after school for remediation.			
		Students scoring Novice/high risk of failure will be placed in CCR math in 10th grade, 12th grade students below CCR benchmark will be advised to take Transition Math. Students in specialty courses will have access to IXL math, resources on Canvas and CERT, Khan Academy, small group instruction and personalized learning to reduce gaps in knowledge.	Student Success In the Program	Math Department	
		Professional development - Teachers will engage in professional learning and collaboration around curriculum/instruction/assessment in order to impact student achievement in reading and math.	Teacher Proficiency	Instructional Coach	

Conner HS 2022-2023

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

Goal 2: Increase the Proficiency of Science 21% PD to 55.8%, Social Studies 44% PD to 54.8%, and Writing from 50% PD to 66.9% by May 2027.					
Objective	Strategy	Activities	Measure of Success	Progress Monitoring	Funding
Objective: Increase the Proficiency of Science 21% PD to 30%, Social Studies 44% PD to 46.2%, and Writing from 50% PD to 55% by May 2023.	KCWP 1 Design & Deploy Standards	Content PLC teams will meet biweekly to address and determine What students need to learn/know (standards alignment and pacing), how do we know when they learn it (data analysis), what do we do if they don't know it (intervention planning) what do we do when they have learned it (enrichment)	PLC Minutes	Leadership/ Instructional Coach	
		SS teachers will work in PLC's to develop stimulus based assessments and instruction around inquiry based standards	Reflected in Common Assessments	Social Studies Department	
	KCWP 2: Design & Deliver Instruction	Science teachers will be committed to include practice passages and questions to students twice a month that are similar to what students will see on the 11th grade science assessment. Students will receive feedback on their responses. Teachers will use this information to guide subsequent practice needs.	Reflected in Common Assessments	Science Department	

Conner HS 2022-2023

Goal 2: Increase the Proficiency of Science **21%** PD to 55.8%, Social Studies **44%** PD to 54.8%, and Writing from **50%** PD to 66.9% by May 2027.

Objective	Strategy	Activities	Measure of Success	Progress Monitoring	Funding
		Students will develop an argument supported by cited evidence from multiple sources including data/graphs/charts and acknowledge a counter claim.	Reflected in classroom instruction and common assessments	English and Science Departments	
		Students will read and write across the curriculum. Teachers will incorporate reading passages/articles including those found in Newsela and authentic writing assignments into their course curriculum. Student will complete a common authentic writing piece, constructive responses, and/or analytical writing.	Reflected in classroom instruction	Department Heads	

Conner HS 2022-2023

3: Achievement Gap

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

Objective	Strategy	Activities	Measure of Success	Progress Monitoring	Funding
Objective 1: Increase the reading proficiency for Disability 8% to 22.1% by May 2023. Objective 2: Increase the math proficiency for Disability 16% to 18.2% by May 2023.	KCWP 5 Design, Align, & Administer Support	PLC's are meeting monthly to address student needs specifically executive functioning.	Student Achievement	Leadership/Teachers	
		ESS/study skills – students will participate in an intervention program during school for additional support in reading and math to gain essential skills and knowledge to close instructional gaps through one on one or small group instruction.	Student Achievement	Teachers/ESS Coordinator	
		Professional development- teachers will take part in Newsela training to improve student reading through access to a variety of non-fiction articles. Select teachers will be trained on Read 180.	Reflected in classroom instruction	Instructional Coach	
		Instructional strategies – teachers and students will practice/model annotation and critical thinking strategies and weekly integration of	Reflected in classroom instruction	Instructional Coach	

Conner HS 2022-2023

Objective	Strategy	Activities	Measure of Success	Progress Monitoring	Funding
		context clues and inferencing. Teachers will continue to incorporate Kagan structures and other high yield research based cooperative learning strategies to improve student engagement in the classroom. Instructional coach will continue to collaborate with teachers to incorporate small group instruction and create ways to engage students.			

