

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: Reading: By 2023, 40% of South Heights’ students in grades 3-5 will score proficient/distinguished on the state assessment. Math: By 2023, 25% of South Heights’ students in grades 3-5 will score proficient/distinguished on the state assessment		
Which Strategy will the district use to address this goal? <i>(The Strategy can be based upon the six Key Core Work Processes listed below or another research-based approach. Provide justification and/or attach evidence for why the strategy was chosen.)</i> <ul style="list-style-type: none"> KCWP 1: Design and Deploy Standards KCWP 2: Design and Deliver Instruction KCWP 3: Design and Deliver Assessment Literacy KCWP 4: Review, Analyze and Apply Data KCWP 5: Design, Align and Deliver Support KCWP 6: Establishing Learning Culture and Environment 	Which Activities will the district deploy based on the strategy or strategies chosen? <i>(The links to the Key Core Work Processes activity bank below may be a helpful resource. Provide a brief explanation or justification for the activity.</i> <ul style="list-style-type: none"> KCWP1: Design and Deploy Standards Classroom Activities KCWP2: Design and Deliver Instruction Classroom Activities KCWP3: Design and Deliver Assessment Literacy Classroom Activities KCWP4: Review, Analyze and Apply Data Classroom Activities KCWP5: Design, Align and Deliver Support Classroom Activities KCWP6: Establishing Learning Culture and Environment Classroom Activities 	In the following chart, identify the timeline for the activity or activities, the person(s) responsible for ensuring the fidelity of the activity or activities, and necessary funding to execute the activity or activities.

Objective	Strategy	Activities to Deploy Strategy	Measure of Success	Progress Monitoring Date & Notes	Funding
Objective 1: By 2023, at least 40% of students will score at or above proficiency in Reading.	KCWP 1: Design and Deploy Standards- Through development of curriculum maps and pacing guides using state standards, teachers will be able to execute standards through instructional objectives and learning trajectories.	Planning/Instruction: K-5 ELA teachers will develop a comprehensive and rigorous plan in a combined effort to create more grade level readers and decrease novice readers. This plan will ensure no instructional gaps in the essential skills and content taught at each grade level. ELA teachers will participate in district PLCs that will provide learning opportunities of the Fountas and Pinnell Classroom. They will be provided time daily for lesson planning, to share effective strategies/activities and analyze student work.	Increase in Proficient and Distinguished readers; decrease in novice readers		District Funded
		Instruction: ELA Teachers will implement 180 minutes daily of reading/language arts instruction	Increase in Proficient and		District funded &

Objective	Strategy	Activities to Deploy Strategy	Measure of Success	Progress Monitoring Date & Notes	Funding
		using a variety of resources including FPC & StoryWorks Magazine (2-5) to include phonics, fluency, vocabulary, grammar, writing, comprehension instruction with whole group, small group, and one-on-one activities.	Distinguished readers; decrease in novice readers		Title I for Story Works
	KCWP 2: Design and Deliver Instruction -Teachers and staff will implement appropriate literary strategies to increase student achievement in reading during Tier I instruction. Tier II and Tier III supports are designed to help students meet annual growth, in addition to catch up growth.	After School Services: Targeted students will receive ESS services for additional reading instruction after school for 1 hour weekly. Classroom teachers will provide this instruction.	Increased reading achievement		ESS \$4000
		Lexia: All students, K-5, will complete Lexia Literacy lessons for a minimum of 30 minutes daily to reinforce and support reading growth.	Increased reading achievement		\$6000
	KCWP 3: Design and Deliver Assessment Literacy -Using a balanced assessment system, teachers will be able to inform their instruction and help students self-regulate their own learning.	Supplemental Resources: K-5 teachers have IXL and BrainPOP accounts for each student to provide learning opportunities to practice and reinforce needs skills.	Increased reading achievement		Title I \$5000
		Assessment: MAP is administered twice yearly to K-5 th grade students in the area of reading. Students' mastery of reading skills is tracked using Lexia, and the Benchmark Assessment System (BAS). The results are analyzed and instructional strategies are implemented to best meet the needs of students.	Increase in Proficient and Distinguished readers; decrease in novice readers		District funded
		Assessment: K students' mastery of reading skills is tracked using the Reading Continuum Inventory (RIC).	Mastery of Reading Skills		\$0
		Assessment: Students in grades 3-5 take common assessments, and the results are analyzed and instructional strategies are implemented to best meet the needs of students.	Increased reading achievement		\$0
		Assessment: Grades 1-5 students will be administered the Benchmark Assessment System (BAS) 2x yearly to measures, comprehension, fluency, and accuracy. The data is used to place students in guided reading groups to further their abilities.	Increased reading achievement		\$0

