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

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.

Writing, Science, and Social Studies are the greatest areas of weakness. 32% of students scored proficient in writing, 37% of students scored proficient in science, and 42% of students scored proficient in Social Studies. The indicator score for Science, Social Studies, and Writing is 60.9 compared with our statewide results in reading/math which is 82.3.

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 4: Review, Analyze and Apply Data - Teachers will analyze data to determine student learning and inform instructional decision-making. Teachers and administrators will work to ensure assessments are high quality and aligned to the rigor of the standards. ATMs and teacher PLCs will help determine student movement through the tiers of intervention and grouping of students. Teachers and administrators will work to develop a system for students to be consistently involved in their learning across all grade levels.

KCWP 6: Establish Learning Environment and Culture - All teachers will work to ensure their classroom environment is conducive to learning. The leadership will work to develop a strong vision and shared goals centered on student growth. Leadership will work with ensuring all teachers contribute to the PLC process to develop collective efficacy of the staff so that grade level teams are highly effective.

Indicator Scores

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

Indicator	Status	Change
State Assessment Results in reading and mathematics	78.8	3.5
State Assessment Results in science, social studies and writing	61.2	-0.3
English Learner Progress		
Quality of School Climate and Safety	72.9	-1.5
Postsecondary Readiness (high schools and districts only)		
Graduation Rate (high schools and districts only)		

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: Increase READING proficiency from 59% PD to 67.9% PD by May 2027. Increase MATH proficiency from 61% PD to 64.6% by May 2027.

Objective	Strategy	Activities	Measure of Success	Progress Monitoring	Funding
Objective 1: Increase READING proficiency from 59% PD to 61.9% PD by May 2024. Objective 2: Increase MATH proficiency from 61% PD to 62.4% by May 2024.	KCWP 1 Design & Deploy Standards - What should students know and be able to do?	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 - How will they learn it?	Principals, instructional coach, teacher leaders, and MTSS instructors will collaborate to effectively implement standard based instruction 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	$1,000 (PL books, Consultants, etc.)
	KCWP 4 Review, Analyze, and Apply Data - How will we know they have learned it?	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	STAR scores, KSA data, MVPA data, FastBridge assessments, and ongoing classroom formative assessments	Ongoing	

Goal 1: Increase READING proficiency from 59% PD to 67.9% PD by May 2027. Increase MATH proficiency from 61% PD to 64.6% by May 2027.

Objective	Strategy	Activities	Measure of Success	Progress Monitoring	Funding
		mastering content standards and develop student agency as a learner. This ensures that ALL Learners receive an EQUITABLE, ACCESSIBLE, RIGOROUS, and RELEVANT educational experience.			
		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	$3,600 (Subs for common formative assessment work)

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

Goal 2: Increase the Proficiency of Science 37% PD to 46.4%, Social Studies 42% PD to 58.8%, and Writing from 32% PD to 51.2% by May 2027.

Objective	Strategy	Activities	Measure of Success	Progress Monitoring	Funding
Objective 1: Increase the Proficiency of Science 37% PD to 40%, Social Studies 42% PD to 51.1%, and Writing from 32% PD to 42.1% by May 2024.	KCWP 2: Deliver & Design Instruction - How will they learn it?	BES will employ cooperative learning structures, including Kagan and other strategies, to improve active engagement in the learning process.	Behavior data/engagment check-ins through walk-through Academic assessment results: MVPA, STAR, KSA, Fastbridge	Ongoing	$1,000 for Kagan training
		Writing instruction will be delivered daily as designated in the master schedule whereas each grade level has intentional time for ongoing writing instruction. Streamline the use of CER structure to support vertical growth amongst all grade levels.	MVPA writing scores, grade level/vertical calibration of writing, 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 training, including book studies.	Attendance/sign-ins, implementation as shown through anecdotal evidence, lesson plans, etc.	Ongoing	$1,000 for subs and potential books
	KCWP 4: Review, Analyze, Apply Data Results - How will we know they have learned it?	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 new literacy curriculum to ensure vertical alignment 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 24% to 33.6% by May 2024. Objective 2: Increase the math proficiency for Disability 17% to 23% by May 2024.	KCWP 5 Design, Align, and Administer Support - What will we do if they know it already, don't know it, or need other 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, FastBridge data or other formative assessments, 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 - How will they learn it?	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	
		General education teachers, RTI and Special Education teachers will meet regularly to implement and enforce academic supports for students who fall within designated Gap groups. Data will be analyzed to inform instructional moves and adjustment to RTI groups will be made in a fluent and efficient manner.	Formative data review (FastBridge, STAR, MVPA), RTI tiered groups	Ongoing; minimum of quarterly at ATM meetings where all teachers are present	$1,600 for subs–vertical team meetings.
		ESS opportunities will be made available for students who fall within Gap Groups and will follow specific, targeted instructional practices, utilizing Heggerty and District Phonics Plan. Formative and Summative assessments will be used to monitor impact.	Formative and summative assessments as appropriate; STAR, FastBridge, MVPA results	Ongoing	ESS funds
		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	Formative and summative assessments through sources such as: FastBridge, Boulder, Running Records. ATMs and PLCs to regularly and consistently review data and	Ongoing - RTI instruction daily	

Objective	Strategy	Activities	Measure of Success	Progress Monitoring	Funding
		and training from administration and LSS to ensure practices are effective and appropriate for all learners.	updated monitoring of students as shared with grade level teams and teachers.		
	KCWP 4 Review, Analyze, & Apply Data - How will we know they have learned it?	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, common assessments created by grade level teams or district CFAs	Weekly/ongoing	
	KCWP 6 Establish Learning Culture and Environment - What will we do if they know it already, don't know it, or need other support?	Behavioral support 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.	$1000 (Professional Development and Training)

4: English Learner Progress

Goal 4: Increase the English Learner ACCESS Composite Score from 3.2 to 3.5.

Objective	Strategy	Activities	Measure of Success	Progress Monitoring	Funding
Objective 1: Increase the English Learner ACCESS Composite Score from 3.2 to 3.5.	KCWP 5: Design, Align, and Administer Support - What will we do if they know it already, don't know it, or need other 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	Teachers that attend SIOP training will be given feedback on their progress with implementation.	

5: Quality of School Climate and Safety

Goal 5: Increase the Quality of School Climate and Safety indicator from **72.9** 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 72.9 to 78 by 2024.	KCWP 5: Design, Align, and Administer Support - What will we do if they know it already, don't know it, or need other support?	Students will receive PBIS refreshers after long breaks (Winter & Spring Break) and individual students will be acknowledged for exemplifying the S.O.A.R attributes: Safety, On Task, Accept Responsibility, and Respect. For example: Positive referrals	Formative assessment during guidance lessons; Survey administered to students to determine level of negative or positive impact of PBIS and its effect on students treating each other respectfully.	Administrators Guidance Counselors Teachers	
		Align and integrate school mental health, PBIS, and RTI ensuring an interconnected Multi-Tiered Systems of Support framework. Students referred for disciplinary action or receiving tier 2 or 3 behavior supports will receive additional instruction in the SOAR attributes. For example: Think Sheets, Social Skills instruction			

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					

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.	☒
		☐
		☐
		☐
		☐

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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		☐
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Collins ES 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

Collins 2023-2024

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.

68% of our students scored below proficient in math on the Kentucky Summative Assessment and 58% of our students scored below proficient in reading on the Kentucky Summative Assessment. Achievement and growth in math and reading will be a priority for us in our school improvement plan. We scored significantly low in social studies, science, and writing as well but believe a focus on literacy will help student become more successful in these areas.

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.

Most of our focus is around KCWP 2: Design and Deliver Instruction, and KCWP 5: Design, Align and Deliver Support.

Indicator Scores

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

Indicator	Status	Change
State Assessment Results in reading and mathematics	55.6	.9
State Assessment Results in science, social studies and writing	53.7	-.9
English Learner Progress	75.8	14.7
Quality of School Climate and Safety	72.8	-3.1
Postsecondary Readiness (high schools and districts only)	NA	NA
Graduation Rate (high schools and districts only)	NA	NA

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.

Collins 2023-2024

1: State Assessment Results in Reading and Mathematics

Goal 1 Increase READING proficiency from 39% PD to 50% PD by May 2027. Increase MATH proficiency from 32% PD to 48.4% by May 2027.					
Objective	**Strategy**	**Activities**	**Measure of Success**	**Progress Monitoring**	**Funding**
Objective 1 Increase reading proficiency from 42% to 45% by May 2024. Objective 2 Increase math proficiency from 32% to 38.7% by May 2024.	KCWP 1 Design & Deploy Standards	School teams will work in weekly teacher led PLC meetings in order to address the 4 DuFour Questions of: 1. What do your Ss 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: -increased achievement of students in all areas - alignment of instruction of teachers within grade levels Impact and Audience: -students -teachers	Principal, Assistant Principals and Instructional Coach will attend weekly PLC meetings to offer support and guidance in answering the 4 DuFour questions. Indicators will include team agendas with notes, and student success on district and state level assessments.	N/A
		Backwards design implemented to plan units and lessons based on the BCS Common Assessments and Priority Standards.	Grade level units Plans developed before unit of study	Grade level teams will use the backwards planning model during Guided Planning and PLC's. Indicators will include regular checks of units/lesson plans by Admin, and increased student achievement on district and state assessments.	N/A
	KCWP 2 Design & Deliver Instruction	½ day subs brought in for each team Fall and Spring for PLC time to provide deeper dive into data and instructional strategies to implement.	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	Curriculum coaches and administration will review and attend the PLC.	Title 1

			students Intended Results: -increased achievement of students in all areas - alignment of instruction of teachers within grade levels Impact and Audience: -students -teachers	
	Tier II intervention implementation for reading and math to align with the MTSS model.	Tier II documentation, STAR Reading and Math, BCS summative assessments, MVPA assessments	weekly Team PLC with administration and instructional coaches	N/A
	Continue implementation and refinement of the LLI Reading program for Special Educations students with reading goals on their IEP.	Indicators: -Lesson Plans show full implementation of LLI Intended Results: -increased achievement/students meeting goals -follow up professional development as needed for new and existing teachers.	- SpEd Teachers will collect LLI data on their students and record the data on a district provided data sheet on a regular basis. Indicators will include Administration, SpEd teachers and Special Education Coordinator meeting on a regular basis to discuss the data.	N/A
	Tier 3 Response to Intervention for students performing in the bottom 20th percentile in both reading and math to fill in foundational gaps.	FastBridge, Star, Running Records, ATM, Rise/Rise Up	-Rti team will meet with Tier 3 students 5 days/30 minutes per day in reading and math. Indicators will include the Administration meeting with RTI Team and classroom teachers on a regular basis to monitor data and student progress.	Title 1
	Implementation of iReady curriculum and framework to increase grade level rigorous instruction of the math standards and practices.	Indicators: -Unit assessments -lesson plans -Star Scores, Common Assessments Intended Results -increased achievement	Teachers will indicate these mathematical strategies in daily lesson plans. Teachers will discuss and prepare questions and discussion strategies in weekly PLC.	ESSR Funds

			on unit assessments and Star MVPA assessments	Weekly Walkthroughs will be conducted by curriculum coaches and administration to look for use of these components.	
		Embedding the standard practice of mathematical discourse and manipulatives into daily math instruction.	-increased student discussion and student led questioning in daily lessons -increased achievement on benchmark and summative assessments such as unit assessments and Star Reading and Math	Teachers will indicate these mathematical strategies in daily lesson plans. Teachers will discuss and prepare questions and discussion strategies in weekly PLC. Weekly Walkthroughs will be conducted by curriculum coaches and administration to look for use of these components.	Title 1
		K-5 teacher participation in the District Literacy Team and work with the Reading league.	6-step lesson plan to show focus on phonemic awareness and phonics. Participation in monthly district PD. FastBridge data Summative unit assessments	Teachers will complete weekly 6-step lesson plans reviewed by administration. Anecdotal Notes PLC with literacy team Walkthroughs completed by curriculum coaches and administration	ESSR Funds Title 1
		Teacher participation in LETRS Training to understand science of reading theory and action.	working through the online modules and attending unit synchronous sessions. Use of practices in reading instruction. FastBridge Data Summative unit assessments	completion of the program and research. PLC with literacy team Anecdotal Notes	ESSR Funds
		Continue study and use of the SIOP model for instruction.	Growth in ELL indicators Units assessments FastBridge STAR reading STAR Math	Walkthroughs Lesson Plans PLC with administration and instructional coaches	Title 1
	KCWP 3 Design and Deliver Assessment Literacy	Teachers will utilize common summative assessments in reading and math to determine gaps in proficiency of the standards.	Tier 2 data assessment data from reteaching	weekly PLC meeting attended by curriculum coaches and administration Daily Lesson/unit plans Weekly Tier 2 anecdotal notes	N/A

		Teachers will develop common formative assessment to drive future instruction and identify students in need of tier 2 instruction on specific standards.	Tier 2 data assessment data from reteaching	weekly PLC meeting attended by curriculum coaches and administration Daily Lesson/unit plans Weekly Tier 2 anecdotal notes	N/A
	KCWP 4 Review, Analyze, and Apply Data	Grade level teams will analyze formative and summative data to make instructional decisions.	PLC agendas/notes Growth in tier 2 reteaching data	Weekly PLC agendas/notes Weekly PLC attended by an administrator	N/A
		Grade level teams will meet to analyze benchmark data on MVPA, FastBridge, and STAR assessments.	STAR growth report in reading and math for grades 3-5 FastBridge growth data in specific subtests for K-2 in reading and math Proficiency and standard based mastery reports for MVPA in reading and math for grades 2-5.	Red standard sheets completed and submitted to administration in October, January, and March. Goal sheets set by teachers in September and monitored in January and March.	N/A
		Vertical teams will meet three times a year including grade level teachers, interventionists, EL teachers, and special education teachers to review benchmark data, progression towards goals, and create a plan of next steps.		Administration and instructional coaches will be included in the meetings to guide discussion, collect data, and collaborate.	NA
	KCWP 5 Design, Align and Deliver Support	Guidance counselors will deliver the SEL survey in Panorama, and then use results to identify students in need of services.	Decreased guidance counselor requests by students. Decreased behavior referrals. Increased achievement on formative and summative assessments. Increased student instructional time.	Guidance counselors will review data in the fall and spring.	N/A
		Teachers will be trained on how to use survey results to identify students' needs in order to plan targeted SEL lessons.	Decreased guidance counselor requests by students. Decreased behavior referrals. Increased achievement on formative and summative assessments. Increased student instructional time.	Guidance counselors will meet with grade level teams in the winter.	N/A
		The principal will lead the staff and SBDM members through a root cause analysis when working through school improvement processes		The principal will complete this analysis in November in order to finalize the CSIP	N/A