Conner HS 2022-2023

4: English Learner Progress

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

5: Quality of School Climate and Safety

Goal 5: Increase the Quality of School Climate and Safety indicator from 65.2 to 68 by 2027.					
Objective	Strategy	Activities	Measure of Success	Progress Monitoring	Funding
Objective 1: Increase the Quality of School Climate and Safety indicator from 65.2 to 66 by 2023.	KCWP 5: Design, Align, and Administer Support	Provide training and professional learning regarding emotional and mental wellness supports			
		Align and integrate school mental health, PBIS, and RTI ensuring an interconnected Multi-Tiered Systems of Support framework.			

6: Postsecondary Readiness (high school only)

Goal 6: Increase our Postsecondary Readiness Indicator from 88.7 to 91 by 2027.					
Objective	Strategy	Activities	Measure of Success	Progress Monitoring	Funding
Objective 1 Increase our Postsecondary Readiness Indicator from 88.7 to 89 by 2023.	KCWP 5: Design, Align, and Administer Support	Training and support for counselors, CCR coaches, and teachers using the Academic Planner tool (Infinite Campus) for students, teachers, and parents to have access to academic/pathway planning.	Desired Student Outcome: More proactive planning for college, career, and life, and greater user understanding.		
	KCWP 1 Design & Deploy Standards	Provide authentic career and work place learning experiences. Communicate and facilitate opportunities with YSC and area business or community members to expand student access to real life experiences. Teacher and school leadership team will bring area business members in to conduct mock interviews for seniors.	Students successfully transitioning to college/career	YSC Coordinator/ College & Career Coach	
		Create work site experiences through Navigo, Coop, and internship experiences for students.	Students successfully transitioning to college/career	College & Career Coach	
		Use YouScience to guide students in exploration of various career paths. Counsel students in choosing	# Students successfully complete a pathway	Teachers/CTE Department/ College & Career Coach	

Conner HS 2022-2023

Goal 6: Increase our Postsecondary Readiness Indicator from **88.7** to 91 by 2027.

Objective	Strategy	Activities	Measure of Success	Progress Monitoring	Funding
		appropriate courses and sequencing to guide students in pathway completion as it relates to the student ILP. Promote student internship.			
		Teacher and school leadership team will work closely with YSC to remove barriers and help student be prepared to transition to college or career.	Students successfully transitioning to college/career	YSC Coordinator/ College & Career Coach	
		Host various high demand businesses to present opportunities to parents and students (KY fame, supply change, airport)		College & Career Coach	
		Introduce pathway options to students at the middle school level to make student/parent(s) aware of pathway offerings. Hold a pathway fair/open house.	# students enrolling in a foundational CTE Course	Guidance/ CTE Department	
		Professional Development with YouScience and new graduation requirements. Train staff on how to advise students on how to complete career pathway and be transition ready.	Teacher completion and use of YouScience with students	College & Career Coach	

Conner HS 2022-2023

7: Graduation Rate (high school only)

Goal 7: Increase the Graduation Indicator from 97.3 to 99 by 2027.

Objective	Strategy	Activities	Measure of Success	Progress Monitoring	Funding
Objective 1 Increase the Graduation Indicator from 97.3 to 98 by 2023.	KCWP 5: Design, Align, and Deliver Support	Leadership team will refer students who are not on track to graduate to various alternate programs such as District Diploma and Virtual Program. Placement meetings will take place with all stakeholders to determine placement and plan for individual students.		Leadership Team/ Guidance	
		Teacher and school leadership team will utilize the Persistence to Graduate Tool, intervention rosters, and other tools to identify students who are at risk of failing.	# students graduating	Teachers/Leadership Team/ Guidance	
		Teacher and school leadership team will provide credit recovery, summer school, ESS, and online opportunities to recover credits lost due to failure/incompletes.	# students recovery credits	Teachers/Leadership Team/ Guidance	
		Teachers and school leadership team will work with YSC to help remove barriers for students that are at risk of failing or not graduating.		Teachers/YSC Coordinator/Leadership Team/ Guidance	

Conner HS 2022-2023

Goal 7: Increase the Graduation Indicator from **97.3** to 99 by 2027.