Objective	Strategy	Activities to Deploy Strategy	Measure of Success	Progress Monitoring Date & Notes	Funding
		Work Analysis: Teachers in grades K-5 will analyze student work, including but not limited to the Reading Inventory Continuum, BAS, and other grade level common and formative assessments. Teachers will be responsible for keeping data to show progress and need for intervention, including but not limited to Sight Words, Fluency and comprehension checks. The students who lack progress in the areas are closely monitored through RTI time.	Increase in Proficient and Distinguished readers; decrease in novice readers		\$0
	KCWP 4: Review, Analyze, and apply Data- Through analysis of a variety of reading assessments, we will identify students not yet reaching proficiency in grade level standards and refine instructional strategies based on patterns in the data. Data analysis of nationally normed assessments will help to discover skill deficits of students and differentiated instruction will be planned based on the results.	Planning/Instruction: K-5 math teachers will develop a comprehensive and rigorous plan aligned with MIF in a combined effort to create more grade-level math students. Math teachers will have common planning throughout the week that allows for lesson planning and the opportunity to share effective strategies/activities, and analysis student work.	Increase in Proficient and Distinguished scores in Math; decrease in novice scores in Math		District funded
Objective 2: By 2023, at least 25% of students will score at or above proficiency in Math.	KCWP 1: Design and Deploy Standards- Through development of curriculum maps and pacing guides using state standards, teachers will be able to execute standards through instructional objectives and learning trajectories.	Instruction: Teachers will implement at least 60 minutes daily of math instruction with MIF curriculum including pre-assessments, guided practice, reteach, extra practice, chapter reviews, and test preps. Teachers will instruct 30 minutes daily using Everyday Calendar Counts Calendar Math through the use of manipulatives and Activboards	Increase Proficient and Distinguished scores in Math; decrease Novice scores in math		District funded
		After School Services: Targeted students will receive ESS services for additional math instruction after school for 1 hour weekly. Classroom teachers will provide this instruction.	Increased math achievement		ESS \$4000
		Supplemental Resources: K-5 teachers have Reflex, IXL and BrainPOP accounts for each student to provide learning opportunities that allows for practice and reinforcement of needs skills.	Increased math achievement		Title I \$5000

Objective	Strategy	Activities to Deploy Strategy	Measure of Success	Progress Monitoring Date & Notes	Funding
	KCWP 2: Design and Deliver Instruction- Teachers and staff will implement appropriate literary strategies to increase student achievement in reading during Tier I instruction. Tier II and Tier III supports are designed to help students meet annual growth, in addition to catch up growth.	Assessment: MAP is administered twice yearly to K-5 th grade students in the area of math. Results are analyzed and small groups are developed to better meet students mathematical needs. The results will be analyzed changes in instruction will be made to best meet students' academic needs in mathematics.	Increase Proficient and Distinguished scores in Math; decrease Novice scores in math		District funded
		Work Analysis: Teachers will give 2 to 4 (depending on grade level) district common assessments to allow for timed practice and to determine mastery of content. The student score data will be analyzed to decide re-teaching strategies and design instruction.	Increase Proficient and Distinguished scores in Math; decrease Novice scores in math		\$0
	KCWP 3: Design and Deliver Assessment Literacy- Using a balanced assessment system, teachers will be able to inform their instruction and help students self-regulate their own learning.				
	KCWP 4: Review, Analyze, and apply Data- Through analysis of a variety of reading assessments, we will identify students not yet reaching proficiency in grade level standards and refine instructional strategies based on patterns in the data. Data analysis of nationally normed assessments will help to discover skill deficits of students and differentiated instruction will be planned based on the results.				