	KCWP 6 Establish Learning Culture and Environment	Family Resource Center: Provide supports to student and parents to minimize the outside of the building influences on students performing at proficiency. These supports include: Wood working/Skill Builders Family Story Times Leadership Group Healthy Eating Science Night Middle School Transition Groups Borne Learning Academy Math Family Nights Homework help Family Health Night "Say Cheese" night Big Smiles Lion's Club – Vision Hygiene Talks Guys with Ties SOARING Comets Boys Running Club Disc Golf Club Minute Meetings ELL Support Classes	Increase in parent attendance during events. Increase in positive results from SEL surveys. Increased achievement on formative and summative assessments.	- FRC Coordinator will provide support for students and families through the mentioned activities. Indicators will be regular Admin Meetings to discuss events, attendance data and reflection after each event.	Title 1
		Training of restorative practices and trauma informed care with NKCES.	Increased achievement on formative and summative assessments. Few discipline write ups to allow for increase in instructional minutes. Increase in positive results from SEL surveys.	Training for trauma informed care will be provided by counselors, scheduled during the summer as well as throughout the year as needed during planning times.	N/A
		Book study with the team leaders and administration with the book, Lost At School.	Increased achievement on formative and summative assessments. Few discipline write ups to allow for increase in instructional minutes. Increase in positive results from SEL surveys.	Monthly meetings with discussion points. Implementation of strategies in the classroom.	title 1

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Goal 2: Increase the Proficiency of Science 17% PD to 39.1%, Social Studies 38% PD to 45%, and Writing from 34% PD to 43.9% by May 2027.

Objective	Strategy	Activities	Measure of Success	Progress Monitoring	Funding
Objective 1: Increase science proficiency from 26% to 27.7% by May 2024. Objective 2: Increase social studies proficiency from 31% to 34.7% by May 2024. Objective 3: Increase writing proficiency from 33% to 33.3% by May 2024.	KCWP 1 Design & Deploy Standards	School teams will work in weekly PLC meetings in order to address the 4 DuFour Questions of: 1. What do your Ss 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? Use of Learning by Doing book to analyze level of PLC effectiveness within each grade/course team and admin/coach work to drive work forward.	-increased achievement of students in all areas - alignment of instruction of teachers within grade levels Impact and Audience: -students -teachers	Principal, Assistant Principals and Instructional Coach will attend weekly PLC meetings to offer support and guidance in answering the 4 DuFour questions. Indicators will include team agendas with notes, and student success on district and state level assessments.	NA
		School wide on-demand writing practice and score with grade level teams.	Writing growth as indicated through the on-demand writing rubric from KDE.	Administration and instructional coaches will meet with teams to calibrate scoring using the rubric.	NA
		Backwards design implemented to plan units and lessons based on the BCS Common Assessments and Priority Standards. Grade level teams will use the backwards planning model during Guided Planning and PLC's.	Indicators will include regular checks of units/lesson plans by Admin, and increased student achievement on district and state assessments.	Walkthroughs by administration and instructional coaches Lesson Plans viewed during walkthroughs PLC with administration and instructional coaches	NA
		Teachers will work with instructional coaches to study the Kentucky rubrics for composition at each grade level. They will use this information to create a common rubric and student friendly rubric.	Writing growth as indicated through the on-demand writing rubric from KDE. Growth on rubrics throughout grade levels	Administration and instructional coaches will meet with teams in PLC's to develop rubrics, score writing samples, and plan instruction.	NA
	KCWP 2 Design & Deliver Instruction	Implementation of BCS Units of Study for Science and Social Studies. Teachers will create unit and lesson plans that include the implementation of science and social studies. Grade level instruction will be documented and follow the district pacing guide.	Growth on Common Assessments	Walkthroughs by administration and instructional coaches Lesson Plans viewed during walkthroughs PLC with administration and instructional coaches	NA

Collins 2023-2024

Goal 2: Increase the Proficiency of Science 17% PD to 39.1%, Social Studies 38% PD to 45%, and Writing from 34% PD to 43.9% by May 2027.					
Objective	Strategy	Activities	Measure of Success	Progress Monitoring	Funding
		3rd and 4th grade continued Implementation and refinement of HMH Science Dimensions to cover NGSS Standards -Teachers will create unit and lesson plans that include the implementation of HMH Science.	Indicators: - Teacher Trainings - Lesson Plans/Common Assessments Intended Results - increase student achievement	Walkthroughs by administration and instructional coaches Lesson Plans viewed during walkthroughs PLC with administration and instructional coaches	Title 1
		implementation of TCM and refinement of TCI: America's Past curriculum. Teachers will create unit and lesson plans that include the implementation of TCI/social studies.	Indicators: - Teaching Trainings - Lesson Plans Intended Results: - -increase student achievement	Walkthroughs by administration and instructional coaches Lesson Plans viewed during walkthroughs PLC with administration and instructional coaches	Title 1
		Implementation of Project Lead the Way - Steam teacher will create unit and lesson plans that include the implementation of Project Lead the Way.	Indicators: - Teaching Trainings - Lesson Plans Intended Results: - -increase student achievement	Walkthroughs by administration and instructional coaches Lesson Plans viewed during walkthroughs PLC with administration and instructional coaches	Bosch grant Title 1
		½ day subs brought in for each team Fall and Spring for PLC time to provide deeper dive into data and instructional strategies to implement.	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: -increased achievement of students in all areas - alignment of instruction of teachers within grade levels Impact and Audience:	Curriculum coaches and administration will review and attend the PLC.	Title 1

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Goal 2: Increase the Proficiency of Science 17% PD to 39.1%, Social Studies 38% PD to 45%, and Writing from 34% PD to 43.9% by May 2027.					
Objective	**Strategy**	**Activities**	**Measure of Success**	**Progress Monitoring**	**Funding**
		-students -teachers			
		Continue study and use of the SIOP model for instruction.	Growth in ELL indicators Units assessments FastBridge STAR reading STAR Math	Walkthroughs by administration and instructional coaches Lesson Plans viewed during walkthroughs PLC with administration and instructional coaches	Title 1 Title 2
		Explore writing curriculums and resources such as Heggerty writing and Writing A to Z.	Writing growth as indicated through the on-demand writing rubric from KDE. Growth on rubrics throughout grade levels	Walkthroughs by administration and instructional coaches Lesson Plans viewed during walkthroughs PLC with administration and instructional coaches	Title 1
		Teachers will work with instructional coaches to implement CER as a writing strategy to demonstrate learning in science and social studies.	Team scored constructed responses and growth on scores.	Administration and instructional coaches will meet with teams in PLC's to develop rubrics, score writing samples, and plan instruction.	NA
	KCWP 5 Design, Align and Deliver Support	Guidance counselors will deliver the SEL survey in Panorama, and then use results to identify students in need of services.	Decreased guidance counselor requests by students. Decreased behavior referrals. Increased achievement on formative and summative assessments. Increased student instructional time.	Guidance counselors will review data in the fall and spring.	N/A
		Teachers will be trained on how to use survey results to identify students' needs in order to plan targeted SEL lessons.	Decreased guidance counselor requests by students. Decreased behavior referrals. Increased achievement on formative and summative assessments. Increased student instructional time.	Guidance counselors will meet with grade level teams in the winter.	N/A

Collins 2023-2024

Goal 2: Increase the Proficiency of Science 17% PD to 39.1%, Social Studies 38% PD to 45%, and Writing from 34% PD to 43.9% by May 2027.					
Objective	Strategy	Activities	Measure of Success	Progress Monitoring	Funding
		The principal will lead the staff and SBDM members through a root cause analysis when working through school improvement processes	Growth towards indicators and goals on CSIP	The principal will complete this analysis in November in order to finalize the CSIP	N/A
	KCWP 6 Establish Learning Culture and Environment	Family Resource Center: Provide supports to student and parents to minimize the outside of the building influences on students performing at proficiency. These supports include: Wood working/Skill Builders Family Story Times Leadership Group Healthy Eating Science Night Middle School Transition Groups Borne Learning Academy Math Family Nights Homework help Family Health Night "Say Cheese" night Big Smiles Lion's Club – Vision Hygiene Talks Guys with Ties SOARING Comets Boys Running Club Disc Golf Club Minute Meetings ELL Support Classes	Increase in parent attendance during events. Increase in positive results from SEL surveys. Increased achievement on formative and summative assessments.	- FRC Coordinator will provide support for students and families through the mentioned activities. Indicators will be regular Admin Meetings to discuss events, attendance data and reflection after each event.	Title 1
		Training of restorative practices and trauma informed care with NKCES.	Increased achievement on formative and summative assessments. Few discipline write ups to allow for increase in instructional minutes. Increase in positive results from SEL surveys.	Training for trauma informed care will be provided by counselors, scheduled during the summer as well as throughout the year as needed during planning times.	N/A

Collins 2023-2024

Goal 2: Increase the Proficiency of Science 17% PD to 39.1%, Social Studies 38% PD to 45%, and Writing from 34% PD to 43.9% by May 2027.					
Objective	Strategy	Activities	Measure of Success	Progress Monitoring	Funding
		Book study with the team leaders and administration with the book, Lost At School.	Increased achievement on formative and summative assessments. Few discipline write ups to allow for increase in instructional minutes. Increase in positive results from SEL surveys.	Monthly meetings with discussion points. Implementation of strategies in the classroom.	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 reading proficiency of our white gap group from 48% to 52.1% by May 2024. Objective 2: Increase reading proficiency of our non-economically disadvantaged students from 44% to 51.4% by May 2024. Objective 3: Increase our proficiency of our gap groups from 35.5% to 40% by May 2024. -White 36% to 44.1% -female 26% to 39.1% -male 36% to 38.3% -Hispanic 28% to 35.4% -F/R from 28% to 37.5% -EL from 16% to 27%	KCWP 1 Design & Deploy Standards	School teams will work in weekly teacher led PLC meetings in order to address the 4 DuFour Questions of: 1. What do your Ss 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: -increased achievement of students in all areas - alignment of instruction of teachers within grade levels Impact and Audience: -students -teachers	- Principal, Assistant Principals and Instructional Coach will attend weekly PLC meetings to offer support and guidance in answering the 4 DuFour questions. Indicators will include team agendas with notes, and student success on district and state level assessments.	N/A
		½ day subs brought in for each team Fall and Spring for PLC time to provide deeper dive into data and instructional strategies to implement.	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:	Curriculum coaches and administration will review and attend the PLC.	Title 1

Objective	Strategy	Activities	Measure of Success	Progress Monitoring	Funding
			-increased achievement of students in all areas - alignment of instruction of teachers within grade levels Impact and Audience: -students -teachers		
		Tier II intervention implementation for reading and math to align with the MTSS model.	Tier II documentation, STAR Reading and Math, BCS summative assessments, MVPA assessments	weekly Team PLC with administration and instructional coaches	N/A
		Continue implementation and refinement of the LLI Reading program for Special Educations students with reading goals on their IEP.	Indicators: -Lesson Plans show full implementation of LLI Intended Results: -increased achievement/students meeting goals -follow up professional development as needed for new and existing teachers.	- SpEd Teachers will collect LLI data on their students and record the data on a district provided data sheet on a regular basis. Indicators will include Administration, SpEd teachers and Special Education Coordinator meeting on a regular basis to discuss the data.	N/A
		Tier 3 Response to Intervention for students performing in the bottom 20th percentile in both reading and math to fill in foundational gaps.	FastBridge, Star, Running Records, ATM, Rise/Rise Up	-Rti team will meet with Tier 3 students 5 days/30 minutes per day in reading and math. Indicators will include the Administration meeting with RTI Team and classroom teachers on a regular basis to monitor data and student progress.	Title 1
	KCWP 5 Design, Align, and Administer Support	Special Education Processes • Develop and maintain effective monitoring systems to ensure all special education students receive an educational experience that is RIGOROUS, RELEVANT, ACCESSIBLE, and EQUITABLE • Provide consistent professional	- Student growth with IEP Goals as written.	- Teachers will follow the students IEP goals with fidelity. SpEd teachers will attend grade level PLC meetings as well as their own team PLC meetings. Teachers will be provided training on an as needed basis following district guidelines. Indicators for this will include weekly checks of lesson plans by admin,	N/A

Objective	Strategy	Activities	Measure of Success	Progress Monitoring	Funding
		learning and PLC opportunities for SpEd teachers and collaborative teachers and SpEd staff in order to build teacher efficacy		meeting agendas with grade level and district personnel, and student success on their individual goals.	
		EL Processes • Provide improved aligned curriculum and resources to schools based on need to ensure strong EL supports are provided. Classroom collaboration with EL Teachers/paras - Monthly SIOP coaching	Growth in ELL indicators Units assessments FastBridge STAR reading STAR Math	EL teachers will attend PLC meetings with grade level teachers to share input for instructional purposes. They will collaborate with grade level teachers for lesson planning and assessments. Indicators will include review of EL lesson plans, PLC agendas, and increased student achievement on district and state assessments.	
		Continued implementation and refinement of SIOP strategies in whole group / small group instruction.	Growth in ELL indicators Units assessments FastBridge STAR reading STAR Math	- SIOP Team - Principal/Assistant Principals - Instructional Coach	N/A
		Guidance counselors will deliver the SEL survey in Panorama, and then use results to identify students in need of services.	Decreased guidance counselor requests by students. Decreased behavior referrals. Increased achievement on formative and summative assessments. Increased student instructional time.	Guidance counselors will review data in the fall and spring.	N/A
		Teachers will be trained on how to use survey results to identify students' needs in order to plan targeted SEL lessons.	Decreased guidance counselor requests by students. Decreased behavior referrals. Increased achievement on formative and summative assessments. Increased student instructional time.	Guidance counselors will meet with grade level teams in the winter.	N/A

Objective	Strategy	Activities	Measure of Success	Progress Monitoring	Funding
		The principal will lead the staff and SBDM members through a root cause analysis when working through school improvement processes		The principal will complete this analysis in November in order to finalize the CSIP	N/A
	KCWP 6: Establish Learning Environment and Culture	Family Resource Center: Provide supports to student and parents to minimize the outside of the building influences on students performing at proficiency. These supports include: Wood working/Skill Builders Family Story Times Leadership Group Healthy Eating Science Night Middle School Transition Groups Borne Learning Academy Math Family Nights Homework help Family Health Night "Say Cheese" night Big Smiles Lion's Club – Vision Hygiene Talks Guys with Ties SOARING Comets Boys Running Club Disc Golf Club Minute Meetings ELL Support Classes	Increase in parent attendance during events. Increase in positive results from SEL surveys. Increased achievement on formative and summative assessments.	- FRC Coordinator will provide support for students and families through the mentioned activities. Indicators will be regular Admin Meetings to discuss events, attendance data and reflection after each event.	Title 1
		Training of restorative practices and trauma informed care with NKCES.	Increased achievement on formative and summative assessments. Few discipline write ups to allow for increase in instructional minutes. Increase in positive results from SEL surveys.	Training for trauma informed care will be provided by counselors, scheduled during the summer as well as throughout the year as needed during planning times.	N/A
		Book study with the team leaders and administration with the book, Lost At School.	Increased achievement on formative and summative assessments.	Monthly meetings with discussion points. Implementation of strategies in the classroom.	title 1

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Objective	Strategy	Activities	Measure of Success	Progress Monitoring	Funding
			Few discipline write ups to allow for increase in instructional minutes. Increase in positive results from SEL surveys.		

