42Comprehensive 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

Alignment to Needs:

Results of the Phase Two needs assessment process should inform the development of the comprehensive school improvement plan. List the identified priorities below to be addressed in order to build staff capacity and increase student achievement.

Priorities/Concerns from Needs Assessment for Schools

List two or three of the greatest areas of weakness identified in question #5 of the Needs Assessment for Schools that will be thoroughly addressed in the strategies and activities outlined in this template.

Math Scores
Reading Comprehension
On-Demand Writing

Processes, Practices, or Conditions to be Addressed from Key Elements Template

List two or three of the processes, practices, or conditions identified on the School Key Elements Template that the school will focus its resources and efforts upon and thoroughly address in the strategies and activities outlined in this template.

KCWP 1: Design and Deploy Standards

What evidence is there that your school continually assesses, reviews, and revises curricula to support students' attainment of the knowledge, skills, and dispositions outlined in the Kentucky Academic Standards?

KCWP 2: Design and Deliver Instruction
What evidence is there that your instruction is highly effective, culturally responsive, evidence-based, and provided to all students in the classroom?

KCWP 4: Review, Analyze, Apply Data Results
What evidence is there that you have an established system for examining and interpreting all the data that is in schools (e.g., formative, summative, benchmark, and interim assessment data) in order to determine priorities for individual student success?

Indicator Scores

List the overall scores of status and change for each indicator.

Indicator	Status	Change
State Assessment Results in reading and mathematics	42	18
State Assessment Results in science, social studies and writing	54.6	10.9
English Learner Progress	0	
Quality of School Climate and Safety	59.3	0.3
Postsecondary Readiness (high schools and districts only)	113	8.9
Graduation Rate (high schools and districts only)	98	5.7

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 state assessment results in reading and mathematics, state assessment results in science, social studies and writing, achievement gap, English learner progress, and quality of school climate and safety. High schools must address 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, and graduation rate. Long-term goals 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. Objectives should address state assessment results and/or aligned formative assessments. 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. *Six Sigma, Shipley, Baldridge, etc.*).	Describe the actionable steps the school will take 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 (State your reading and math goal.): Allen County-Scottsville High School will increase the averaged combined reading and math scores from 42% to 72% by May of 2027, according to state-level assessment data

Objective	Strategy	Activities	Measure of Success	Progress Monitoring	Funding
Objective 1 Continue to learn as a teaching professional to create and identify a defined curriculum for reading objectives, activities, and assessments that are congruent with all standards in each area. Reading 42%-52% 3 Year Outlook 42%-72%	KCWP1: Design and Deploy Standards	Teachers will continue work with standards, vertical alignment, and unit planning in the content areas of math and reading	Lesson plan data, lesson study data, observation data	Ongoing: PLCs monitored by principals and supported as needed by instructional coaches. Review of current reality and next steps feedback lead by principals	$0
		Teacher will implement CER for writing arguments with the adoption of a school-wide, student-friendly rubric	Single column rubric that reflects CER for informal writing, adapted for each content area.	By May of 2023: ELA Coach and Principals May 2024 August 2024 November 2024	$0
	KCWP 2: Design and Deliver Instruction				
		Teachers will have training in Reading/ELA: ACSHS: teaching reading across disciplines	Sign-in sheets will serve as evidence of attendance.	Daily observations by principals and coaches; walk-thru data, coaching data, and observation data	Title funds, IAL funds
		Teachers will learn new instructional strategies and PBL training to expand their knowledge and understanding of creating student-centered environments and opportunities for deeper learning.	Teaching strategies data, FastBridge data, MVPA data, KSA data	Weekly: Principal walk-throughs, and learning walks with district coaches and teachers.	MAF grant, Title funds
		Teachers will be trained in teaching English conceptually and Standards for English Practices	Attendance, reflections, classroom observations	Ongoing: Instructional coaches and principals will provide feedback during observations, PLCs, and planning May 2024 August 2024	MAF grant, ESSER funds

Goal 1 (State your reading and math goal.): Allen County-Scottsville High School will increase the averaged combined reading and math scores from 42% to 72% by May of 2027, according to state-level assessment data