Objective	Strategy	Activities	Measure of Success	Progress Monitoring	Funding
		Remediation – teachers will remediate I's within the course, after each grading quarter, and within 2 weeks of the end of the semester.	# students with failing grades	PLC Content Teams	
		Mentoring – students that are at risk of not graduating will be assigned a advisor. The advisor will meet with the student every weekly to monitor student progress and advocate for their needs.		Teachers/Leadership Team	

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

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

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

Components of Turnaround Leadership Development and Support:
<p>Consider: How will you ensure that school leadership has or develops the skills and disposition to achieve accelerated, meaningful, and sustainable increases in student achievement for underperforming subgroups?</p> <p>Response: Principal attended TSI training through district. Leadership team will work with LSS to review and develop a meaningful and sustainable increase in student achievement through district training and support. Principals attend monthly leadership training.</p>
Identification of Critical Resources Inequities:
<p>Consider: Describe the process used to review the allocation and use of resources (people, time, and money), any resource inequities that were identified that may contribute to underperformance, and how identified resource inequities will be addressed.</p> <p>Response: The process used to review allocations and use of resources is for School Leadership Team and Department Heads to review allocations along with SBDM. Department heads will review allocations with their respective departments and bring revisions and/or approval to school leadership and SBDM. Decisions are made through departments and reviewed/approved at SBDM meetings.</p>
Additional Actions That Address the Causes of Consistently Underperforming Subgroups of Students
<p>Consider: Describe the process used to review the learning culture related to your targeted subgroup(s) and any additional actions that were determined to address the causes of underperformance.</p> <p>Response: PLCs meet weekly to review assessments scores, pacing guides, unit plans and learning culture. Each PLC makes decisions on the learning culture based on data from formal and summative assessments. PLC's have determined a lack of executive functioning skills may be a cause of underperformance in our students with disabilities. Teachers will work in PLC's to learn strategies on improving executive functioning in students. Each PLC is headed by a Principal and Instructional Coach.</p>
Targeted Subgroups and Evidence-Based Interventions:

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

Response: The subgroup we are targeting is students with disabilities. PLC's have determined that reading and math are areas our students with disabilities are underscoring. Teachers will use Read 180 and IXL to target those areas. Teachers will also be trained during PLC's on executive functioning and how they can assist students with disabilities.

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

Conner HS 2022-2023

TSI/ATSI Evidence-based Practices

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

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

Evidence-based Activity	Evidence Citation	Uploaded in eProve
Train staff to implement inductive teaching strategies.	Hattie, J. (2009). Visible Learning: a synthesis of over 800 meta-analyses relating to achievement. Routledge: New York, NY.	<input checked="" type="checkbox"/>
Train staff on executive functioning		<input type="checkbox"/>
Read 180		<input type="checkbox"/>
IXL		<input type="checkbox"/>
Focus Book Study with Team Leaders		<input type="checkbox"/>

Conner HS 2022-2023
Special Considerations for Comprehensive Support and Improvement (CSI) Schools

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

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

Turnaround Team:
Consider: Provide a comprehensive list of persons and entities involved in the turnaround efforts and the specific roles each shall play in the school’s turnaround process Response:
Identification of Critical Resources Inequities:
Consider: Describe the process used to review the allocation and use of resources (people, time, and money), any resource inequities that were identified that may contribute to underperformance, and how identified resource inequities will be addressed. Response:

Evidence-based Practices

Conner HS 2022-2023

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

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

Evidence-based Activity	Evidence Citation	Uploaded in eProve
Train staff to implement inductive teaching strategies.	Hattie, J. (2009). Visible Learning: a synthesis of over 800 meta-analyses relating to achievement. Routledge: New York, NY.	<input checked="" type="checkbox"/>
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Comprehensive School Improvement Plan (CSIP)

Rationale

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

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

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

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

Requirements for Building an Improvement Plan

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

Explanations/Directions

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

1: State Assessment Results in reading and mathematics

Goal 1: Increase READING proficiency from 57% PD to 73.5% PD by May 2027. Increase MATH proficiency from 49% PD to 70.6% by May 2027.					
Objective	Strategy	Activities	Measure of Success	Progress Monitoring	Funding
Objective 1: Increase READING proficiency from 57% PD to 66.8% PD by May 2023. Objective 2: Increase MATH proficiency from 49% PD to 63.3% by May 2023.	KCWP 1 Design & Deploy Standards	Curriculum Refinement – All Ryle teachers will participate in curriculum refinement and alignment activities within Instructional Learning Teams to ensure the delivery of a clear, viable and sequential curriculum. ILT agenda and minutes, administrative support within common plan meetings, curriculum maps, district bundles, teacher ambassadors, standards base instruction	ILT Minutes/Canvas Uniformity by Course/Unified Course Description	Principals, Instructional Coach, Team Leaders, ILT Leaders	
		Standards Based Reporting - All Ryle teachers will participate in creation and refinement of proficiency scales and rubrics which will be utilized in reporting grades starting in 2021-2022. ILT agendas and minutes, administrative support, proficiency scales, rubrics.	ILT Meetings and Professional Learning Agenda for meetings held during Common Plan/Course Descriptions, Rubrics	Principals, Instructional Coach, Team Leaders, ILT Leaders	
	KCWP 2 Design & Deliver Instruction	Interventions – Students will be identified who are below benchmarks for Reading, Math or essential skill deficits in content classes. These	Student Support Meetings, RAP Interventions, CERT benchmark,	Principals, Instructional Coach, Counselors	

Goal 1: Increase READING proficiency from 57% PD to 73.5% PD by May 2027. Increase MATH proficiency from 49% PD to 70.6% by May 2027.

Objective	Strategy	Activities	Measure of Success	Progress Monitoring	Funding
		students will be offered interventions that could include specific courses, RAP tutoring or RAP interventions. RAP Orange, CERT benchmark tests, KYOTE, CASE	CASE results, KYOTE		
		Unit Design – As a school, teachers are working to develop units with the end in mind and incorporate reading, writing and discussion in the daily planning. Completed units, observation, gradebook	Walkthrough documentation, Observations, Unit plans	Principals and Instructional Coach	
		Engagement Strategies – Teachers will use strategies such as Kagan strategies to truly engage students in their learning. Teacher Observations, ILT meetings	Walkthrough documentation, Observations, Unit plans	Principals and Instructional Coach	
		Progress Monitoring – Student progress will be monitored on a regular basis by a school intervention team (SIT) that includes teachers, counselors and administrative team to ensure the implementation and effectiveness of interventions. Tier II	Tier II Intervention Team Meeting Agendas, CERT benchmark, CASE results, Raider Recovery Attendance Sheet	Principals, Tier II Team, Instructional Coach, Counselors	

Goal 1: Increase READING proficiency from 57% PD to 73.5% PD by May 2027. Increase MATH proficiency from 49% PD to 70.6% by May 2027.