4: English Learner Progress

Goal 4: Increase the English Learner indicator from **61.1** to _65.0__ by 2027.

Objective	Strategy	Activities	Measure of Success	Progress Monitoring	Funding
Objective 1: Maintain the English Learner indicator of 90.5, by May 2024.	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	Walkthroughs by administration and instructional coaches Lesson Plans viewed during walkthroughs PLC with administration and instructional coaches	Title 1 Title 2
	KCWP 2 Design & Deliver Instruction	-Teachers will create unit and lesson plans that include the implementation of the SIOP model of instruction as well as grade appropriate OG and Heggerty instruction.	Desired Student Outcome: Increased English proficiency	Walkthroughs by administration and instructional coaches Lesson Plans viewed during walkthroughs PLC with administration and instructional coaches	NA
		Orton Gillingham training and implementation with the EL students.	Desired Student Outcome: Increased English proficiency	Walkthroughs by administration and instructional coaches Lesson Plans viewed during walkthroughs PLC with administration and instructional coaches	Title 1 Title 2

5: Quality of School Climate and Safety

Goal 5: Increase the Quality of School Climate and Safety indicator from **75.9** to 81 by 2027.					
Objective	**Strategy**	**Activities**	**Measure of Success**	**Progress Monitoring**	**Funding**
Objective 1: Increase the quality of school climate and safety indicator from 69.7 to 75.9 by May 2024.	KCWP 2 Design and Deliver Instruction	Teachers will utilize Panorama and Tier 1 PBIS data to plan lessons using the Second Steps curriculum	Decreased guidance counselor requests by students. Decreased behavior referrals. Increased achievement on formative and summative assessments. Increased student instructional time.	Daily lesson plans PBIS data for tier 1	Title 1
	KCWP 5 Design, Align and Deliver Support	Guidance counselors will deliver the SEL survey in Panorama, and then use results to identify students in need of services.		Guidance counselors will review data in the fall and spring.	N/A
		Teachers will be trained on how to use survey results to identify students' needs in order to plan targeted SEL lessons.		Guidance counselors will meet with grade level teams in the winter.	N/A
		The principal will lead the staff and SBDM members through a root cause analysis when working through school improvement processes	Decreased guidance counselor requests by students. Decreased behavior referrals. Increased achievement on formative and summative assessments. Increased student instructional time.	The principal will complete this analysis in November in order to finalize the CSIP	N/A
	KCWP 6 Establish Learning Culture and Environment	Family Resource Center: Provide supports to student and parents to minimize the outside of the building influences on students performing at proficiency. These supports include: Wood working/Skill Builders Family Story Times Leadership Group Healthy Eating Science Night Middle School Transition Groups Borne Learning Academy Math Family Nights Homework help Family Health Night	Increase in parent attendance during events. Increase in positive results from SEL surveys. Increased achievement on formative and summative assessments.	- FRC Coordinator will provide support for students and families through the mentioned activities. Indicators will be regular Admin Meetings to discuss events, attendance data and reflection after each event.	Title 1

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Goal 5: Increase the Quality of School Climate and Safety indicator from **75.9** to 81 by 2027.					
Objective	Strategy	Activities	Measure of Success	Progress Monitoring	Funding
		"Say Cheese" night Big Smiles Lion's Club – Vision Hygiene Talks Guys with Ties SOARING Comets Boys Running Club Disc Golf Club Minute Meetings ELL Support Classes			
		Training of restorative practices and trauma informed care with NKCES.	Increased achievement on formative and summative assessments. Few discipline write ups to allow for increase in instructional minutes. Increase in positive results from SEL surveys.	Training for trauma informed care will be provided by counselors, scheduled during the summer as well as throughout the year as needed during planning times.	N/A
		Book study with the team leaders and administration with the book, Lost At School.		Monthly meetings with discussion points. Implementation of strategies in the classroom.	title 1
		Tier 2 and Tier 3 support teams are put into place to support students who need added behavior interventions.		Monthly meetings, agendas, and notes led by administration. Tier 2 and tier 3 student data	N/A
		Counseling services from outside agencies are offered to students who need tier 3 support.		Guidance counselors will monitor referrals, progress and completion of services.	N/A

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					

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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<p style="text-align:center; color:#1a73e8;">**Comprehensive School Improvement Plan (CSIP)**</p>

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. *Six Sigma, Shipley, Baldridge, 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.

Alignment to Needs:

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.

> 1. **Students being mean or hurtful to other students is NOT a problem for this school.**
> 2. **I feel comfortable stating my opinion in class even if others disagree.**

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 3: How do teachers and students utilize learning intentions, success criteria and feedback as tools to assess progress?
> KCWP 2: What is the protocol for ensuring at least 80% of students have their instructional needs met through Tier I, universal instruction with an intentional use of scaffolding and differentiation?
> KCWP 5: How are quality tools (e.g., PDSA, Root Cause Analysis, Fishbone) used effectively to promote continuous improvement cycles related to supports and interventions?

Indicator Scores

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

Indicator	Status	Change
State Assessment Results in reading and mathematics	90.7	0.4
State Assessment Results in science, social studies, and writing	82.9	1.8

English Learner Progress	68.7	4.8
Quality of School Climate Safety	76.6	-0.9
Postsecondary Readiness (high schools and districts only)		
Graduation Rate (high schools and districts only)		

1: State Assessment Results in reading and mathematics

Goal 1:	Increase READING proficiency from 74% PD to 81% PD by May 2027. Increase MATH proficiency from 72% PD to 80% by May 2027.				

Objective	Strategy	Activities	Measure of Success	Progress Monitoring	Funding
Objective 1: Increase READING proficiency from 74% PD to 77.5% PD by May 2024.	KCWP 2 Design and deliver Instruction	• Teachers will participate in LETRS training	• Ongoing professional development in the area of the science of reading to aid in student mastery	• Teacher professional growth • Student growth	• None
	KCWP 3 Design & Deliver Assessment Literacy	• Replace predictable texts with decodable texts	• Increase in decoding strategies • Increase in student reading skills • Transitions from decodable texts to grade-level text	• Fluency checks • Fastbridge/STAR data • PLC discussion • Teacher monitoring	• SBDM
	KCWP 3 Design & Deliver Assessment Literacy	• Explicit phonemic awareness instruction	• Student growth • Use of phonemic awareness program	• Fluency checks • Fastbridge/STAR data • PLC discussion • Teacher monitoring	• SBDM
	KCWP 3 Design & Deliver Assessment Literacy	• Teach phonics explicitly and systematically	• Student growth • Use of phonics program	• Fluency checks • Fastbridge/STAR data • PLC discussion • Teacher monitoring	• SBDM

Goal 1:	Increase READING proficiency from 74% PD to 81% PD by May 2027. Increase MATH proficiency from 72% PD to 80% by May 2027.				
Objective	**Strategy**	**Activities**	**Measure of Success**	**Progress Monitoring**	**Funding**
	KCWP 2 Design and Deliver Instruction	● Build vocabulary and knowledge with complex text and use the standards in service of understanding the deeper meaning of the text or topic	● Intentional planning for rich complex text ● Intentional planning to build readers' background knowledge	● Lesson plans ● PLC discussions	● None
Objective 2: Increase MATH proficiency from 72% PD to 77.3% by May 2024.	KCWP 5 Design, Align, deliver Support Processes	● PD Eureka Math Coaching through the 2023-2024 school year	● Teacher growth	● Observation ● Walkthroughs ● Data Results ● PLC	● SBDM
	KCWP 2 Design and Deliver Instruction	● Building student fact fluency/ number sense through math talks	● Student growth and discourse	● Lesson Plans ● Number Talks ● Observations	● None
	KCWP 5 Design, Align, deliver Support Processes	● Master Schedule will provide an daily uninterrupted block of time for math instruction	● Student growth and discourse	● Daily Schedules ● Lesson Plans ● Observation	● None

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

Goal 2: Increase the Proficiency of Science 44% PD to 66.2%, Social Studies 69% PD to 75.6%, and Writing from 65% PD to 72.4% by May 2027.

Objective	Strategy	Activities	Measure of Success	Progress Monitoring	Funding
Increase the Proficiency of: Objective 1: Science 44% P/D to 52% P/D by 2024 Objective 2: Social Studies 69% P/D to 73% P/D by 2023 Objective 3: Writing from 65% P/D to 70% P/D by 2024.	KCWP 2 Design & Deliver Instruction	● Teachers will utilize Mystery Science to plan science instruction that is age appropriate, Lexile driven, and rigorous	● Scaffolded science instruction across the school ● Increased achievement of learning	● Lesson Plans ● Observation ● Student Discourse ● Data Results	● SBDM
	KCWP 2 Design & Deliver Instruction	● All grade levels will utilize the CER (Claim, Evidence, Reason) Method when writing to demonstrate learning and writing to learn	● Scaffolded writing instruction ● Increase in student writing	● Observation ● PLCs ● Lesson Plans ● Data Results	● None
	KCWP 2 Design & Deliver Instruction	● Teachers will utilize TCM to plan Social Studies instruction that is age appropriate, Lexile driven, and rigorous	● Scaffolded science instruction across the school ● Increased achievement of learning	● Lesson Plans ● Observation ● Student Discourse ● Data Results	● None

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 P/D Gap Group (Economically Disadvantaged) from 56% P/D to 62% by 2024. Objective 2: Increase the math P/D Gap Group (Economically Disadvantaged) from 47% P/D to 53% P/D by 2024.	● KCWP 2 Design & Deliver Instruction	● Vertical alignment of math resource (program) for systemic implementation	● Student progress ● Consistency of instruction across school	● Observation ● Walkthroughs ● Data Results ● PLC planning & discussion	● **SBDM**
	● KCWP 2 Design & Deliver Instruction	● Building student fact fluency/ number sense through math talks	● Student Growth ● Mathematical discourse	● Observation ● Walkthroughs ● Data Results ● PLC planning & discussion	● **SBDM**
	● KCWP 5 Design, Align, deliver Support Processes	● MTSS T2 & 3 Math and Reading instructional alignment	● Student Growth ● Decrease in number of students in T2/3	● PLC ● Data Results ● Observations	● **None**
	● KCWP 5 Design, Align, deliver Support Processes	● ESS tutoring for students in the economically disadvantaged group who fall in the reading/math high risk or some risk data category.	● Student growth	● ESS Data Collection ● Classroom Assessments	● **ESS**

4: English Learner Progress

Goal 4: Increase the English Learner indicator from 63.9% P/D to75% by 2027.					
Objective	**Strategy**	**Activities**	**Measure of Success**	**Progress Monitoring**	**Funding**
Objective 1: Increase the English Learner indicator from **63.9** to __65__ 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 ELL students.	● Ongoing teacher growth ● Academic growth of EL students ● Increased teacher efficacy	● PD Participation ● Data Review ● Observation ● RtI Meetings	● None
	KCWP 5: Design, Align, and Administer Support	● Homeroom teachers will work with the EL teacher to establish modifications to instruction.	Student Outcome: Increased English proficiency	● Progress Monitoring ● Observation ● Walkthroughs ● Data Results ● PLC planning & discussion ● RtI Meetings	None

5: Quality of School Climate and Safety

Goal 5: Increase the Quality of School Climate and Safety indicator from **75.7** to 87 by 2027.