Objective	Strategy	Activities	Measure of Success	Progress Monitoring	Funding
				November 2024	
		Teachers have implemented google classrooms to communicate more efficiently between teacher and students. This also allows teachers to set up google docs for students to submit work for immediate feedback. Digital learning coaches will provide personalized and continuous professional development focused on the effective use of instructional technology to enhance instructional strategies and actively engage students at high levels.	Principals, Instructional Coach, PLC team Leaders.	May 2024 August 2024 November 2024	$0
		PLCs will utilize a tuning protocol (Charrette) to receive feedback on project based learning activity for revision.	Principals, Instructional Coach, PLC team Leaders	May 2024 August 2024 November 2024	$0
		Vertical meetings within the PLC's will help teachers align the curriculum. This will maximize communication and collaboration among teachers, helping them understand how their instructional decisions contribute to students' overall learning.	Principals, Instructional Coach, PLC team Leaders.	May 2024 August 2024 November 2024	$0
	KCWP 4 Review, Analyze, and Apply Data	Using dial analysis teachers analyze data weekly and identify next steps for specific students to improve their performance in the classroom.	Principals, Instructional Coach, PLC team Leaders.	May 2024 August 2024 November 2024	$0

Goal 1 (State your reading and math goal.): Allen County-Scottsville High School will increase the averaged combined reading and math scores from 42% to 72% by May of 2027, according to state-level assessment data

Objective	Strategy	Activities	Measure of Success	Progress Monitoring	Funding
		Multiple assessments will be designed to provide meaningful feedback, analyzed to inform students needs and determine reading interventions for students in all their Tiers.	MTSS intervention data, Assessment Data, and Intervention	May 2024 August 2024 November 2024	Title Funds, RLI funds, MAF, ESS, IAL
Objective 2 Continue to learn as a teaching professional to create and identify a defined curriculum for math objectives, activities, and assessments that are congruent with all standards in each area. Math 35%-55% 3-Year Outlook 35%-65%	KCWP1: Design and Deploy Standards	Teacher will work in vertical teams to ensure that the curriculum has continuity throughout the 3 major core classes. Algebra1, Algebra 2, and Geometry.	PLCs, Coaching Cycles, Unit Plans, classroom observations, and common assessment.	Ongoing: PLCs monitored by principals and supported as needed by instructional coaches. Review of current reality and next steps feedback lead by principals May 2024 August 2024 November 2024	$0
		Teachers will meet in PLCs to create and update lesson and unit plans thought out the year. Also, making the change with illustrative math as the departments main curriculum	Principals, Instructional Coach, PLC team Leaders.	Weekly: Monitored by the administration during walkthroughs. PLC meeting minutes, and coaching cycles May 2024 August 2024 November 2024	$0
	KCWP 2: Design and Deliver Instruction	Teachers will be trained in teaching mathematics conceptually and Standards for Mathematical Practices	Attendance, reflections, classroom observations	Ongoing: Instructional coaches and principals will provide feedback during observations, PLCs, and planning May 2024 August 2024 November 2024	MAF grant, ESSER funds

Goal 1 (State your reading and math goal.): Allen County-Scottsville High School will increase the averaged combined reading and math scores from 42% to 72% by May of 2027, according to state-level assessment data

Objective	Strategy	Activities	Measure of Success	Progress Monitoring	Funding
		Teachers will learn new instructional strategies to expand their knowledge and understanding of evidence-based practices for deeper learning, student-centered classrooms. (Kagan Engagement Strategies, Teacher Clarity, Desmos, Math in Practice, Structured Literacy, and PBL)	Teaching strategies data, FastBridge data, MVPA data, KSA data	Monthly: Principal walk-throughs, district implementation and impact checks May 2024 August 2024 November 2024	Title funds, RLI funds IAL funds
	KCWP 4 Review, Analyze, and Apply Data	PLC/Data Teams will have ongoing weekly conversations about standards, common assessments, and evidence-based instructional strategies and differentiation to meet the needs of all students, including data from Fast bridge and MVPA	PLC meeting observation data, PLC continuum/rubric, Fast bridge/MVPA	Weekly: Principals and instructional coaches observe and provide feedback; Data teams May 2024 August 2024 November 2024	$0
		Mastery Prep/ACT Practice tests will be given to students 3x per year	Data will be analyzed after each given test	3x each year: Principal, instructional coach, counselors	Section 6, ESS Funds

2: State Assessment Results in Science, Social Studies and Writing

Goal 2 (State your science, social studies, and writing goal.): Allen County-Scottsville High School will increase the averaged combined science and social studies writing scores from 49.2% to 63.7 by May of 2027, according to state-level assessment data.