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

Goal 2: By 2023, South Heights will improve the percentage of students scoring P/D in the separate academic indicator subjects as follows. Science: 30% Social Studies: 65% Writing: 50%		
Which Strategy will the district use to address this goal? <i>(The Strategy can be based upon the six Key Core Work Processes listed below or another research-based approach. Provide justification and/or attach evidence for why the strategy was chosen.)</i> <ul style="list-style-type: none">KCWP 1: Design and Deploy StandardsKCWP 2: Design and Deliver InstructionKCWP 3: Design and Deliver Assessment LiteracyKCWP 4: Review, Analyze and Apply DataKCWP 5: Design, Align and Deliver SupportKCWP 6: Establishing Learning Culture and Environment	Which Activities will the district deploy based on the strategy or strategies chosen? <i>(The links to the Key Core Work Processes activity bank below may be a helpful resource. Provide a brief explanation or justification for the activity.</i> <ul style="list-style-type: none">KCWP1: Design and Deploy Standards Classroom ActivitiesKCWP2: Design and Deliver Instruction Classroom ActivitiesKCWP3: Design and Deliver Assessment Literacy Classroom ActivitiesKCWP4: Review, Analyze and Apply Data Classroom ActivitiesKCWP5: Design, Align and Deliver Support Classroom ActivitiesKCWP6: Establishing Learning Culture and Environment Classroom Activities	In the following chart, identify the timeline for the activity or activities, the person(s) responsible for ensuring the fidelity of the activity or activities, and necessary funding to execute the activity or activities.

Objective	Strategy	Activities to Deploy Strategy	Measure of Success	Progress Monitoring Date & Notes	Funding
Objective 1: By 2023, the percentage of students scoring P/D in Science will increase to at least 30%.	Design and Deploy Standards- A variety of planning occurs to ensure Science standards are covered K-5.	Science: Science teachers from each elementary school collaborated to create a district wide “Science Plan” for grades K-5. The plan is divided into four marking periods and follows “Mystery Science” units and Bringing Science Alive.	Students will enter each grade level with more science and engineering experience. This will translate into an increase in % P/D in Science on the KSA test.		\$0
		Science: At the conclusion of each Science Unit, the teacher will administer a TCT from the bank. Each grade level administers a minimum of 2 TCTs each school year.	Students will enter each grade level with more science and engineering experience. This will translate into an increase in % P/D in Science on the KSA test.		\$0
		Science: A master schedule was created to include science integration for grades K-5.	Students will enter each grade level with more science and engineering experience. This will translate into an increase in		\$0

Objective	Strategy	Activities to Deploy Strategy	Measure of Success	Progress Monitoring Date & Notes	Funding
	Design and Deliver Instruction- Teachers deliver science instruction a minimum of 2xs per week. Fourth grade teachers deliver science instruction daily.		% P/D in Science on the KSA test		
		Science: The teacher will use Mystery Science Units, Bring Science Alive and other resources to address NGSS.	Increased science knowledge that will increase % of P/D on the KSA test.		District funded
		STEAM Lab —The media center has been transformed into a STEAM lab. Weekly, students participate in STEAM activities during their scheduled “library” time. The lab is also available for additional class use as an extension of classroom lessons.	Increased % of P/D scores on the science KSA.		District funded grant
	Review, Analyze, and Apply Data Results- Data from TCTs are used to inform instruction at grades K-5.	Science: TCTs are analyzed by the teachers to help find gaps and reinforce science instruction.	Increased % of P/D scores on the science KSA.		\$0
Objective 2: By 2023, the percentage of students scoring P/D in Social Studies will increase to at least 65%.	Design and Deploy Standards- A variety of planning occurs to ensure Social Studies standards are covered K-5.	Social Studies: Using the KAS standards, History Alive, and other social studies resources, the fifth grade teachers will collaborate to create a school wide “Social Studies Plan”. This plan chunks grade level standards into the most necessary foundational knowledge needed at each level to develop an understanding of the social studies content. The plan is divided into four marking periods.	Increased % of P/D scores on the social Studies KSA		\$0
		Social Studies: Teachers meet weekly to plan the social studies content to be taught.	Increased % of P/D scores on the social Studies KSA.		\$0
	Design and Deliver Instruction- K-4 teachers deliver social studies instruction a minimum of 2xs per week. Fifth grade teachers deliver social studies instruction daily.	Social Studies Fifth grade teachers use a spiral review to keep concepts familiar to students throughout the school year. Students frequently answer an open-ended question daily on a topic previously covered.	Increased % of P/D scores on the social Studies KSA.		\$0
		Social Studies Master schedule includes dedicated blocks of for social studies instruction K-5.	Increased % of P/D scores on the social Studies KSA.		\$0