Objective	Strategy	Activities	Measure of Success	Progress Monitoring	Funding
Objective 1: Increase the Quality of School Climate and Safety indicator from 75.7 to 80% by 2024.	KCWP 5: Design, Align, and Administer Support	• Provide training and professional learning regarding emotional and mental wellness supports so all students feel heard and supported	• Decrease in the number of students referred for emotional and mental support	• Data Review • RtI Mtgs w/ Teachers • Student Assistance RtI Team Meeting	• SBDM
	KCWP 5: Design, Align, and Administer Support	• Align and integrate school mental health, PBIS, and RTI ensuring an interconnected Multi-Tiered Systems of Support framework so all students feel heard and supported.	• School-wide MTSS frame-work developed	• Progress Monitoring • Data Results • PLC	• None
	KCWP 5: Design, Align, and Administer Support	• Provide training and professional learning for the MTSS Behavior System so all students feel heard and supported.	• Increase teacher capacity of behavior strategies and interventions	• Ongoing PD • Data Results	• None
	KCWP 5: Design, ALign, and Deliver Support Processes	• Form a committee of students to vet the MTSS Behavior and Academic Plans for input.	• Student buy in to plans • Student support of plan • Student accountability	• Quarterly Meetings • Student Engagement • Student Buy-In to plans	• None

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: As a school leader, I am participating in the Boone County Schools Principal Institute led by Dr. Rhonda Roos. This information is then brought back to the leadership team for discussion and planning for future support of staff and students. Additionally, the school leadership team is participating in weekly podcast on the topic of Science of Reading to ensure instructional practices evidenced based practices. The principal and instructional coach also participate in all math training with teachers to ensure we are learning and growing the teachers.**
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: Historically, ESS funds have been used to support (tutor) students before the school day begins. Many students from the economically disadvantaged group are unable to attend because they require bus transportation to school; which was not offered. We are restructuring the ESS tutoring program so that buses can be provided for students from this group can attend and benefit from the small group instructional opportunity.**
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: Underperforming students have typically been students who have been pulled out of class multiple times a day for extra services. The continuous pull out, disruptions the flow of instruction for these students, which in turn hinders their learning ability. We have adjusted the master schedule to minimize the amount of pull out time for our underperforming students and are working on providing ESS services for these students as well.**
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: Students in our economically disadvantaged group will receive literacy instructional based on the science of reading, Heggerty for phonemic awareness, Orton Gillingham, Graham Fletcher Building Fact Fluency, and Eureka Squared math instruction. Progress will be monitored through Fastbridge, STAR, and a variety of formative assessments.

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.

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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:**

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.

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		☐

Florence ES 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

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.

> **-60% of students are scoring below proficiency in reading.**
> **-61% of students are scoring below proficiency in math.**

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.

> **-Fully implement MTSS schedule/model for reading and math intervention**
> **-Implement new phonics program (Magnetic Reading) and cross-grade groupings based on results of QPS**
> **-Continue with job-embedded coaching with math consultant K-5**

Indicator Scores

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

Indicator	Status	Change
State Assessment Results in reading and mathematics	57.9	-2.6
State Assessment Results in science, social studies and writing	65.8	+13.2
English Learner Progress	81.8	+21
Quality of School Climate and Safety	61.9	-14.2
Postsecondary Readiness (high schools and districts only)	NA	NA
Graduation Rate (high schools and districts only)	NA	NA

-Use iReady predictive testing to target novice performing students in grades 3-5 with ESS services

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. 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: Reading proficiency among all students will reach 54.7 by 2027.
Goal 2: Math proficiency among all students will reach 55.9 by 2027

Objective	Strategy	Activities	Measure of Success	Progress Monitoring	Funding
Reading proficiency will increase to 46.2%	Design and Deliver High-Quality Instruction	Utilize additional interventionist for grade K & 1. This allows us to have a dedicated interventionist each for K-1, 2-3 and 4-5.	Students receiving interventions will show more growth than classmates (to close gaps)	-iReady benchmark -MVPA -STAR -FastBridge	iReady- SBDM/Title 1 MVPA/STAR- district funded
		Implement new phonics program (Magnetic Reading) and cross-grade grouping schedule based on QPS	Students' scores on phonological awareness, phonics, and high-frequency words assessments will show significant growth	-iReady benchmark -MVPA -STAR -FastBridge	iReady- SBDM/Title 1 MVPA/STAR/FastBridge- district funded
	Design, Align and Deliver Support	-Fully implement MTSS schedule/model for reading intervention	Intentional MTSS time allotted in schedule, groupings are discussed in PLCs	-Master schedule -PLC minutes	None needed
		-Administer Quick Phonics Screener to all students in grades K-2 to determine foundational reading needs	All K-2 students are placed in ability groups	Student rosters	None needed
	Design and Deploy Standards	Vertical alignment work on specific standards during faculty meetings	Clear understanding of what crossover standards look like at each grade level	Completed vertical alignment worksheets	None needed
		Refinement and clarification of specific skills taught in each instructional unit	Each teacher and administrator knows what is being taught when	Explicit set of skills listed in each grade's instructional handbook	None needed
		Focus on reviewing and annotating learning targets with students before instruction	Change in teacher practice to include increased discussion about learning targets.	Walk-through evaluation form will reflect change in practice	None needed

1: State Assessment Results in Reading and Mathematics (continued)

Math proficiency will increase to 47.6%	Design and Deliver High-Quality Instruction	-Continue job-embedded coaching with consultants in K-5 math	Change in teacher practice to include increased discourse around mathematics	-Walk through observations will note increase in mathematical discourse among students	Title 1
	Design, Align and Deliver Support	Utilize additional interventionist for grade K & 1. This allows us to have a dedicated interventionist each for K-1, 2-3 and 4-5.	Students receiving interventions will show more growth than classmates (to close gaps)	-iReady benchmark -MVPA -STAR	iReady- Title 1 MVPA/STAR- district funded
		-Fully implement MTSS schedule/model for math intervention	Intentional MTSS time allotted in schedule, groupings are discussed in PLCs	-Master schedule -PLC minutes	None needed
	Design and Deploy Standards	Refinement and clarification of specific skills taught in each instructional unit	Each teacher and administrator knows what is being taught when	Explicit set of skills listed in each grade's instructional handbook	None needed
		Focus on reviewing and annotating learning targets with students before instruction	Change in teacher practice to include increased discussion about learning targets.	Walk-through evaluation form will reflect change in practice	None needed

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

Goal 1: Science proficiency among all students will reach 35.6 by 2027.
Goal 2: Social Studies proficiency among all students will reach 57.7 by 2027.
Goal 3: Combined writing proficiency will reach 58.7 by 2027.

Objective	Strategy	Activities	Measure of Success	Progress Monitoring	Funding
Science proficiency will increase to 23.5	Design, Align and Deliver Effective Support	Explicit time built into schedule to allow for science instruction at each grade	Increase in science proficiency	Master schedule Lesson Plans	None needed
	Design and Deploy Standards	4th grade team lead and admins will attend PLTW conference	Increase in PLTW implementation	Lesson plans	Title 1
Social Studies proficiency will increase to 49.8	Design and Deliver High-Quality Instruction	Adoption of TCM curriculum and professional learning to assist in effective implementation	Increase in SS proficiency	Lesson plans MVPA	District funded ESSR
	Design, Align and Deliver Effective Support	Explicit time built into schedule to allow for social studies instruction at each grade.	Increase in SS proficiency	Lesson plans MVPA	None needed
Writing proficiency will increase to 50.9	Design, Align and Deliver Effective Support	Explicit time built into schedule to allow for writing instruction	Increase in writing proficiency	Master schedule	None needed
		Live-scoring sessions with immediate feedback held several times/year	Increase in writing proficiency	Student writing samples from live scoring events	None needed
		Implement CER (claim, evidence, reason) framework for grades K-5	Increase in writing proficiency	Student writing samples throughout year	None needed
		Standardize CER rubric K-5	Increase in writing proficiency	Student writing samples throughout year	None needed

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
Reading proficiency for students w disabilities (IEP) will increase to 17.5% or higher	Design and Deliver High-Quality Instruction	Based on benchmark data, special education team will meet regularly to reconfigure reading resource groups to maximize collaborative instruction time	Increase in reading proficiency amongst students with reading goals	Special education schedules	None needed
		Improve co-teaching practices through Professional Learning and regular PLC meetings	Increase in reading proficiency amongst students with reading goals	Walk-through observations	None needed
Math proficiency for students w disabilities (IEP) will increase to 51% or higher	Design and Deliver High-Quality Instruction	Utilize iReady math benchmark data to specifically target standards deficiencies.	Increase in math proficiency amongst students with math goals	iReady data	None needed
		Improve co-teaching practices through Professional Learning and regular PLC meetings	Increase in math proficiency amongst students with math goals	Flex time records PLC agendas	None needed

4: English Learner Progress

Goal 1: Reading proficiency in EL students will reach 52% by 2027.
Goal 2: Math proficiency for EL students will reach 62% by 2027.

Objective	Strategy	Activities	Measure of Success	Progress Monitoring	Funding	
Reading proficiency in EL students will increase to 42%	Design and Deliver High-Quality Instruction	Staff will continue to train in SIOP components	-Increase in reading proficiency amongst EL students -Staff attendance at training	-Faculty meeting sign-ins -After school PD flex hour submissions	None needed	
	Design, Align and Deliver Effective Support	EL teachers will pull EL students for combined Imagine Learning time for 20 minutes, 3 times/week	-Increase in reading proficiency in EL students -EL students will complete all recommended Imagine Learning time	Imagine Learning data	None needed	
Math proficiency in EL students will increase to 51%	Design and Deliver High-Quality Instruction	Staff will continue to train in SIOP components	-Increase in math proficiency amongst EL students -Staff attendance at training	-Faculty meeting sign-ins -After school PD flex hour submissions	None needed	
	Design, Align and Deliver Effective Support	EL teachers will pull EL students for combined Imagine Learning time for 20 minutes, 3 times/week	-Increase in math proficiency amongst EL students -EL students will complete all recommended Imagine Learning time	Imagine Learning data	None needed	

5: Quality of School Climate and Safety

Goal 1: The indicator score for the QSCS will reach 88 by 2027.

Objective	Strategy	Activities	Measure of Success	Progress Monitoring	Funding
Indicator score for the QSCS will increase to 78	Establish Learning Culture and Environment	Through regular "morning meetings" and/or Be Good People curriculum, students will have the opportunity to discuss issues that concern them and to practice answering questions related to climate and culture.	Time spent in morning meetings and in Be Good People lessons	-Teachers' lesson plans -Master schedule	None needed
		Guidance counselors will continue with push-in lessons focusing on SEL concepts	Increase in SEL and self-regulation skills	-Counselors' schedules and lesson plans -Panorama survey scores	None needed
		Increasing opportunities for extra-curricular activities will help students gain a sense of belonging.	The number of students participating in extra-curricular activities	Sign-in sheets	None needed

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					

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.

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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Goodridge Elementary School 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

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.

1. Securing foundational skills for all students   2. Aligning writing structures

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 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 3: Design and Deliver Assessment Literacy** What evidence is there that you have a balanced assessment system, including classroom assessment for student learning?	Activity- Common Aligned PLC Processes LSS team working with principals, instructional coaches, teacher leaders, and RTI taskforce will develop a systemic process for ensuring PLC's are active and effective in each building Activity- Training of PLC Implementation LSS team working with principals, instructional coaches, teacher leaders, and RTI taskforce will develop a timeline and system for training for effective PLC implementation for all school teams Activity- Kagan Structures 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 students who fall in a gap group. Activity- Smekens Writing Structure Principals, Instructional Coach, and Teachers employ Smekens Writing Structures and other high-yield, research-based writing strategies to improve writing proficiency, specifically focusing in our students who fall in a gap group.

	Activity- Eleot District/School Walk-thrus
	In partnership with our school leadership team, GES Leadership will conduct and lead teams through the eleot tool to ensure that our students are engaged in learning experiences that are EQUITABLE, RIGOROUS, ACCESSIBLE, and RELEVANT for ALL learners.
	Activity- Modules and Professional Learning to support teachers after eleot and engagement data is collected
	GES Leadership will work directly with teachers in PLC's, and/or faculty meetings to ensure teachers receive support for improving the learning environment of focus based on collected and shared data.
	Activity- Eleot District/School Walk-thrus
	In partnership with our school leadership teams, district office staff will conduct and lead teams through the eleot tool to ensure that our students are engaged in learning experiences that are EQUITABLE, RIGOROUS, ACCESSIBLE, and RELEVANT for ALL learners.
	Activity- Modules and Professional Learning to support teachers after eleot and engagement data is collected
	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.
	Activity- Mastery Learning/Standards-Based Grading
	All teachers will continue in PD practices in the area of Mastery Learning and Standards-Based Grading.
	Ensure that formative assessment practices allow students to understand where they currently are, where they are going, and how they can improve through their personalized learning path.
	LSS team will develop a systematic approach including deliverables to be shared with school leadership teams and will continue to support schools with blended professional learning. Skype

sessions, Canvas courses, face-to-face meetings will be offered to teachers, as well as in-person training for teachers as we make this district-wide transition over the next 3-4 years.

Activity- Continued Professional Development Support of teachers pertaining to PLC work, RTI work, Effective Instructional Strategies, Student Engagement, and Guaranteed and Viable Aligned Curriculum Support

LSS team, in partnership with school leadership teams, will continue to stay at the forefront of research on best practices for continuous improvement in all areas of teaching and learning. Whether it be professional outsourcing, or internal support, we will work to provide whatever PD is necessary to support our team.