Objective	Strategy	Activities	Measure of Success	Progress Monitoring	Funding
		Intervention Team, CERT benchmark tests			
	KCWP 3 Design and Deliver Assessment Literacy	Common Assessments – Instructional learning teams will utilize common formative assessments to assess student learning, collect and analyze data and utilize different instructional strategies to assist the students who are below proficiency standard. Completed common formative and common summative assessments submitted to administration, ILT meetings.	Common formative and summative assessments, ILT meeting agenda and minutes	ILT leaders, Principals, Instructional Coach	
		Assessment by Standards – Teachers will give assessments to communicate student progress on understanding and knowledge of standards. Gradebook.	ILT Meeting Minutes, Gradebook	ILT leaders, Principals, Instructional Coach	
		Benchmark Assessments – Teachers will give benchmark assessments to determine student proficiency. CASE, CERT	CASE, CERT	ILT Leaders, Principals, Instructional Coach	

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

Goal 2: Increase the Proficiency of Science 20% PD to 63.5%, Social Studies 43% PD to 54%, and Writing from 42% PD to 75.8% by May 2027.					
Objective	Strategy	Activities	Measure of Success	Progress Monitoring	Funding
Objective: Increase the Proficiency of Science 20% PD to 54.4%, Social Studies 43% PD to 45.2%, and Writing from 42% PD to 69.7% by May 2023.	KCWP 1 Design & Deploy Standards	Curriculum Refinement – All Ryle teachers will participate in curriculum refinement and alignment activities within Instructional Learning Teams to ensure the delivery of a clear, viable and sequential curriculum. ILT agenda and minutes, administrative support within common plan meetings	ILT Meeting Minutes, Department Meeting Minutes	Department Chairs, ILT Leaders, Principals, Instructional Coach	
		Practice – Students will be required to practice and apply writing skills in all content areas. Completed portfolio piece	Portfolio Piece, Walkthrough documentation	ILT Leaders, Principals, Instructional Coach	
		Student Support – Raider Achievement Program (RAP) will be utilized by students and staff to provide academic support/tutoring/homework assistance to any student who needs help. Student grades RAP history log	Student Grades, RAP History Log	Teachers, Principals	

3: Achievement Gap

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

Objective	Strategy	Activities	Measure of Success	Progress Monitoring	Funding
Objective 1: Increase the reading proficiency for Disability 13% to 28.7% by May 2023. Objective 2: Increase the math proficiency for Disability 10% to 20.1% by May 2023.	KCWP 1 Design & Deploy Standards	ILT Meeting – All teachers including math, English, and collaborative teachers will meet on a weekly basis by course to discuss mastery of standards, instructional techniques and data (including specific data targeting GAP populations). ILT agenda and minutes, administrative support within common plan meetings, rubrics	ILT Meeting Minutes, Rubrics, Proficiency Scales, CASE Results	Principals, ILT Leaders, Instructional Coach	
		Student Support – Study skills class will be utilized to assist at-risk students on improving executive functioning skills necessary for academic and future career success. Spreadsheets of task completion	CERT benchmark, CASE results	Principals and Counselors	
		Student Support – Raider Achievement Program (RAP) will be utilized by students	Student Grades, RAP History Log	Principals and Counselors	

Objective	Strategy	Activities	Measure of Success	Progress Monitoring	Funding
		and staff to provide academic support/tutoring/homework assistance to any student who needs help. Student grades, RAP history log			
		Interventions – Students not at Math or English proficiency in the 9th – 12th grade will be identified and receive targeted interventions that may include: Transitions Math course, collaborative setting, RAP CCR focus groups, study skills class, reading workshops, differentiated instruction and/or online remedial assistance program. STAR, CERT benchmark tests, ACT scores, KYOTE	CERT benchmark, CASE results	Principals and Counselors	
	KCWP 2 Design & Deliver Instruction	Canvas – teachers are incorporating a learning management system within the classroom to assess, communicate and collaborate with teachers and students. Canvas usage reports.	Canvas	Team Leaders, Instructional Coach	
	KCWP 3 Design & Deliver Assessment Literacy	Formative Assessment Lessons – Teachers will utilize formative assessments to determine student understanding and teacher instructional strategies. ILTs	ILT Meeting Minutes, Common Assessments	Principals, ILT Leaders, Instructional Coach	