Objective	Strategy	Activities to Deploy Strategy	Measure of Success	Progress Monitoring Date & Notes	Funding
	Design and Deliver Assessment Literacy- A variety of assessments will be used to guide Social Studies instruction throughout the year and help improve our curriculum planning.	Social Studies Teachers will administer short summative assessments at the end of each marking period to ensure understanding of the social studies content.	Increased % of P/D scores on the social Studies KSA		\$0
Objective 3: By 2021, the percentage of students scoring P/D in Writing will increase to least 50%.	Design and Deploy Standards- A variety of planning occurs to ensure Writing standards are covered K-5.	Writing: The Curriculum committee collaborated to create a school wide "Writing Plan". This plan chunks grade level standards into the most necessary foundational knowledge needed at each level to develop quality writers. The plan maps out expectations for both paragraph/On Demand Writing, as well as constructed response (ER and SA).	Students will enter each grade level as better writers. This will translate into an increase in % P/D in Writing on the KSA test.		\$0
		Writing: ELA pacing guides were created in grades 3-5 with the input of teachers across the district. These pacing guides include the writing standards and when specific pieces should be taught and assessed.	Students will enter each grade level as better writers. This will translate into an increase in % P/D in Writing on the KSA test.		\$0
	Design and Deliver Instruction- K-4th grade teachers deliver explicit writing instruction a minimum of 3xs per week. Fifth grade teachers deliver writing instruction 4 days weekly.	Writing: With paragraph writing, teachers use Writing revolution. This is outlined in the school writing plan, with examples.	Students will enter each grade level as better writers. This will translate into an increase in % P/D in Writing on the KSA test.		\$0
		Writing: Lesson plan expectations and master schedule require writing instruction to occur a minimum of 3x per week in grades K-4. Writing instruction occurs 4x weekly in 5 th grade.	Students will enter each grade level as better writers. This will translate into an increase in % P/D in Writing on the KSA test.		\$0
		Writing: Teachers in grades 2-5 provide weekly modeling of constructed responses using CUBES. Student is required to complete one independently the same week, after modeling. Students re-write answers to proficiency.	Students will enter each grade level as better writers. This will translate into an increase in % P/D in Writing on the KSA test.		\$0
	Review, Analyze, and Apply Data Results- Writing is collected	Writing: Analysis of common writing assessments (grades 3-5) occurs each	District analysis of the ELA DCA (grades 3-5) occurs each		\$0

Objective	Strategy	Activities to Deploy Strategy	Measure of Success	Progress Monitoring Date & Notes	Funding
	and analyzed at the classroom, school, and district level to help improve and inform instruction.	marking period (1-3). Writing and scoring practices are compared across grade levels.	marking period (1-3). Writing and scoring practices are compared across district.		