Objective	Strategy	Activities	Measure of Success	Progress Monitoring	Funding
Objective 1 The percentage of students scoring proficient and distinguished in science writing will increase by 10% annually: Science 31%-41% 3-Year Outlook: 31%-60%	KCWP1: Design and Deploy Standards	Teachers will continue work with standards, vertical alignment, and unit planning in the content areas of science and writing	Lesson plan data, lesson study data, observation data	Ongoing: PLCs monitored by principals and supported as needed by instructional coach. Review of current reality and next steps feedback lead by principals May 2024 August 2024 November 2024	$0
		Teachers will implement CER for writing with the adoption of a school-wide, student-friendly rubric	Single column rubric that reflects CER for writing, adapted for each content area	Ongoing: Instructional Coach, department heads, PLCs and principals May 2024 August 2024 November 2024	$0
	KCWP 2: Design and Deliver Instruction	Teachers will ensure intentional, congruent Tier I Instruction is occurring in all classrooms and provide Tier II and MTSS interventions to students.	Triangulated student assessment data demonstrates individual student growth and progress towards proficiency	Ongoing: Instructional coach, principals May 2024 August 2024 November 2024	Title funds, ESS funds
		Teachers will follow the Kentucky Academic Standards and post learning intentions and success criteria for every class. Teachers will use the learning intentions and success criteria to build clarity for their students.	Lesson plan data, lesson study data, observation data	Weekly: Monitored by administration, observations, learning walks, unit plans, PLCs,	$0

Goal 2 (State your science, social studies, and writing goal.): Allen County-Scottsville High School will increase the averaged combined science and social studies writing scores from 49.2% to 63.7 by May of 2027, according to state-level assessment data.

Objective	Strategy	Activities	Measure of Success	Progress Monitoring	Funding
Objective 2 The percentage of students scoring proficient and distinguished in social studies and writing will increase by 10% annually: Science 32%-42% 3-Year Outlook: 32%-60%	KCWP1: Design and Deploy Standards	Teachers will continue work with standards, vertical alignment, and unit planning in the content areas of science and writing	Lesson plan data, lesson study data, observation data	Ongoing: PLCs monitored by principals and supported as needed by instructional coach. Review of current reality and next steps feedback lead by principals May 2024 August 2024 November 2024	$0
		Teachers will implement CER for writing with the adoption of a school-wide, student-friendly rubric	Single column rubric that reflects CER for writing, adapted for each content area	Ongoing: Instructional Coach, department heads, PLCs and principals May 2024 August 2024 November 2024	$0
	KCWP 2: Design and Deliver Instruction	Teachers will ensure intentional, congruent Tier I Instruction is occurring in all classrooms and provide Tier II and MTSS interventions to students.	Triangulated student assessment data demonstrates individual student growth and progress towards proficiency	Ongoing: Instructional coach, principals May 2024 August 2024 November 2024	Title funds, ESS funds
		Teachers will follow the Kentucky Academic Standards and post learning intentions and success criteria for every class. Teachers will use the learning intentions and success criteria to build clarity for their students.	Lesson plan data, lesson study data, observation data	Weekly: Monitored by administration, observations, learning walks, unit plans, PLCs,	$0

Goal 2 (State your science, social studies, and writing goal.): Allen County-Scottsville High School will increase the averaged combined science and social studies writing scores from 49.2% to 63.7 by May of 2027, according to state-level assessment data.

Objective	Strategy	Activities	Measure of Success	Progress Monitoring	Funding
	KCWP1: Design and Deploy Standards	Teachers will follow the Kentucky Academic Standards and post learning intentions and success criteria for every class. Teachers will use the learning intentions and success criteria to build clarity for their students.	Lesson plan data, lesson study data, observation data	Weekly: Monitored by administration, observations, learning walks, unit plans, PLCs,	$0
		Teachers will ensure intentional, congruent Tier I Instruction is occurring in all classrooms and provide Tier II and MTSS interventions to students.	Triangulated student assessment data demonstrates individual student growth and progress towards proficiency	Ongoing: Instructional coach, principals May 2024 August 2024 November 2024	Title funds, ESS funds