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

Indicator	Status	Change
State Assessment Results in reading and mathematics	78.3	7.5
State Assessment Results in science, social studies and writing	69.5	16.6
English Learner Progress	54.4	-
Quality of School Climate and Safety	73.1	1.4

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: 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 62% PD to 68% PD by May 2024. **Objective 2:** Increase MATH proficiency from 63% PD to 59.2% by May 2024.	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. *Activities include:* 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: ● **Teacher Clarity** ● **Common Formative Assessments** ● **Student Work Analysis** *Activities include:* 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 using the See, Do, Get Cycle	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. Teams hold each other accountable to articulated Team Norms.	**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. Each team member can tell the story of each unit. **Analysis of CFA:**	**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 Bailey & Chris Jakicic Solution Tree PD around MTSS (October 2024)

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 revisit and revise Team Norms as needed. PLCs remain focused on student learning and on ways to improve student learning PLCs consist of conversations on those things over which we have control. Each team member leaves PLCs feeling accomplished and productive. Team Leaders change PLC practices based on coaching feedback	Teams use a CFA protocol to find patterns of student learning Teams identify the best groups for Tier 2 instruction **WIGs** Teams hold weekly cadence of accountability meetings to determine progress on Team WIGs **PLC Notes** Teams keep weekly notes so that we can speak directly in coaching conversations	
	KCWP 4: Review, Analyze, and Apply Data	**Full Implementation of the 4 Disciplines of Execution** We want to very intentionally goal-set and involve our students in goal-setting as well. *Activities include:* 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.	Increased percentage of proficiency on formative and summative data Increased percentage of proficiency on benchmark and quarterly assessments More intentional walk-through conversations wrapped around evidence-based instructional strategies	Increased percentage of proficiency on benchmark and quarterly assessments Increase in Student Culture Data Grade level and school-wide scoreboards that show progress towards our WIGs.	**Title I Funded** Leader In Me

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**
			More frequent celebrations of student goals		
	KCWP 3 Design & Deliver Assessment Literacy	**Common Writing Structure** The goal is to create alignment in our Writing program and to increase the types of writing produced by our students. *Activities include:* 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 further professional development for teachers, integrating writing to learn, writing to articulate their understanding of content and grow effective written communication. Our Instructional Coach 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.	Instructional Plans that center around grade-level writing standards and expectations Increased percentage of proficiency on benchmark and quarterly assessments More intentional walk-through conversations wrapped around evidence-based instructional strategies and student work	Live scoring events for Constructed Responses Completed writing pieces that show grade-level expectations Grade-level Scoreboards that show our progress toward our writing goals	**Title 1 Funded** All Smekens training and materials

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**
		Integrated Science and Social Studies Instruction The goal is to integrate science and social studies content into lessons to build background knowledge. *Activities include:* 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	Teams collaboratively plan integrated science and social studies curriculum Teams follow a CFA analysis protocol that allows them to see student's learning patterns around science and social studies content Teams achieve their Team WIGs. Teams document their journey in their PLC Notes.	Increased percentage of proficiency on formative and summative data Increased percentage of proficiency on benchmark and quarterly assessments Each team, at a minimum, discusses the depth of the unit standards and agrees upon mastery of the standard. Teams use a CFA protocol to find patterns of student learning Teams identify the best groups for Tier 2 instruction	Mystery Science BrainPop Core Knowledge Language Arts.
	KCWP 4: Review, Analyze and Apply Data	**Aligned MTSS Process and Procedures** The goal is to align our Tier 2 and Tier 3 schedule, supports, and instruction. *Activities include:* analyzing data bi-monthly to appropriately identify students for T2 and T3 services, ensuring we	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,	**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	**Title 1 Funded** 1 teacher Solution Tree PD around MTSS (October 2024)

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**
		know the foundational skills at each grade-level to determine T3 admittance, 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	Assessment to determine progress in Tier 3 instruction.	
	KCWP 5: Design, Align, and Deliver Support	**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. *Activities include:* 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.	

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 40% PD to 37.8% by May 2024, Increase Social Studies 54% PD to 46.7% by May 2024, Increase Writing from 55% PD to 37.4% by May 2024.	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. *Activities include:* 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: ● **Teacher Clarity** ● **Common Formative Assessments** ● **Student Work Analysis** *Activities include:* defining mastery of the grade-level standards, alignment of summative and common formative assessments, aligned	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 Bailey & Chris Jakicic

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
		instructional plans, student friendly learning targets, and analysis of student work	Teams hold each other accountable to articulated Team Norms.	Each team member can tell the story of each unit.	Solution Tree PD around MTSS (October 2024)
			Teams revisit and revise Team Norms as needed.	**Analysis of CFA:** Teams use a CFA protocol to find patterns of student learning	
			PLCs remain focused on student learning and on ways to improve student learning	Teams identify the best groups for Tier 2 instruction	
			PLCs consist of conversations on those things over which we have control.	**WIGs** Teams hold weekly cadence of accountability meetings to determine progress on Team WIGs	
			Each team member leaves PLCs feeling accomplished and productive.	**PLC Notes** Teams keep weekly notes so that we can speak directly in coaching conversations	
			Team Leaders change PLC practices based on coaching feedback		
		Full Implementation of the 4 Disciplines of Execution We want to very intentionally goal-set and involve our students in goal-setting as well.	Increased percentage of proficiency on formative and summative data	Increased percentage of proficiency on benchmark and quarterly assessments	**Title I Funded** Leader In Me
		Activities include: Aligning school, grade-level, classroom and student	Increased percentage of proficiency on benchmark and quarterly assessments	Increase in Student Culture Data	
			More intentional walk-through conversations	Grade level and school-wide scoreboards that show progress towards our WIGs.	

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
		WIGS, identifying lead measures that move the needle, scheduling a cadence of accountability meeting, and creating a compelling scoreboard.	wrapped around evidence-based instructional strategies More frequent celebrations of student goals		
	KCWP 5 Design, Align, and Administer Support	**Common Writing Structure** The goal is to create alignment in our Writing program and to increase the types of writing produced by our students. *Activities include:* 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 further professional development for teachers, integrating writing to learn, writing to articulate their	Instructional Plans that center around grade-level writing standards and expectations Increased percentage of proficiency on benchmark and quarterly assessments More intentional walk-through conversations wrapped around evidence-based instructional strategies and student work	Live scoring events for Constructed Responses Completed writing pieces that show grade-level expectations Grade-level Scoreboards that show our progress toward our writing goals	**Title 1 Funded** All Smekens training and materials

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
		understanding of content and grow effective written communication. 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.			
		Integrated Science and Social Studies Instruction The goal is to integrate science and social studies content into lessons to build background knowledge. *Activities include:* 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	Teams collaboratively plan integrated science and social studies curriculum Teams follow a CFA analysis protocol that allows them to see student's learning patterns around science and social studies content Teams achieve their Team WIGs. Teams document their journey in their PLC Notes.	Increased percentage of proficiency on formative and summative data Increased percentage of proficiency on benchmark and quarterly assessments Each team, at a minimum, discusses the depth of the unit standards and agrees upon mastery of the standard. Teams use a CFA protocol to find patterns of student learning Teams identify the best groups for Tier 2 instruction	Mystery Science BrainPop Core Knowledge Language Arts

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
		Aligned MTSS Process and Procedures The goal is to align our Tier 2 and Tier 3 schedule, supports, and instruction. *Activities include:* analyzing data bi-monthly 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
		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.	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.	

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
		Activities include: co-developing our walk-through rubric, creating a consistent walk-through schedule, and offering meaningful feedback that is focused on student growth			

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 20% to 37.9% by May 2024. **Objective 2:** Increase the math proficiency for Disability 20% to 26.4% by May 2024.	KCWP 5 Design, Align, and Administer Support	**Aligned MTSS Process and Procedures** The goal is to align our Tier 2 and Tier 3 schedule, supports, and instruction. *Activities include:* analyzing data bi-monthly 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	**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

Objective	Strategy	Activities	Measure of Success	Progress Monitoring	Funding
			Utilize Extended School Services to increase student proficiency		
		Full Implementation of the 4 Disciplines of Execution We want to very intentionally goal-set and involve our students in goal-setting as well. *Activities include:* 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.	Increased percentage of proficiency on formative and summative data Increased percentage of proficiency on benchmark and quarterly assessments More intentional walk-through conversations wrapped around evidence-based instructional strategies More frequent celebrations of student goals	Increased percentage of proficiency on benchmark and quarterly assessments Increase in Student Culture Data Grade level and school-wide scoreboards that show progress towards our WIGs.	**Title I Funded** Leader In Me
	KCWP 2 Design & Deliver Instruction	**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. *Activities include:* co-developing our walk-through rubric, creating a consistent walk-through schedule, and offering	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.	

Objective	Strategy	Activities	Measure of Success	Progress Monitoring	Funding
		meaningful feedback that is focused on student growth			
		Monthly PLCS The goal is for the team to come together for a time of professional learning and data analysis 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.	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. Teams hold each other accountable to articulated Team Norms. Teams revisit and revise Team Norms as needed. PLCs remain focused on student learning and on ways to improve student learning PLCs consist of conversations on those things over which we have control. Each team member leaves PLCs feeling accomplished and productive.	**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. Each team member can tell the story of each unit. **Analysis of CFA:** Teams use a CFA protocol to find patterns of student learning Teams identify the best groups for Tier 2 instruction **WIGs** Teams hold weekly cadence of accountability meetings to determine progress on Team WIGs **PLC Notes** Teams keep weekly notes so that we can speak directly in coaching conversations	Formative Tools for Leaders in a PLC: Kim Bailey & Chris Jakicic The DuFour's PLC Handbook for Team Leaders Common Formative Assessment by Kim Bailey & Chris Jakicic Solution Tree PD around MTSS (October 2024)

Objective	Strategy	Activities	Measure of Success	Progress Monitoring	Funding
			Team Leaders change PLC practices based on coaching feedback	Increased percentage of proficiency on benchmark and quarterly assessments Increase in Student Culture Data Grade level and school-wide scoreboards that show progress towards our WIGs.	

4: English Learner Progress

Goal 4: 85% of our EL students will increase their ACCESS composite score.					
Objective	**Strategy**	**Activities**	**Measure of Success**	**Progress Monitoring**	**Funding**
Objective 1: Increase the Progress Indicator score growth from 54.4 to 58.0.	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 **74.5** 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 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. *Activities Include:* ● *Daily Lesson* ● *Leadership binder* ● *Creation of WIGS and Lead Measures*	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 **74.5** to **80** by 2027.					
Objective	**Strategy**	**Activities**	**Measure of Success**	**Progress Monitoring**	**Funding**
		● *Having COAs*			
		Guidance Whole Group Lessons The goal of the lessons is to give common language and help students problem solve with kindness. Students in grades K/1 will have weekly guidance lessons. Students in grades ⅔ will have bi monthly. Students in grades 4-5 will have 1 guidance lesson per month.	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.	District allocates 1.5 counselor SBDM approves to fund ½ counselor.
		Small Group Instruction The goal of small group instruction is to meet students where they are and give them strategies to help them be successful. Students will receive small group instruction based on survey results and teacher requests. (executive functioning, friendship, grieving etc)	Students will be able to carry-over small group instruction into other areas	Pre-test and post test	District allocates 1.5 counselor SBDM approves to fund ½ counselor.
		Global Citizenship 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.	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

Goal 5: Increase the Quality of School Climate and Safety indicator from **74.5** to **80** by 2027.					
Objective	**Strategy**	**Activities**	**Measure of Success**	**Progress Monitoring**	**Funding**
		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.			
		Individual Support Plans The goal of an Individual Support Plan is to help students be proactive, with their area of need, with school-wide expectations. Students will create, with teacher help, Individual Support Plans if they are struggling in a particular area. Students, with teacher help, will implement & monitor their plan.	80% of students on Student Support Plans will not need further intervention.	Monitored monthly by the PBIS T2 team.	
		KAGAN Win-Win Discipline The goal of Win-Win Discipline is to utilize strategies based upon students' disruptions and positions. Win Win Kagan PD will be offered after school.	Teachers will be able to define disruption and position of students needing support. 80% of teachers will bring Win-Win data to SST meetings		
		Student Support Team Meetings The goal of SST meetings is to provide strategies and level the playing field for students. Teachers will ask for Student Support Team Meeting when a student is needing any additional	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.		

Goal 5: Increase the Quality of School Climate and Safety indicator from **74.5** to **80** by 2027.					
Objective	**Strategy**	**Activities**	**Measure of Success**	**Progress Monitoring**	**Funding**
		supports beyond the regular classroom.			
		Restorative Practices The goal of restorative practices is to work with a child to restore behavior rather than give consequences. Data will be collected and monitored for areas that physical aggression is happening and adult presence will be strategic. After school detention will become restorative by utilizing strategies in When the Adults Change, Everything Changes	Teachers will report ALL major or minor physical aggression by submitting a discipline referral. 80% of students using restorative detention will not need further interventions		

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

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.

> **We have identified the following to be areas of priority at Kelly Elementary School: Reading and Mathematics. Although we made our goal for the school in reading, we recognize that not all students are reading at grade level and in math we did not meet our goal and it is a priority to increase student achievement in mathematics. At Kelly Elementary, we will continue to embed professional development in instructional best practices in our PLCs and will implement the strategies in the classroom. Reading and Math are two instructional curricula to which Kelly Elementary School continues to commit increased resources which included but are not limited to: math software, reading software, Benchmark Literacy, Origo Math, technology hardware and professional development for teachers and para-educators to support the implementation of these resources.**

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 2 Design & Deliver Instruction; KCWP 3 Design & Deliver Assessment Literacy; KCWP 4 Review, Analyze, and Apply Data; KCWP 5 Design, Align, and Administer Support

Indicator Scores

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

Indicator	Status	Change
State Assessment Results in reading and mathematics	80.1	3.7 (Increased)
State Assessment Results in science, social studies and writing	78.5	6.3 (Increased)
English Learner Progress	not applicable	not applicable
Quality of School Climate and Safety	81.1	-0.03 (No Change)
Postsecondary Readiness (high schools and districts only)	not applicable	not applicable
Graduation Rate (high schools and districts only)	not applicable	not applicable

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.): Increase READING proficiency from 61% PD to 72.3% PD by May 2027. Increase MATH proficiency from 53% PD to 68.8% by May 2027

Objective	Strategy	Activities	Measure of Success	Progress Monitoring	Funding
Objective 1: Increase READING proficiency from 68% PD to 70% PD by May 2024. Objective 2: Increase MATH proficiency from 55% PD to 63% by May 2024.	KCWP 2 Design & Deliver Instruction	Implement strategies from LETRS and Science of Reading (phonetic based instruction) to deliver a solid core instruction; Utilize End of Unit Common Assessments; Mid-year STAR assessments; Fastbridge and MVPA assessments	Increased reading level; increase lexile reading levels, and sight word recognition; Learning Targets that align to standards that align to the district developed curriculum map	Running records, teacher checklists; End of Assessment Data; STAR, T2 and T3 progress monitoring, MVPA Data, Fastbridge Data	$2000 - Title 1 for LETRS PD Cohort 1
		Implement Origo Math to deliver a solid core instruction K-5 with a focus on critical thinking	Increased mathematical literacy to include: math reasoning, number sense, basic fact computation, writing in mathematics	Teacher checklists; Intentional Stopping Points; Standard Based Grading, FastBridge; MVPA, Unit Common Assessments and Mid-year STAR	$20,000 Title 1 Consumable curriculum
		PLC Processes Teacher teams collaborate to review curriculum, discuss student progress, and determine next steps in instruction that is appropriate as it meets individual student needs and is vertically aligned 3rd grade - 5th grade (Reading and Math)	PLC agendas and Plus/Delta from Curriculum work	On-going and reflected through agenda notes and teacher reflections	$0
		Professional learning opportunities with focus on standards-based accountability for student learning (ie utilizing assessment data to drive instruction through standards-based grading)	Student defense of learning (student portfolios), PLC Agendas, Student academic growth	Teacher reflections, PD attendance with PLC share-out, PLC minutes	$5000 SBDM/Title 1 for Professional Development
		Aligned District Curriculum Bundled by priority and supporting standards are in place and being utilized by KES teachers (Reading and Math)	Lesson Planning, PLC agendas, Plus/Delta from Curriculum work, and Learning Targets that align to standards	On-going and reflected through PLC student data share; MVPA; End of Unit common assessments; Evidenced Based Reporting	$0

| Goal 1 (State your reading and math goal.): Increase READING proficiency from 61% PD to 72.3% PD by May 2027. Increase MATH proficiency from 53% PD to 68.8% by May 2027 |

Objective	Strategy	Activities	Measure of Success	Progress Monitoring	Funding
	KCWP 3 Design & Deliver Assessment Literacy	Teachers will utilize the highly aligned assessment system that is based on KY standards to ensure alignment and monitor student progress (MVPA)	PLC agendas/notes analyzing student achievement data	Progress monitor quarterly report data from MVPA: End of Assessment Data; STAR Data; Fastbridge	$0
		Utilize Pre and Post Assessments to make instructional design decision	Students mastery of standards	On-going running records, conferencing, reflections	$0

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

Goal 2 (State your science, social studies, and writing goal.): : Increase the Proficiency of Science 41% PD to 59.6%, Social Studies 50% PD to 77.7%, and Writing from 67% PD to 74.8% by May 2027.