3: Achievement Gap

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

Goal 3: By 2023, the percentage of South Heights’ students in our non-duplicated gap group scoring proficient or distinguished will increase as follows: Reading: 40% Math: 25%.		
Which Strategy will the district use to address this goal? <i>(The Strategy can be based upon the six Key Core Work Processes listed below or another research-based approach. Provide justification and/or attach evidence for why the strategy was chosen.)</i> <ul style="list-style-type: none">KCWP 1: Design and Deploy StandardsKCWP 2: Design and Deliver Instruction	Which Activities will the district deploy based on the strategy or strategies chosen? <i>(The links to the Key Core Work Processes activity bank below may be a helpful resource. Provide a brief explanation or justification for the activity.</i> <ul style="list-style-type: none">KCWP1: Design and Deploy Standards Classroom ActivitiesKCWP2: Design and Deliver Instruction Classroom ActivitiesKCWP3: Design and Deliver Assessment Literacy Classroom ActivitiesKCWP4: Review, Analyze and Apply Data Classroom ActivitiesKCWP5: Design, Align and Deliver Support Classroom ActivitiesKCWP6: Establishing Learning Culture and Environment Classroom Activities	In the following chart, identify the timeline for the activity or activities, the person(s) responsible for ensuring the fidelity of the activity or activities, and necessary funding to execute the activity or activities.

<ul style="list-style-type: none">• KCWP 3: Design and Deliver Assessment Literacy• KCWP 4: Review, Analyze and Apply Data• KCWP 5: Design, Align and Deliver Support• KCWP 6: Establishing Learning Culture and Environment		
---	--	--

Objective	Strategy	Activities to Deploy Strategy	Measure of Success	Progress Monitoring Date & Notes	Funding
Objective 1: By 2023, at least 40% of students will score at or above proficiency in Reading.	Design and Deliver Instruction -High quality Tier I instruction is provided to all gap students in all content areas.	Instruction: All students, including gap students, receive Tier 1 reading instruction, free of any other pullout disruptions.	Increased percentage of students scoring P/D on Spring 2021 KSA. Decrease in percentage of students scoring novice on Spring 2022 KSA		\$0
		Instruction: Teachers will participate in various reading professional learning opportunities throughout the school year led by Heinemann (FPC), District Reading Coach and Instructional Coaches.	Walk through data		\$0
		Instruction: District walkthroughs for Special Education teachers conducted by District Reading Coach, Special Education Director, and other District Office Staff, Feedback will be provided and coaching will be offered (if needed) to improve reading instruction.	Walk through data will show growth based on feedback and coaching suggestions		\$0
		Instruction: Special Education teachers and Regular classroom teachers will have a common weekly PLC time. In addition, special education teachers will have a weekly common planning time to allow for profession growth.	Cohesiveness of lesson plans for students with disabilities.		\$0

Objective	Strategy	Activities to Deploy Strategy	Measure of Success	Progress Monitoring Date & Notes	Funding
	Design and Delivery Assessment Literacy -A combination of formative and summative assessments are used to guide instruction.	Instruction (support): All students, K-5, will do the Lexia Literacy Program for a minimum of 30 minutes daily to reinforce and support the components of reading.	Increased reading achievement		
		Special Education: Students with disabilities participate in all common assessments. Each student will have a testing buddy to provide accommodations.	Increased percentage of students scoring P/D on Spring 2022 KPREP. Decrease in percentage of students scoring novice on Spring 2022 KSA		\$0
		Rtl: Services will be provided school wide to all Tier II and Tier III students. Retired certified teachers will provide small group reading instructions to the Tier II students. Classroom teachers will provide small group reading instruction to all Tier III students. These small groups will include all identified gap students. Tier III students will be progressed monitored weekly using Aimsweb. Tier II students will be progressed monitored biweekly using essential learning checks appropriate to their individual need. Both Tiers will be monitored and concerns will be discussed weekly.	Increased reading achievement		\$15000
		ESS: After school ESS, services are available two days weekly for reading. Students are invited to attend to work in small groups on targeted skills and/or practice skills on age appropriate web based learning programs. Students invited to attend are part of our gap group.	Greater achievement in reading		ESS \$4000
		Gap Students: All gap students receive Tier 1 math instruction, free of any other pullout disruptions.	Greater achievement in math		\$0
Objective 2: By 2023, at least 25% of students will	Design and Deliver Instruction -High quality Tier I instruction is provided	Instruction: Teachers will participate in various math professional learning opportunities throughout the school year led by District Math Coach and Instructional Coaches.	Greater achievement in math		\$0
		Special Education: SpEd teachers and Regular classroom teachers will have a common weekly PLC time. In addition, special education teachers	Cohesiveness of lesson plans for delivering quality instruction to students with disabilities.		\$0