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: Students with IEPs will increase proficiency by 10% in reading by 2024. From 3% to 13%	KCWP 2: Design and Deliver Instruction	ECE teachers will be trained on high impact strategies and behavior	PLCs/Data team, walk-through to ensure implementation of strategies	Throughout the year: Principal, ECE department head, instructional coach	$0
		MTSS will be implemented	Data in PLCs/student outcomes	On-going: Principal, Assistant Principals, instructional coach	ESS Funds
	KCWP 4 Review, Analyze, and Apply Data	PLCs teams will monitor the progress of each student to determined what types of intervention is needed to meet the student's needs.	Teaching strategies data, FastBridge data, MVPA data, KSA data, Edulastic	Ongoing: Instructional Coach, department heads, PLCs and principals May 2024 August 2024 November 2024	$0
Objective 2: Students with IEPs will increase proficiency by 10% in math by 2024 from 6.7% to 16.7%	KCWP 2: Design and Deliver Instruction	ECE teachers will be trained on high impact strategies and behavior	PLCs/Data team, walk-through to ensure implementation of strategies	Throughout the year: Principal, ECE department head, instructional coach	$0
		Teachers will provide tiered interventions through differentiation of instruction aligned to students' needs	Data teams; intervention data	On-going: Admin, Data teams, instructional coach	$0
		Daily lesson plans will identify specific instruction for vulnerable groups	Differentiated instruction w/ lesson plans	On-going: Admin, Data teams, instructional coach	$0
		Co-planning and designing of engaging task	Differentiated instruction w/ lesson	On-going: Admin, Data teams, instructional coach	$0

Objective	Strategy	Activities	Measure of Success	Progress Monitoring	Funding
			plans		
Objective 3: Students with IEPs will increase proficiency by 10% in writing by 2024 from 10.5% to 20.5%	KCWP 2: Design and Deliver Instruction	School admin teams will work with teachers to create a writing policy that incorporate best practices in writing: writing about interests, authentic audience, reading/writing connection	Writing policy completion that exhibits best practices	ELA coaches and instructional supervisor will review writing policies and provide feedback.	Title Funds, ESS funds
		Teachers will be trained in PBL to have opportunities to implement projects across curriculum, intentionally embedding writing	Completed PBL projects that provide student's opportunities to write about the process and the impact of the project	Completed PBL projects that provide student's opportunities to write about the process and the impact of the project	PBL Partnership Contract
		Creation of writing goals	Goal development and progress monitoring	Principals and coaches will monitor goals and progress toward goals	$0
		Daily lesson plans will include writing objectives and intentional opportunities for students to write every day.	Student outcomes in writing will increase	School admin will monitor lesson plans; Coaches will support teachers who need additional support	$0

4: English Learner Progress

Goal 4 (State your English Learner goal.): By 2027, 100% of English Learners at all levels will demonstrate growth toward their composite score as reported on the ACCESS assessment.					
Objective	Strategy	Activities	Measure of Success	Progress Monitoring	Funding
Objective 1: English Learners will demonstrate annual improvement of 10% points toward their composite scores from 10.5%-20.5% Growth on Access Composites 80%-100%	KCWP 2: Design and Deliver Instruction	All teachers trained on PBL Gold Standards structures along with instructional coaches supported the implementation. PBL structures encourage community building and equitable content instruction through student conversations and 100% engagement.	PBL 101 Attendance rosters and onboarding roster.	June 2024 School admin will monitor lesson plans; Coaches will support teachers who need additional support	ARP Esser
		On-going support and resources will be provided to EL building instructor	Based on the needs of EL students	Admin will ensure all resources are ordered as needed	ESSER Funds
		All teacher are designing and delivering instruction around the Profile of a Patriot competencies to build character and strengthen students' overall social and emotional skills	Unit and lesson plans, PBL.	Weekly School admin will monitor lesson plans; Coaches will support teachers who need additional support	$0
		EL instructors and teachers will ensure students are receiving instruction based on their individual service plans and collaborate with classroom teachers.	Unit and lesson plans, PBL.	Weekly School admin will monitor lesson plans; Coaches will support teachers who need additional support Counselors will create program service plans to meet in needs of our EL students	$0

5: Quality of School Climate and Safety

Goal 5 (State your climate and safety goal.):					

Objective	Strategy	Activities	Measure of Success	Progress Monitoring	Funding
Objective 1: Survey and perception results will improve by 20% each year the survey is given and will increase from 59.6% to 80% 3-Year Outlook 59.6%-85%	KCWP 6: Establish a Learning Culture and Environment	The leadership team will review Quality of School Climate and Safety data and determine next steps and priorities	Increase staff retention and satisfaction	Principal will communicate regularly about the work happening in AC-SHS	Title funds
		Expectation will be made clear in all classrooms and intentionally focus on creating a learning culture and environment for all staff and students	Increase staff retention and satisfaction	Daily : Administration, Teachers, and staff.	$0
		Will collect staff and student voice/input on big decisions on how to improve moving forward.	Will regularly collect and review staff and student voice data to drive ongoing improvement	Improvement will be monitored by school leadership teams.	Title funds
		Staff will have an opportunity to engage in personalized professional learning	Staff will have at least one opportunity to participate in personalized professional learning opportunity each year.	Principals will monitor the number of opportunities given to staff and the number of staff participating in personalized professional learning.	Title funds