Objective	Strategy	Activities	Measure of Success	Progress Monitoring	Funding
Objective 1: Increase the Proficiency of Science 39% PD to 52% by May 2024	KCWP 2 Design & Deliver Instruction	Kagan Structures (all Teachers will be KAGAN trained by 2024) will employ 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.	KSA data, ongoing classroom formative assessments, TCTs, Unit Assessments (when applicable)	Lesson Plans, PLC agenda/notes, classroom walk-throughs	$3000 - Title 1 Professional Development/Resource Support
Objective 2: Social Studies 62% PD to 73.6% by May 2024.		Utilize Mystery Science to vertically align standards; common graphic organizers (ie C.E.R.), PLC, tired extension and interventions for all students; Implement Project Lead the Way for all students through a scheduled weekly implementation - to be explored as a 4th grade curriculum by the end of the 2024 school year	Analyzing student work for informational writing, PLC notes, increased scores in Science (KSA)	On-going PLC notes; Lesson Plans; Professional Development reflections	$2000 - PLTW Grant (Boesch); Title 1 Support
Objective 3: Combined Writing from 66% PD to 70% by May 2024.		Utilize Pre and Post Assessments to make instructional design decision	Students mastery of standards	On-going running records, conferencing, reflections	$0
		Walk-throughs School leadership teams will conduct walkthroughs to ensure that students are engaged in learning experiences that are EQUITABLE, RIGOROUS, ACCESSIBLE, and RELEVANT for ALL learners.	KSA data, ongoing classroom formative and summative assessments; Evidence based reporting; Walk-through feedback	ongoing through school level walk-throughs	$0
		Professional Learning to support teachers after engagement data is collected Conduct professional development at PLCs and faculty meetings to ensure teachers receive support for improving the learning environment of focus based on collected and shared data, Writers' Workshop Model, 6 Traits of Writing that is vertically aligned	KSA data, ongoing classroom formative and summative assessments; evidenced based reporting; increase in writing proficiency	ongoing through PLC agenda/notes, Lesson Planning; analyzing student work samples vertically	$0

Goal 2 (State your science, social studies, and writing goal.): : Increase the Proficiency of Science 41% PD to 59.6%, Social Studies 50% PD to 77.7%, and Writing from 67% PD to 74.8% by May 2027.					
Objective	**Strategy**	**Activities**	**Measure of Success**	**Progress Monitoring**	**Funding**
		Utilize Teacher Created Materials to vertically align standards in Social Studies (K- 5); common graphic organizers (ie C.E.R.), PLC discussions	Analyzing student work for understanding and applications utilizing social studies standards, PLC notes, increased scores in Social Studies (KSA)	On-going PLC notes; Lesson Plans; Professional Development reflections	$2000 Title 1 Resource Support

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 and math proficiency for Gap Group 67.9% to 69% by May 2024.	KCWP 2 Design & Deliver Instruction	Utilize MTSS: School leadership team, instructional coach, teacher leaders will collaborate in order to review, refine, and improve instructional practice to ensure that all students are receiving the best instruction based on individual student needs; ; Tier 2 Interventions for all students (EIEIO Time designated 30 minutes daily for Reading and Math as reflected in the master calendar); Tier 3 targeted interventions to include: OG small group instruction, Rise, Heggerty, Fastbridge provided by a designated interventionist	MTSS process, Running Records, KSA data, ongoing classroom formative/summative assessments, Lexia level increased; 3-5 STAR; 2-5 MVPA; K- 2 Fastbridge; Evidence Based Reporting	Ongoing through PLCs agendas/notes; Data Collection ie: Letter knowledge, Sight Word assessment, running records; Fastbridge, etc.	$2000 - Title 1 Professional Development and Resources
		Professional Development: School Leadership will ensure teachers are provided with professional learning opportunities that focus on reducing the learning gaps	Lesson Planning, PLC presentations, certificates of completed professional development activities	Ongoing through PLCs agendas/notes	$2000 - Title 1/SBDM Professional Development
		Co-Teaching in the Mathematics classroom; Teachers co-plan and deliver instruction	Increased academic proficiency in math, IEP success criteria	Lesson Plans, Classroom walkthroughs; Authentic Assessments, Direct and Indirect measure data, work samples	$0
	KCWP 4 Review, Analyze, and Apply Data	Professional Learning to support teachers after engagement data is collected Conduct professional development at PLCs and faculty meetings to ensure teachers receive support for improving the learning	MVPA scores, KSA data, ongoing classroom formative and summative assessments, Fastbridge	Ongoing through PLCs agendas/notes	$0

Objective	Strategy	Activities	Measure of Success	Progress Monitoring	Funding
		environment of focus based on collected and shared data.			
	KCWP 5 Design, Align, and Administer Support	One-to-One math intervention support for students with math disabilities; Dreambox for leveled support; Critical thinking strategies through Origo; Kentucky Numeracy Project; Building Fact Fluency	Increased levels of math literacy	Lesson plans, math probe data, IEP progress monitoring reporting, PLC agenda/notes	$0
		LLI reading intervention support for students with reading disabilities; OG	Increased levels of reading and fluency	Lesson plans, Running Records, IEP progress monitoring reporting, PLC agenda/notes	$0
		Remove non-academic barriers through the Family Resource Center (FRC) – FRC Coordinator, administrators, teachers, school counselor, and SRO will work collaboratively to provide social/emotional support and meeting basic needs, and provide programing for families using outside agencies	High Attendance rate, Decreased Discipline reports, Academic Success in reading; ESS Learning Club; Family/Extracurricular activity involvement	Ongoing documented through team meetings, parent surveys, increase in school attendance; Panorama Survey; Technology Survey	In-kind

4: English Learner Progress

Goal 4 (State your English Learner goal.): Not Applicable - Charles H. Kelly currently does not have ELL students enrolled for the 2023-2024 School Year

Objective	Strategy	Activities	Measure of Success	Progress Monitoring	Funding

5: Quality of School Climate and Safety

Goal 5 (State your climate and safety goal.): Increase the Quality of School Climate and Safety indicator from 81.4 to TBD by 2027.

Objective	Strategy	Activities	Measure of Success	Progress Monitoring	Funding
Objective 1: Increase the Quality of School Climate and Safety indicator from 81.1 to 83 by 2024.	KCWP 5: Design, Align, and Administer Support	Provide training and professional learning regarding emotional and mental wellness supports	Student Achievement; Reduced disciplinary events; High level of student engagement	PLC minutes, lesson plans, walk-throughs	$1000 SBDM Professional Development
		Align and integrate school mental health, PBIS, and RTI ensuring an interconnected Multi-Tiered Systems of Support framework.	PBIS Fidelity Recognition; MTSS progress reporting	SEL lesson planning; walk through data; MTSS data review (interventionist reporting Tier 3); PLC Tier 2 data reviews	$2000 Title1/ SBDM resource support

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

1

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.

1: Gap group of special education students.
2: EL students level of proficiency

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.

1: LSS and Longbranch will provide training and support for schools to ensure that students are provided high quality, personalized learning targeted to help students at a levels succeed at mastering content standards and develop student agency as a learner. This ensures that ALL Learners receive an EQUITABLE, ACCESSIBLE, RIGOROUS, ar RELEVANT educational experience

2:Develop a continuum of Comprehensive Mental Health Services provided thru a multi-tiered system of inclusive supports utilizing school employed & school district community mental health partnerships to support students, families, and the school community.

3:Focus on targeted prevention (including authentic SEL) and intervention programs and services that support mental health, emotional and behavioral well-being of chil youth and young adults, as well as specific mental/behavioral health services and supports that address their emotional and behavioral difficulties.

4:Continued implementation co-teaching classrooms in grades K, 1, 2, 3, 4, and 5 to assist in students getting accessible, rigorous, and equitable instruction at the tier 1 le

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

Indicator	Status	Change
State Assessment Results in reading and mathematics	91.1	3.5
State Assessment Results in science, social studies and writing	81.6	8.6
English Learner Progress	NA	NA
Quality of School Climate and Safety	77.7	-.5
Postsecondary Readiness (high schools and districts only)	NA	NA
Graduation Rate (high schools and districts only)	NA	NA

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 indicators, 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. *Six Sigma, Shipley, Baldridge, 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 71% PD to 80.0 PD by May 2027. Increase MATH proficiency from 66.5% PD to 80% by May 2027.						
Objective	**Strategy**	**Activities**		**Measure of Success**	**Progress Monitoring**	**Funding**
Objective 1: Increase READING proficiency from 71% PD to 73% PD by May 2024. Objective 2: Increase MATH proficiency from 74% PD to 75% by May 2024.	KCWP 1 Design & Deploy Standards	School teams will work in weekly PLC/ILT meetings in order to address the 4 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?		*School/Team PLC/ILT agendas or minutes *Collab Plan feedback form	* Shared Google grade level folders. One for data, one for MTSS, and one for planning and instruction. *Google Shared Drive with Units/Pacing Guides	Local
		Continue our system to fully support implementing standards-based learning and grading practices. The focus for the 23-24 school year		Anecdotal conversations between school staff and families. Teachers along with the leadership team and	PLC notes District Grading Committee	Local

Goal 1: Increase READING proficiency from 71% PD to 80.0 PD by May 2027. Increase MATH proficiency from 66.5% PD to 80% by May 2027.						
Objective	**Strategy**	**Activities**		**Measure of Success**	**Progress Monitoring**	**Funding**
		will be in social studies and science.		instructional coach will determine what standard will be assessed and how they will be written and reported on in social studies and science. Students will understand their level of mastery on I can statements or priority standards		
	KCWP 2 Design & Deliver Instruction	Ensure congruence is present between standards, learning targets, and assessment measures.		Training of each component complete: *Wildly Important Goals *Lead Measures *Compelling	PLC Planning agendas, Grade level agreed upon instructional practices	Local

Goal 1: Increase READING proficiency from 71% PD to 80.0 PD by May 2027. Increase MATH proficiency from 66.5% PD to 80% by May 2027.						
Objective	**Strategy**	**Activities**		**Measure of Success**	**Progress Monitoring**	**Funding**
				Scoreboard *Cadence of Accountability *MVPA		
		Professional Development Focus for 23-24 will be MTSS, specifically we will continue to advance systems for Tier 2 level processes and instruction. PLC's, collaborative planning work and PL faculty meetings will focus on slight revisions of current instructional practices in reading and math. PL in social and science will focus on planning deeper learning opportunities as it relates to the POG.		In an effort to have continuous improvement towards a strong MTSS structure as it relates to T1, T2, and T3 in both academics and behavior. We specifically will focus on Tier 2, how that will be monitored and how students will be reassessed for mastery of standards within that unit of study. These may be flashbacks, quick CFU's,	MTSS: PLC Meetings , ATM meetings, grade level planning, data analysis, and planning instruction for Tier 2 specifically.	Local

Goal 1: Increase READING proficiency from 71% PD to 80.0 PD by May 2027. Increase MATH proficiency from 66.5% PD to 80% by May 2027.						
Objective	**Strategy**	**Activities**		**Measure of Success**	**Progress Monitoring**	**Funding**
		PL will continue with the Science of Reading in grade K-5, with specific focus on K-3 through the 23-24 school year.		and/or teacher observation. This work will also continue the relationship that assessment planning and reaction to has with student mastery of standards.		
	KCWP 3 Design & Deliver Assessment Literacy	Ensure item analysis methods are occurring within PLCs to evaluate instructional effectiveness and determine if instructional adjustments are needed, and if so, what those adjustments		*Wildly Important Goals *Lead Measures *Compelling Scoreboard *Cadence of Accountability *MVPA *Unit assessments	This work will be monitored in PLC work and during collaborative planning	Local
		Ensure that effective		PLC Agenda's, Leadership	Conferences, Report Cards, regular feedback conversations;	Local

Goal 1:	Increase READING proficiency from 71% PD to 80.0 PD by May 2027. Increase MATH proficiency from 66.5% PD to 80% by May 2027.					
Objective	**Strategy**	**Activities**		**Measure of Success**	**Progress Monitoring**	**Funding**
		communication regarding assessments and student performance is shared with appropriate stakeholders to guide instructional planning, student, grouping, etc. (i.e.: vertical collaboration for transitions, P/T conferences, IC parent portal, communication folders, assessment results, etc.)		Team meetings, MTSS data for Tier 1, 2, and 3 for academics.		