Objective	Strategy	Activities to Deploy Strategy	Measure of Success	Progress Monitoring Date & Notes	Funding
score at or above proficiency in Math.	to all gap students in all content areas.	will have a weekly common planning time to allow for profession growth.			
		Special Education: Students with disabilities participate in all district Math common assessments. Each student will have a testing buddy to provide accommodations for each of the DCAs.	Increased percentage of students scoring P/D on Spring 2022 KSA. Decrease in percentage of students scoring novice on Spring 2023,		\$0
	Design and Delivery Assessment Literacy- A combination of formative and summative assessments are used to guide instruction.	Rtl: Services will be provided school wide to all Tier II and Tier III students. Retired Certified teachers will provide small group math instructions to the Tier III students. Classroom teachers will provide small group math instruction to all Tier II students. These small groups will include all identified gap students. Tier III students will be progressed monitored weekly using AIMS web. Tier II students will be progressed monitored biweekly using essential learning checks appropriate to their individual need. Both Tiers will be monitored and concerns will be discussed weekly.	Greater achievement in math		\$15,000
	Design, Align, and Deliver Support- Support services help provide opportunities to our students who need additional assistance				

4: English Learner Progress

Goal 4 (State your English Learner goal.): By Spring break 2023, ALL ELL students will make gains on KSA					
Objective	Strategy	Activities	Measure of Success	Progress Monitoring	Funding
Objective 1 ELL students will score 50% on KSA and WIDA test	ELL teacher will work on program that helps reading level of ELL students	Family connection Meetings, Parent Conference, Writing Celebration, Family Education Evening, Phone/Teams Conferences, PTA Family Fun Events, Volunteering, Principal Teams Coffee or Brown Bag Meetings and Parent led grade level meetings.	Test scores		District funded
Objective 2					

5: Quality of School Climate and Safety

Goal 5 (State your climate and safety goal.): By 2023, we will score 90% on the QSCS					
Objective	Strategy	Activities	Measure of Success	Progress Monitoring	Funding
Objective 1 Students will score 90% on the QSCS.	Check and connect with students	Each student will be connected to an adult in the building	KSA score		\$0
Objective 2					

6: Postsecondary Readiness (high school only)

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

7: Graduation Rate (high school only)

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

8: Other (Optional)

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

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

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

Components of Turnaround Leadership Development and Support:
Consider: How will you ensure that school leadership has or develops the skills and disposition to achieve accelerated, meaningful, and sustainable increases in student achievement for underperforming subgroups? Response:
Identification of Critical Resources Inequities:
Consider: Describe the process used to review the allocation and use of resources (people, time, and money), any resource inequities that were identified that may contribute to underperformance, and how identified resource inequities will be addressed. Response:
Additional Actions That Address the Causes of Consistently Underperforming Subgroups of Students
Consider: Describe the process used to review the learning culture related to your targeted subgroup(s) and any additional actions that were determined to address the causes of underperformance. Response:
Targeted Subgroups and Evidence-Based Interventions:
Consider: Identify the areas of need revealed by the analysis of academic and non-academic data that will be addressed through CSIP activities for your targeted subgroup(s). What evidence-based practice(s) will the school incorporate that specifically targets the subgroup(s) achievement that contributed to the TSI identification? How will we monitor the evidence-based practice to ensure it is implemented with fidelity? Response:
Complete the table 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
Train staff to implement inductive teaching strategies.	Hattie, J. (2009). Visible Learning: a synthesis of over 800 meta-analyses relating to achievement. Routledge: New York, NY.	<input checked="" type="checkbox"/>
		<input type="checkbox"/>
		<input type="checkbox"/>
		<input type="checkbox"/>
		<input type="checkbox"/>

Special Considerations for Comprehensive Support and Improvement (CSI) Schools

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

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

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

Evidence-based Practices

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

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

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