6: Postsecondary Readiness (High School Only)

Goal 6 (State your postsecondary goal.): Allen County Scottsville High School will increase post-secondary readiness from 113% to 115% by the end of the 2024 school year according to the state assessment data

Objective	Strategy	Activities	Measure of Success	Progress Monitoring	Funding
Objective 1: Our goal at ACSHS is to make sure that all of our students graduate. We want our graduation rate to be at 100% and that our students are either employed, enlisted, or enrolled.	KCWP 4 Review, Analyze, and Apply Data	Cap Team will use a tracking system to monitor the data for transition readiness and identify support for each student to achieve prost secondary transition readiness. The supports student's achievement within the industry certifications, ACT readiness, mentoring, cooperative learning outside of school and work ethics.	Data Tracking Tool developed by CCR Coach, Data shared with teachers monthly to focus on increasing transition readiness.	Monthly: School and District Instructional leaders to review data and provide feedback for improvement.	$0
		Apply for United Way grant funds to increase opportunities for students to become post-secondary ready	School leaders and CCR Counselor will write and implement a successful grant based on criteria provided by United Way	The CCR Counselor will ensure all aspects of the grant are being implemented with fidelity	United Way Grant funding
	KCWP 2: Design and Deliver Instruction	One Goal meetings to analyze postsecondary data to better design and deliver advisory for each student	Advisory on Fridays, Tracker for data, Lesson and Unit plans for postsecondary goals	Monthly: OneGoal Leadership Team Meetings
Weekly: Friday Advisory Class	$0
		Specific strategies for improvement will be mapped out annually by the CCR Counselor	Principals review post-secondary plan and help monitor progress	Quarterly review of plan will be shared with principals and counselors to ensure progress is on track and goals are being met.	$0
		Design and implementation of 1:1 pathway guidance sessions with guidance counselors, students, and their parent/guardian to ensure	Pathway plans, students scheduling, planning session attendance roster	Yearly: Counseling notes, student's schedules, session attendance records, student's attendance.
Counselors and School Leadership Team	$0

Goal 6 (State your postsecondary goal.): Allen County Scottsville High School will increase post-secondary readiness from 113% to 115% by the end of the 2024 school year according to the state assessment data					
Objective	Strategy	Activities	Measure of Success	Progress Monitoring	Funding
		equitable scheduling for each student.			
		Designing and delivering instruction at all grade levels aligned with the Profile of a Patriot competencies to ensure students receive explicit instruction and feedback on skills, knowledge and dispositions needed for postsecondary success.	PBL units, lesson plans, unit plans, coaching session, PLC meeting.	Weekly: School admin will monitor lesson plans; Coaches will support teachers who need additional support	$0

7: Graduation Rate (High School Only)

Goal 7 (State your graduation goal.): Allen County-Scottsville High School will increase the percentage of students graduating from 96% to 100% by 2027, as measured by state assessment data.

Objective	Strategy	Activities	Measure of Success	Progress Monitoring	Funding
Objective 1: Increase the percentage of students graduating one percentage point annually: 2023-2024: 96% to 97% 2024-2025: 97% to 98% 2025-2026: 98% to 99% 2026-2027: 99% to 100%	KCWP 4 Review, Analyze, and Apply Data	All CAP Teams including CCR Counselor, will review data (Early Warning Tool, CCR data, % students failing) monthly to identify all students who are potential dropouts and to identify strategies for targeted assistance.	CAP Team meeting minutes identify potential dropouts and targeted assistance: Assignment of one caring adult, academic tutoring, support for home and family, etc.	Increased support documented for potential dropouts and shared monthly with school and district instructional teams.	$0
		FRYSC staff will review Early Warning Tool data and follow-up with students and families as a trusted mentor – safe place, social emotional learning, food securities, mental health counseling, etc.	Ongoing review of data, increased support to students at-risk of dropping out, increased mental health support for students identified at-risk.	Increased numbers of students being supported in SEL, food securities, mental health counseling, and home environments.	FRYSC funds, Donations
		Invite students who are at-risk of dropping out to participate in 21 st Century Grant tutoring and practical living skills.	Increased number of at-risk students being served by 21 Century Grant.	Monthly review of data by 21 st Century team.	21 Century Grant funding
		Design and implementation of 1:1 pathway guidance sessions with guidance counselors, students, and their parent/guardian to ensure equitable scheduling for each student.	Pathway plans, students scheduling, planning session attendance roster	Yearly: Counseling notes, student's schedules, session attendance records, student's attendance. Counselors and School Leadership Team	$0