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

Goal 2: Increase the Proficiency of Science 55% PD to 65% PD, Social Studies 63% PD to 70% PD, and Writing from 61% PD to 65% by May 2027.					
Objective	**Strategy**	**Activities**	**Measure of Success**	**Progress Monitoring**	**Funding**
Objective: Increase the Proficiency of Science 55% PD to 60%, Social Studies 63% PD to 67%, and Writing from 61% PD to 65% by May 2024.	KCWP 2 Design & Deliver Instruction	School leadership will work with grade level 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.	* Provide one designated planning for each team per week as well as one collaborative plan per week. Teachers do receive a total of 6 planning periods per week.	PLC Planning agendas, Grade level agreed upon instructional practices	None needed
		Ensure ongoing professional development in the area of best practice / high yield instructional strategies, program fidelity, and resources to aid in curricular adjustments. Specifically in science, social studies, and writing. In writing, PD, instructional strategies, and assessment will be focused around the strategy of CER (Claim, Evidence, Response)	PD plan, PD survey, KY Impact Survey, Post evaluation & summative conferences- walkthrough and evaluative data.	Evidence will be seen in classroom observations, walkthroughs, and discussions in PLC's.	Local, SBDM funds
		Ensure that students and staff are equipped with resources and instructional materials that provide high levels of rigor and mastery of standards in social studies and science.	Evidence will be seen in PLC conversations, formative and summative observations and walkthroughs.	Leadership team and instructional coach will monitor through PLC's and identification by teams what is needed to improve rigor and mastery level of students.	Local

Goal 2: Increase the Proficiency of Science 55% PD to 65% PD, Social Studies 63% PD to 70% PD, and Writing from 61% PD to 65% by May 2027.

Objective	Strategy	Activities	Measure of Success	Progress Monitoring	Funding	
	KCWP 3 Design & Deliver Assessment Literacy	Create formative and summative assessments that are aligned to the standards as grade level teams for social studies and science.	Grades 1-5 will begin developing common formative and summative assessments in science and social studies.	This work will be monitored in PLC and collaborative planning	Local	

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 Gap Group 52.6% to 66% by May 2023. Objective 2: Increase the math proficiency for Gap Group 56.2% to 60% by May 2024.	KCWP 5 Design, Align, and Administer Support				
	KCWP 2 Design & Deliver Instruction	Ensure item analysis methods are occurring within PLCs to evaluate instructional effectiveness and determine if instructional adjustments are needed, and if so, what those adjustments are.	*Review and discussion of unit planning in PLC's. Pre-assessment data will be used to drive differentiated instruction. *MVPA data	PLC Planning agendas, Grade level agreed upon instructional practices, Longbranch Non-negotiable instructional practices. MTSS Team, Teacher, Administrative Staff, Counselors and Instructional Coach.	Local
	KCWP 6 Establish Learning Culture and Environment	Student emotional check in's occur on a regular basis and such discussions support a culture for learning. One community circle occurs per week in each classroom. Establish a 2x10 network of staff to student partners. Establish a 2x10 network of student to student partners. Small groups and/or mentors based on Panorama information. Individual	2x10 schedule Small group pre and post data Panorama data	School Counselor Programming, Panorama Survey Results, Pre and Post School Counselor Data, Attendance, Behavior, and Academic Data. Data of students entering and exiting Tier 2/3 for behavior	Local

Objective	Strategy	Activities	Measure of Success	Progress Monitoring	Funding
		student interventions based on student needs.			
		Intentional time in our full school schedule to teach all students CASEL standards. This is our social emotional learning time for all students.	Perception data, projects, project based learning outcomes, teacher and student rating scales, Panorama data	School Counselor Programming, Panorama Survey Results, Pre and Post School Counselor Data, Attendance, Behavior, and Academic Data. Data of students entering and exiting Tier 2/3 for behavior	Local

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 Monitor
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 77.7 to _85.0__ by 2027.					
Objective	**Strategy**	**Activities**	**Measure of Success**	**Progress Monitoring**	**Funding**
Objective 1: Increase the Quality of School Climate and Safety indicator from 78.2 to __80.2__ by 2024.	KCWP 5: Design, Align, and Administer Support	Provide training and professional learning regarding emotional and mental wellness supports	Impact KY survey and MRA LIM survey	PLC conversations, Post observation conferences,and summative evaluation meetings.	Local
		Align and integrate school mental health, PBIS, and MTSS ensuring an interconnected Multi-Tiered Systems of Support framework.	Impact KY survey and MRA LIM survey, KSA Culture and Climate Survey	Data of all MTSS structures, students that enter and exit interventions, special education referrals.	Local
	KCWP 6: Establish Learning and Culture and Environment	Continue work on aligning Leader in Me with the Boone County Schools strategic plan and the Portrait of a Graduate. Looking at our entry points for Deeper Learning opportunities for students through avenues like: service learning, student assessment choice, and project based learning.	Student leadership notebooks Student Led Conferences Student defense of learning for 5th graders, potentially 2nd graders as well.	PLC conversations, collaborative planning	Local

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 a
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 contr
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
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 subgrou
will the school incorporate that specifically targets the subgroup(s) achievement that contributed to the TSI identification? How will we monitor the evidence-based prac
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 pie

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). Visible Learning: a synthesis of over 800 meta-analyses relating to achievement. Routledge: New Yor

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 contr 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 Yor

Shirley Mann ES 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

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.

Students with disabilities population. Even though they are showing increases, we need to continue to close this gap. This would include reading, math, and writing.
Science is another priority area of improvement for the overall proficient/distinguished for ALL students.

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 2, 3, 4 would be the priority, but certainly not our only focus. We have established a list of what we believe had the most impact last year and will refine that. We have also created a list of what we believe are weaknesses entering each grade. This will help our vertical teams stay focused on the areas most targeted for improvement.

Indicator Scores

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

Indicator	Status	Change
State Assessment Results in reading and mathematics	Rd-74% P/D Math-72% P/D	+7% increase in both areas
State Assessment Results in science, social studies and writing	SC-52% P/D; SS-74% P/D; Wr-76% P/D	-1% Sci; +15% SS; +25% WR.
English Learner Progress		
Quality of School Climate and Safety	Index 80.8	+.5

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: Increase READING proficiency from 67% PD to 81.2% PD by May 2027. Increase MATH proficiency from 65% PD to 79.1% by May 2027.					
Objective	**Strategy**	**Activities**	**Measure of Success**	**Progress Monitoring**	**Funding**
Objective 1: Increase READING proficiency from 74% PD to 76% PD by May 2024.	KCWP 1 Design & Deploy Standards	Activity – Provide teacher support/PD on utilizing all results from KPREP, STAR, Lexia, Reading Plus, Dreambox, common formative and summative assessments, Wonders assessments, FastBridge, ESGI, PLC rubrics, and progress monitoring to drive instructional practice.	Increased student achievement evidenced through progress monitoring and weekly PLCs; improved teacher monitoring as evidenced through instructional classroom adjustments	Data analysis of results; review student data sheets; PD agendas; team and leadership notes	SBDM; KETS funds; District funds
		Activity - Expanded role of our teacher leadership team to guide and direct weekly PLC's that include student goals and data disaggregation along with the MTSS implementation at all grade levels. Each grade level has an MTSS plan with schedule.	Increased student achievement evidenced through progress monitoring and weekly PLCs; improved teacher monitoring as evidenced through instructional classroom adjustments	Data analysis of results; review student of student data sheets; PD agendas; team and leadership notes; qtrly review of MTSS students and plan	
		Activity – Utilize vertical teams to assure curriculum alignment for all subjects and grade levels.	Checklists and student progress monitoring; adjustments to core schedule when necessary	Lesson plans; walkthrough data; PLCs; leadership review	
		Activity – Ongoing review of the core schedule to give additional minutes of instruction in reading and math based	Schedule changes, improved student scores on progress monitoring	Lesson plans; master schedule	

		on student need specifically for collab purposes and/or student need			
		Activity - Utilize the STEAM lab, Computer lab class, and Media class through the Project Lead the Way program in order to increase the skills of creativity, communication, collaboration, and critical thinking directly related to improved reading skills.	Schedule changes, improved student scores on progress monitoring	Lesson plans; master schedule	
	KCWP 2 Design & Deliver Instruction	Activity - Provide modeling, training, and embedded PD, to support best practice strategies; differentiation of instruction;	Improved student performance, specifically engagement;	Walkthroughs; progress monitoring; PLC work/planning;	SBDM
		Activity: Provide staff with any additional training needed for Wonders, Everyday Math 4 program, Lexia, Reading Plus, Dreambox, Mastery Connect, PLTW; and TCM	Instructional adjustments; student engagement; progress monitoring	Walkthroughs; progress monitoring; PLC work/planning;	SBDM; District supported funds
		Activity - Reading instruction will include, but not limited to, Wonders, standards based units, Fast ForWord, Lexia, Reading Plus; Mastery Connect, Accelerated Reader, and LEVELED LITERACY INTERVENTION for the purpose of maintaining vertical alignment and student comprehension and fluency levels.	Increased student achievement evidenced through progress monitoring and weekly PLCs; improved teacher monitoring as evidenced through instructional classroom adjustments		SBDM; District Supported funds
Objective 2: Increase MATH proficiency from 72% PD to 74% by May 2024.	KCWP 1 Design & Deploy Standards	Activity - Math instruction will include, but not limited to, full implementation of the Everyday Math 4 program,	Increased student achievement evidenced through progress monitoring and weekly PLCs;	Lesson plans, walkthroughs, student growth data	SBDM, Activity Funds; District funded support

		Dreambox, and Mastery Connect based on student need.	improved teacher monitoring as evidenced through instructional classroom adjustments		
		Activity – continue to create and implement rigorous common math assessments for each grade level through the utilization of Mastery Connect	Increased student achievement evidenced through progress monitoring and weekly PLCs; improved teacher monitoring as evidenced through instructional classroom adjustments	Lesson plans, walkthroughs, student growth data	
	KCWP 2 Design & Deliver Instruction	Activity – Scaffold math instruction to extended response using acronym of RAMP (restate; answer; make a model/show the math; prove with words)	Increased student achievement evidenced through progress monitoring and weekly PLCs; improved teacher monitoring as evidenced through instructional classroom adjustments	Lesson plans, walkthroughs, student growth data	
		Activity – Before school ESS for Math only	Increased student achievement evidenced through progress monitoring	ESS data sheets	District grant
		Activity – Each grade level creates a math plan which is specific to the MTSS process	Increased student achievement evidenced through progress monitoring and weekly PLCs; improved teacher	Monthly leadership meetings; weekly PLCS, student data sheets	

		monitoring as evidenced through instructional classroom adjustments		

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

Goal 2 Increase the Proficiency of Science 53% PD to 62.9%, Social Studies 61% PD to 81.5%, and Writing from 59% PD to 79.3% by May 2027.					

Objective	Strategy	Activities	Measure of Success	Progress Monitoring	Funding
Objective 1 Increase the Proficiency of Science 52% PD to 54%, Social Studies 74% PD to 76.%, and Writing from 76% PD to 77% by May 2024.	KCWP 2 Design & Deliver Instruction KCWP 1 Design & Deploy Standards	Activity- Ongoing Professional Development for Wonders (writing); PLTW (science); TCM (Social studies)	Student and staff growth;	Staff meetings; PLC meetings; walkthroughs; Teacher Professional Growth Plan	SBDM; grants
		Activity- Writing alignment based on Wonders curriculum connected to content writing specifically in science and social studies. Standard approach at all grade levels for completing open response/short answer with utilization of RACES, and CER	Student growth; improved scores on common writing assessments	Lesson plans, walkthroughs, student growth data	
		Activity- Continue developing Common Assessments to ensure all students, who may fall in a gap group, are making growth in writing, rubrics and Mastery Connect will help monitor and measure student growth.	Student growth; improved scores on common writing assessments	Mastery Connect; writing assessments; PLCs	District supported funds
		Activity-Continue Implementation of TCM (social studies) curriculum across grade levels to provide students with opportunities to use inquiry based thinking	Student achievement and growth;	Lesson plans; student assessments;	District supported funds
		Activity-Provide classroom teachers ongoing training in Project Lead the Way in order to complete specific	Student achievement and growth;	Lesson plans; walkthroughs; student growth data	SBDM

Goal 2 Increase the Proficiency of Science 53% PD to 62.9%, Social Studies 61% PD to 81.5%, and Writing from 59% PD to 79.3% by May 2027.

Objective	Strategy	Activities	Measure of Success	Progress Monitoring	Funding
		units within the science classroom instruction.			
		Activity- Continue to align PLTW and KY Science standards	Student achievement and growth;	Lesson plans and walkthroughs	SBDM

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 Economically Disadvantaged from 57% to 59% in 2024 Increase reading proficiency for students with disabilities from 33% to 34% while reducing the novice from 35% to 33%	KCWP 2 Design & Deliver Instruction	Activity-. Improve student with disability implementation of use of technology , specifically the use of Read/Write technology, for assistance in the gen ed curriculum	Monitor improved utilization of technology tools; improved writing measures	Teacher observation; review of technology dashboards	SBDM; KETS; District supported funds
		Activity- Offer additional exposure to writing opportunities with connection to Wonders and monitored by classroom teachers. Standard approach at all grade levels for completing open response/short answer with utilization of RACES, CER will be practiced in both the gen ed and special ed classroom	Student assessments and growth	Student assessments; walkthroughs, lesson plans	SBDM; District supported funds

Objective	Strategy	Activities	Measure of Success	Progress Monitoring	Funding
		Activity- Professional Learning Support specifically LLI professional development sessions as well Executive Functioning; Mastery Connect, and the utilization of utilizing professional books: Taking Action and Shifting the Balance	Staff and student growth; PLCs	PLC notes; Teacher PGP, walkthroughs	Grants
Objective 2: Increase the math proficiency for Economically disadvantaged from 49% PD to 50% P/D in 2024 Increase math proficiency for Students with Disabilities from 31% to 32% while reducing novice from 42% to 40%		Activity- Monthly ½ day PD for special ed teachers with district special ed coordinator to address specific instructional strategies and schedules that will benefit students.	Staff and student growth: PLCs	PLC notes; Teacher PGP, walkthroughs	Grants
		Activity – Monthly Monitor the grade level math plan specifically for data on students in the gap group	Student growth	Reviewed in PLCs and monitoring sheets	

4: English Learner Progress

Goal 4 Increase English Learner ACCESS Composite score from previous year					
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.	Increased student proficiency in English	EL teacher assessments; monthly progress monitoring,	District Supported funds

5: Quality of School Climate and Safety

Goal 5: Increase the Quality of School Climate and Safety indicator from **80.3** to 85 by 2027.					