Objective	Strategy	Activities	Measure of Success	Progress Monitoring	Funding
		will utilize some common formative assessments to determine specific student learning gaps. ILT minutes, common assessments submitted to administration, administration supervision in ILT meetings.			
		Technology – Teachers will use supportive software to assist in student understanding. This may include Canvas, Edgenuity, Kahn, Kahoot, etc. that is used by teachers and students to improve understanding. Gradebook, Canvas usage report	Canvas, Kahn, Gradebook usage report	Principals, ILT Leaders, Instructional Coach	
		ILT – Instructional Learning Teams will examine instructional strategies to improve student understanding and develop common assessments (formative and summative) during their weekly meetings. ILT minutes and administration supervision	ILT Meeting Minutes, Common Assessments	Principals, ILT Leaders, Instructional Coach	
		PBL – Teachers will utilize blended learning in developing units to provide student ownership of learning, differentiate instruction,	ILT Meeting Minutes, Walkthrough documentation,	Principals, Instructional Coach	

Objective	Strategy	Activities	Measure of Success	Progress Monitoring	Funding
		foster higher order thinking and 21st Century skills. Completed unit submitted to administration	Observation documentation		

4: English Learner Progress

Goal 4: Increase the English Learner indicator from 27.8 to by 2027.					
Objective	Strategy	Activities	Measure of Success	Progress Monitoring	Funding
Objective 1: Increase the English Learner indicator from 27.8 to by 2023.	KCWP 5: Design, Align, and Administer Support	Provide quality professional learning for all teachers centered around developing English language proficiency through curriculum, instruction, & assessment, and increase training regarding Sheltered Instruction Observation Protocol (SIOP) strategies for all teachers working with EL students.	Desired Teacher Outcome: Improved teacher efficacy Desired Student Outcome: Increased English proficiency		

5: Quality of School Climate and Safety

Goal 5: Increase the Quality of School Climate and Safety indicator from 67.2 to by 2027.					
Objective	Strategy	Activities	Measure of Success	Progress Monitoring	Funding
Objective 1: Increase the Quality of School Climate and Safety indicator from 67.2 to by 2023.	KCWP 5: Design, Align, and Administer Support	Provide training and professional learning regarding emotional and mental wellness supports			
		Align and integrate school mental health, PBIS, and RTI ensuring an interconnected Multi-Tiered Systems of Support framework.			

6: Postsecondary Readiness (high school only)

Goal 6: Increase our Postsecondary Readiness Indicator from 83.9 to by 2027.

Objective	Strategy	Activities	Measure of Success	Progress Monitoring	Funding
Objective 1 Increase our Postsecondary Readiness Indicator from 83.9 to by 2023.	KCWP 1 Design & Deploy Standards	Instruction – Students not at math or English proficiency in the 9th – 12th grades will be identified and receive targeted interventions that may include transitions course, collaborative setting, reading RAP workshops, CCR Focus Group Workshops, Math Workshops, differentiated instruction and/or online remedial assistance program. Student grades/progress, KYOTE	RAP History Log, CASE, CERT, Gradebook, KYOTE	Principals, Counselors and CCR	
		Dual Credit – Dual credit options are offered through local universities for students to gain access to college curriculum. These opportunities are available for juniors and seniors. Student interest, student grades.	Student Grades, CCR Parent Meetings	Principals, Counselors and CCR	
		CTE – Support alignment of CTE curriculum with EOP and National Industry Certification Standards. EOP and National Industry Certifications earned	EOP and National Industry Certifications earned	CTE Teachers and Counselors	

Goal 6: Increase our Postsecondary Readiness Indicator from 83.9 to by 2027.