8: Other (Optional)

Goal 8 (State your separate goal.): Students receiving discipline referrals will decrease by 20% with targeted social and emotional support within all grade levels (9-12) by 2024 as determined by the school report card and annual behavioral data.

Objective	Strategy	Activities	Measure of Success	Progress Monitoring	Funding
Objective 1: Students receiving discipline referrals will decrease by 20% with targeted social and emotional support within grades 9-12 by the end of the 2023-2024 school year as determined by the school report card and annual behavioral data.	KCWP 2: Design and Deliver Instruction	Train all staff high school on restorative practices – asynchronously or synchronously	Sign in sheets and reflections completed by staff	At least 75% of high school staff are trained in restorative practices by 2025	ESS, Title, FRYSC funds
		Train all staff on Trauma Informed Care in order to better support at-risk students through a TIC lens.	Sign in sheets and reflections completed by staff; Implementation of TIC practices in schools	Principals will monitor progress in school policies and procedures including discipline matrices.	ESS, Title, FRYSC funds
		Staff will be trained by KY ABRI (Kentucky Academic & Behavior Response to Intervention) on strategies to decrease undesirable student behaviors.	A team from each building will complete the training and share with other staff.	Principals and leadership teams, including counselors will incorporate strategies in the day-to-day happenings in each school; Policies will be revised to ensure strategies are embedded	ESS, Title, FRYSC funds
Objective 2: Students with Behavior Incidents Goal by end of 2023-2024: AC-SHS: 175-125	KCWP 4 Review, Analyze, and Apply Data	AC-SHS will review and update their discipline policies through restorative practice and trauma-informed lenses.	Updated discipline policies and practices will reflect restorative practices and TIC lenses and will be shared with all staff.	Superintendent and DOSE will work with principals to monitor completion	ESS, Title, FRYSC funds
	KCWP 6: Establish a Learning Culture and Environment	AC-SHS will collaborate to develop a discipline matrix that will be implemented consistently so students are clear on the expectations and consequences regardless of the classroom or teacher they have.	Completed discipline matrix completed and shared with all staff to ensure consistent discipline across the school.	Principals will ensure teachers and leaders implement the discipline matrix with fidelity.	$0 – unless schools need outside support

Addendum for Schools Identified for Targeted or Comprehensive Support

In accordance with 703 KAR 5:280, a school improvement plan means the plan created by schools identified for targeted support and improvement (TSI) or additional targeted support and improvement (ATSI) pursuant to KRS 160.346(4)-(5) and embedded in the comprehensive school improvement plan required pursuant to 703 KAR 5:225. A turnaround plan means the plan created by schools identified for comprehensive support and improvement (CSI) pursuant to KRS 160.346(8)(g) and embedded in the comprehensive school improvement plan required pursuant to 703 KAR 5:225.

All TSI/ATSI improvement plans and CSI turnaround plans are required to address all components of the comprehensive school improvement plan (CSIP), including all diagnostics associated with the development of that plan, as well as additional specific requirements. The following pages outline specific requirements to be addressed by identified schools that must be embedded in the strategies and activities detailed within the indicator goals developed throughout the previous pages of this goal template. Evidence-based practices and activities chosen to address any goal area or additional requirement must be informed by the Needs Assessment for Schools and feedback from any on-site review conducted by the Kentucky Department of Education (KDE).

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 on the next page 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 (EBP) 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 the CIP.

Specific directions regarding documentation requirements for each chosen EBP can be found in the "Compliance Requirements" resource available on KDE's Evidence-based Practices website. Marking the "Uploaded in CIP" box indicates that you have uploaded required documentation along with this goal template into the platform.

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 CIP
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.	☒
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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:**

CSI 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 (EBP) 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 the Continuous Improvement Platform (CIP).

Specific directions regarding documentation requirements for each chosen EBP can be found in the "Compliance Requirements" resource available on KDE's Evidence-based Practices website. Marking the "Uploaded in CIP" box indicates that you have uploaded required documentation along with this goal template into the platform.

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.

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