Objective	Strategy	Activities	Measure of Success	Progress Monitoring	Funding
		Curriculum – Opportunities and advisement are given for students to seek a rigorous curriculum with access to courses to meet the needs of the students. Student grades.	Website, PLP log, RAP Scheduling Plan (for next year)	Principals, Counselors and CCR	
		Early College – College classes are offered at Gateway Community College for juniors and seniors to earn college credits. Student interest, student grades.	Student Grades, CCR Parent Meetings	Principals, Counselors and CCR	
		AP Courses – A comprehensive AP program is available for students in all content areas. AP exam scores.	Student Grades, AP scores, Master Schedule	Principals, Counselors and CCR	
		Ignite – Students can attend Ignite to earn certifications and work on career skills. Certifications earned.	Certifications earned, Scheduling Plan, Master Schedule	Principals, Counselors and CCR	
		Area Technical Center – Students can attend the ATC to earn certifications in a variety of fields; welding, electricity, diesel mechanics, nursing, auto body and metal fabrication. Certifications earned through program, student grades	Certifications earned, Scheduling Plan, Master Schedule	Principals, Counselors and CCR	

Goal 6: Increase our Postsecondary Readiness Indicator from **83.9** to **90** by 2027.

Objective	Strategy	Activities	Measure of Success	Progress Monitoring	Funding
	KCWP 2 Design & Deliver Instruction	Access to curriculum – Provide students with disabilities access to curriculum via technological advancements. Student grades.	Master Schedule, Canvas, Observations of use by students	Principals, Special Education Department Chair	
		Interventions – A Guidance Counselor and Vice Principal will be utilized to target students who are at risk of failing or dropping out. Counselor will utilize a reading specialist and para-educator to assist with specific interventions to help students gain access to curriculum which will allow them to proceed on a career pathway or become college ready. Drop-out rate, student grades, virtual/online	Counseling Log, Drop-Out Rate, Student Grades, ACCEL enrollment, Individualized Plans	Principals, Counselors	
	KCWP 5: Design, Align, and Administer Support	Training and support for counselors, CCR coaches, and teachers using the Academic Planner tool (Infinite Campus) for students, teachers, and parents to have access to academic/pathway planning.	Desired Student Outcome: More proactive planning for college, career, and life, and greater user understanding.		

Goal 6: Increase our Postsecondary Readiness Indicator from 83.9 to by 2027.

Objective	Strategy	Activities	Measure of Success	Progress Monitoring	Funding
	KCWP 6 Establish Learning Culture & Environment	Parent Information Sessions – Ryle parents and community will become knowledgeable concerning the college readiness benchmarks and Career Pathways through: information sessions provided by Administration, Career Coach, Guidance and Advisement days, administrative communication via; twitter, emails, blogs and newsletters. Feedback from stakeholders	Committee Meeting Attendance, Exchange Day for Teacher Conferences, Newsletter, Open House, Social Media	Principals, Counselors	

7: Graduation Rate (high school only)

Goal 7: Increase the Graduation Indicator from 94.6 to by 2027.

Objective	Strategy	Activities	Measure of Success	Progress Monitoring	Funding
Objective 1 Increase the Graduation Indicator from 94.6 to by 2023.	KCWP 1 Design & Deploy Standards	Team Meetings – ILT's and Departmental teams will meet each month to discuss curriculum alignment, grading practices, mastery of standards, instructional techniques and data (including specific data targeting growth components and consistently identifying the minimal skills/performance levels of knowledge for each class). ILT agenda and minutes, administration supervision. rubrics	ILT Meeting Minutes, Rubrics	Principals, ILT Leaders, Instructional Coach	
	KCWP 2 Design & Deliver Instruction	Interventions – Students not at Math or English proficiency in the 9th – 12th grades will be identified and receive targeted interventions that may include: transitions course, collaborative setting, differentiated instruction and/or online remedial assistance program, CERT programs, study skills and RAP workshops. STAR, CERT,	RAP History Log, Raider Recovery Attendance Sheet, STAR, CERT, ACT, KYOTE	Principals, ILT Leaders, Instructional Coach, Counselors	

Goal 7: Increase the Graduation Indicator from 94.6 to by 2027.

Objective	Strategy	Activities	Measure of Success	Progress Monitoring	Funding
		ACT, KYOTE and teacher recommendations			
		Student Intervention Team – A monthly meeting is held to discuss students at risk of failing. SIT looks at student data and determines obstacles that are in the way and provide necessary assistance to support the student's progress. This could include RAP interventions, study skills, use of mentor, credit recovery options and reading assistance. Student grades.	Tier II Meeting Minutes, RAP History Log, Student Grades	Principals, Counselors, Instructional Coach,	
	KCWP 5: Design, Align, and Deliver Support	Grade Recovery – Students will be offered opportunities to recover credit through school initiated credit recovery programs and summer school opportunities. Completion of program.	RAP Workshops, Raider Recovery Attendance Sheet	Principals and Teachers	
		Academic and Career Advising – Individual Learning Plan (Xello) will be utilized to assist students in creating individualized graduation/career plan. This may include using RAP for	YouScience	Career Coach	

Goal 7: Increase the Graduation Indicator from 94.6 to by 2027.

Objective	Strategy	Activities	Measure of Success	Progress Monitoring	Funding
		college recruiting visits, guest speakers, Career Coach Advising and core content teachers mentoring with students about interests and course of studies. Completion of plan.			
		Teacher Communication – The faculty will communicate regularly with stakeholders using the academic support process, guidance/advisement days, parental contacts, Infinite Campus parent/student portal, Canvas portal. PLP tab.	PLP log, Exchange Day Teacher Conferences, Email	Teachers and Principals	
		Communication/Collaboration – Principal will utilize various methods of communication to keep stakeholders informed of school programs. Principal blogs, newsletter, social media, emails, website and opportunities for parents and students to participate in school communities.	Newsletter, Social Media, Weekly Emails, Website	Principals	
		Guidance Office Communication – Guidance staff will visit with RAP classes for Career/Academic	Website, PLP log, RAP Scheduling Plan (for next year)	Counselors	

Goal 7: Increase the Graduation Indicator from 94.6 to by 2027.					
Objective	Strategy	Activities	Measure of Success	Progress Monitoring	Funding
		Advising. This may include discussion of ILP, class pathways for careers, ACT scores and financial aid information. Guidance staff will provide workshops during RAP for career and academic information. Website, RAP history log, Monday RAP log sheets			

8: Other (Optional)

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

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

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

Components of Turnaround Leadership Development and Support:

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

Response: SIOP Training for Admin, Monthly Special Education PLCs

Identification of Critical Resources Inequities:

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

Response: Being addressed with our master schedule. I have reallocated teachers for our ELL population and SBDM has purchased another Special Education Position

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

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

Response: ILT Meetings, Commons Summative data and

Targeted Subgroups and Evidence-Based Interventions:

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

Response:

Targeted Subgroup: Special Education. We utilize KAGAN strategies in our classrooms and also our Core courses utilize the co-teaching model.

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

TSI/ATSI Evidence-based Practices

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

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

Evidence-based Activity	Evidence Citation	Uploaded in eProve
Train staff to implement inductive teaching strategies.	Hattie, J. (2009). Visible Learning: a synthesis of over 800 meta-analyses relating to achievement. Routledge: New York, NY.	<input checked="" type="checkbox"/>
Read-180	https://www.evidenceforessa.org/programs/reading/read-180-secondary-reading	<input type="checkbox"/>
		<input type="checkbox"/>
KAGAN Strategies	Using KAGAN strategies in all classrooms. Cooperative Learning as an Evidence-Based Teaching Strategy: What Teachers Know, Believe, and How They Use It https://eric.ed.gov/?id=EJ1258601	<input type="checkbox"/>
Co-Teaching Model	Core courses utilize a co-teaching model. Hanover Research (2012)The Effectiveness of the Co-Teaching Model-Inclusion Material	<input type="checkbox"/>