Objective	Strategy	Activities	Measure of Success	Progress Monitoring	Funding
Objective 1: Increase the Quality of School Climate and Safety indicator from 80.8 to 82 by 2024.	KCWP 5: Design, Align, and Administer Support	Provide training and professional learning regarding emotional and mental wellness supports	Survey Data	small group data; monthly PLCs; decreased office referrals, behavior data; positive office referrals increased	Objective 1: Increase the Quality of School Climate and Safety indicator from 80.8 to 82 by 2024.
		Align and integrate school mental health, PBIS, and MTSS ensuring an interconnected Multi-Tiered Systems of Support framework. Additionally utilizing SEL small groups and classroom guidance curriculum	Survey Data	small group data; monthly PLCs; decreased office referrals, behavior data; positive office referrals increased	

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					

New Haven Elementary
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

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.

1) Our Economically Disadvantaged demographic group were almost 5 points below all students for the Quality of School Climate and Safety survey. The overall school survey declined by 2 points. Analysis indicated 2 specific areas that the staff need to focus on with students.

2) Our Economically Disadvantaged demographic group continues to perform 20 points behind our overall population of students in the separate indicator scores. Although they increased by 6.9 overall points, we need to continue to make concerted efforts to continue the momentum. Focusing on academic vocabulary, writing across the curriculum, and access to high level expectations.

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 2: Design and Deliver Instruction, KCWP 4: Review, Analyze and Apply Data, KCWP 5: Design, Align and Deliver Support

Indicator Scores

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

Indicator	Status	Change
State Assessment Results in reading and mathematics	90.5	+2.6
State Assessment Results in science, social studies and writing	82.6	+ 7.4
English Learner Progress	N/A	N/A
Quality of School Climate and Safety	78.2	-2.0

SBDM1: State Assessment Results in Reading and Mathematics

Goal 1: Increase READING proficiency from 70% PD to 73.7% PD by May 2027. Increase MATH proficiency from 73% PD to 75% by May 2027.					
Objective	**Strategy**	**Activities**	**Measure of Success**	**Progress Monitoring**	**Funding**
Objective 1: Increase READING proficiency from 70% PD to 71% PD by May 2023. **Objective 2:** Increase MATH proficiency from 73% PD to 74% by May 2023.	**KCWP 1 Design & Deploy Standards**	Promote and plan for continuous professional growth by emphasizing best practices, high-yield instructional strategies, program fidelity, and resources for curricular enhancements.	PL agendas; PLC notes; walkthroughs; Staff PD log / increased student achievement/engagement and student progress	PLCs, walkthroughs, observations, impact checks, and student data.	SBDM, General
		Design vertical curriculum mapping to identify instructional gaps, development of and gradual release phases, and mastery of standards.	Curriculum maps, triangulation of data, and needs assessment to adjust maps for next school year, mastery checklists	Data analysis of formative / summative; mastery checks, Fast bridge, common assessments-Pacing	SBDM
		Provide professional time to align and plan for lessons that incorporate strategies and foundations of the Science of Reading.	lesson plans, walk through observation, student data	fast bridge assessments, MTSS data, common assessments	SBDM
		Continue to work with the leadership team to modify the master schedule to provide optimum minutes for both reading and math instruction; allowing for an uninterrupted amount of instructional time when possible.	Walkthroughs, lesson plans, pacing,	Feedback from leadership team & departments	General
	KCWP 2 Design & Deliver Instruction	Ensure that students and staff are equipped with resources and instructional materials that provide high levels of rigor and mastery of standards.	Needs assessments, Surveys, Team meeting notes; Team leader meetings; check-ins; implementation and impact checks.	Student assessment and growth data, anecdotal notes, Surveys	SBDM
		Schedule opportunities for teachers to observe colleagues in both reading and math to ensure calibration and delivery of quality instruction.	Aligned teaching; lesson plans, PLCs	Walkthroughs, lesson plans,	None
	KCWP 3 Design & Deliver Assessment Literacy	Work in grade level teams and collaborative PLCs to ensure that common assessments are aligned to standards, vary in rigor, and provide	PLCs ; calibration of rubrics/ scoring; common assessments	Live scoring; student conferencing & scored data, PLC minutes	None

Goal 1: Increase READING proficiency from 70% PD to 73.7% PD by May 2027. Increase MATH proficiency from 73% PD to 75% by May 2027.

Objective	Strategy	Activities	Measure of Success	Progress Monitoring	Funding
		instructional feedback so students can increase proficiency.			
		Ensure that effective communication regarding assessments and student performance are shared with appropriate stakeholders to guide instructional planning, student, grouping, etc. *(i.e.: vertical collaboration for transitions, P/T conferences, IC parent portal, communication folders, assessment results, etc.)*	Conferences, Report Cards, midterms, regular feedback conversations; Individualized Learning plans at the end of the year.	Survey data, parent conference feedback	SBDM, General, IDEA
	KCWP 4 Review, Analyze, and Apply Data	Collect assessment evidence (formative / summative) to inform next steps for individual students and groups of students and evaluate this data weekly to design or adapt core instruction.	Student data binders / folders; progress conferences; Student's assessment and growth data	PLC meetings, ARC meetings, MTSS, teacher assessment binders	None
		Support teacher teams in using results from collected assessment data to inform instructional practices that will impact students who need extension or intervention in content areas.	Student data reporting, check lists, lesson plans	PLC notes and discussions, adjustments to pacing guides	SBDM, General
		Implement a systematic approach to data collection, including formative, summative, benchmark, non-academic data, and teacher observations with the aim of promoting elevated levels of teacher effectiveness and student achievement optimization.	Data binders, PLC conversations, revision of long range plans due to data analysis	Checklists, Student data reports, lesson plans, grade level PLC notes/ agendas	SBDM
		Allow staff opportunities to calibrate grading practices horizontally & vertically, in content areas that align to school policies and district strategic planning.	Aligned- standards based grading reports / calibrated grading practices- PLC work; Team leaders; SBDM	LRP, walkthrough data, Student assessment data	SBDM

Goal 1:   Increase READING proficiency from 70% PD to 73.7% PD by May 2027. Increase MATH proficiency from 73% PD to 75% by May 2027.

Objective	Strategy	Activities	Measure of Success	Progress Monitoring	Funding
	KCWP 5 Design, Align, and Deliver Support Processes	Provide all students the opportunity to explore and utilize technology tools and applications that allow for collaboration, communication, and independent access to content. Provide access for the district 1-1 technology plan for all students; training all staff in technology implementation to be used as needed for best practices.	PD and lessons for students and staff; Technology integrated lessons , Individualized programming (Lexia, dream box, Google classroom, etc.)	Walkthrough data, implementation checks	Activity, SBDM
		All staff will continue to collaboratively implement, monitor, and communicate the school wide PBIS plan that provides behavior specific praise and reinforcement. Work collaboratively with specialized staff to promote and support learning for all.	Common lesson resources; daily routines; announcements- Indicators through observation & referral processes. Implementation of House system	Observation and Referral data	SBDM
		Work with families and community members through our Family Resource Center to ensure all children experience an effective transition to school as well as reduce barriers to achieve academic success daily.	Documentation; communication log; FRC advisory council agendas / minutes & monthly reports	Parent involvement reports, surveys, student summative data.	SBDM, Grants, Activity
	KCWP 6 Establish Learning Culture and Environment	Provide opportunities for all families to engage with school personnel and fellow stakeholders to support needs, such as academic, social/emotional, transitional, and potential barriers.	Student club/ sports activities, Parent conferences, Open House, Family nights	Parent involvement reports, surveys, student summative data.	SBDM, Grants, Activity
		Ensure that classrooms appreciate and accept diversity and hold students to high expectations through classroom team building, exposure through school wide programming, and professional training.	Morning meetings (observation & lesson plans); assemblies; "field trip experiences", House meetings & celebrations	student surveys & feedback, school surveys, parent feedback; behavior data;	SBDM, Activity

Goal 1: Increase READING proficiency from 70% PD to 73.7% PD by May 2027. Increase MATH proficiency from 73% PD to 75% by May 2027.					
Objective	**Strategy**	**Activities**	**Measure of Success**	**Progress Monitoring**	**Funding**
		Provide opportunities for staff to build professional working relationships through communication, collaboration, and climate building activities.	PLC agendas; meeting notes; newsletters; attendance; survey results from students and staff/ all stakeholders	Climate surveys, staff feedback and planning; student assessment data	

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

Goal 2: Increase the Proficiency of Science, Social Studies, and Writing of % P/D each year, while meeting or exceeding the state set goals. *(May 2027 KDE set goals: Science- 51.5% PD, Social Studies- 69.4% PD, Writing- 75.3% PD)*					
Objective	**Strategy**	**Activities**	**Measure of Success**	**Progress Monitoring**	**Funding**
Objective 1: Increase the Proficiency of Science from 60% PD to 61% by May 2024 **Objective 2:** Increase Social Studies 72% PD to 73% by May 2024 **Objective 3:** Increase Writing from 64% PD to 65% by May 2024.	**KCWP 1 Design & Deploy Standards**	Ensure ongoing professional development in the area of best practice / high yield instructional strategies, program fidelity, and resources to aid in curricular enhancements.	Student growth, walkthrough data, BCS climate survey,	Family meetings; Professional development; University meetings, etc., CSIP I & I check	SBDM, General
		Collaborate in deconstructing standards and developing congruent learning targets that are focused, measurable, and clear to students. Standards will be organized by each grade level / content area using a long-range plan document to ensure all standards are being taught.	Student achievement & growth data; walkthrough data	Long range plans; PLC conversations; Common and Universal assessments; Team leader notes, mastery checklists; TCTs	SBDM
		Ensure that students and staff are equipped with resources and instructional materials that provide high levels of rigor and mastery of standards.	student growth data, common assessment data	Student data binders; grades; Data analysis; team meetings; walkthroughs and observations	SBDM, Activity
	KCWP 2 Design & Deliver Instruction	Continue to ensure students understand learning expectations and know the criteria for success	student assessment and growth data	Walkthrough data, live scoring/ rubrics, lesson plans,	None

Goal 2: Increase the Proficiency of Science, Social Studies, and Writing of % P/D each year, while meeting or exceeding the state set goals.
(May 2027 KDE set goals: Science- 51.5% PD, Social Studies- 69.4% PD, Writing- 75.3% PD)

Objective	Strategy	Activities	Measure of Success	Progress Monitoring	Funding
		Implement the CER writing framework for writing across contents for grades 3 - 5th.	Increased writing rubric scores, student written / oral growth in explanation of content/ use of content vocabulary	Writing pieces, conferencing notes, increased achievement on higher DOK prompts.	
	KCWP 3 Design & Deliver Assessment Literacy	Work in grade level teams and collaborative PLCs to ensure the creation of a balanced assessment system that provides feedback to students on their progression of learning	student assessment and growth data	Live scoring; TCTs, common assessments; aligned standards mapping	SBDM, General
	KCWP 4 Review, Analyze, and Apply Data	Collect assessment evidence (formative / summative) to inform next steps for individual students and groups of students, and evaluate this data regularly to design or adapt instruction.	Student assessment and growth data	Student data binders; grades; Data analysis; team meetings, common assessment data	None
	KCWP 5 Design, Align, and Deliver Support Processes	Provide all students the opportunity to explore and utilize technology tools and applications that allow for collaborative and independent access to content. Provide access for the district 1 to 1 technology plan for all students, and train all staff for current technology implementation to be used as needed for best practices	student assessment and growth data	Individualized programs Including but not limited to: *Lexia, Mystery Science, Flocabulary, Generation Genius, Studies Weekly, news quiz; usage and skill reports*	Activity, SBDM, Grants
		Provide professional learning and resources that allow teachers access to tools that support remediation of writing.	Improved writing (physical / development)	Progress monitoring of writing samples/	SBDM

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 combined Reading and math proficiency from 63% to 70% PD for the Economically Disadvantaged demographic group by May 2027. **Objective 2:** Increase the combined Reading and Math proficiency score from 48% PD to 51% PD for the Disability demographic group by May 2027.	**KCWP 1 Design & Deploy Standards**	Implement and reinforce formative assessment practices across all contents to facilitate student awareness of their progress and strategies to bridge gaps towards mastering grade level standards.	student assessment and growth data	PLC data analysis, grade book, lesson plans, observations.	SBDM, General, Grants
	KCWP 2 Design & Deliver Instruction	Continue to provide an opportunity for students who are academically at-risk in reading &/or math (K-5th grade) to have access to extended school services through use of ESS day waiver planning (MTSS)	downtrend of intervention students from K to 5th; improved academic performance	ESS day waiver- scheduling; Observations, IC flags, use of data and PLC conversations. - Observation of interventions in classrooms; PM reporting.	SBDM, IDEA, General fund, Activity
	KCWP 4 Review, Analyze, and Apply Data	Use formative, summative, and universal screening data results to determine tiered intervention needs that will address the learning needs for those students who are consistently underperforming, or who are not meeting mastery of content standards.	Positive trend data on student growth using PM tools; reduction of underperformance in assessments; increase in mastery of content standards.	PLCs, data analysis of progress monitoring, assessments, and performance observations (team meetings); mastery checklists; Individualized and Gap analysis data	None
		Implement professional time to review and analyze student data; based on mastery standards / benchmark targets to determine interventions and flexibility in grouping.	Positive trend data on student growth using PM tools; reduction of underperformance in assessments; increase in mastery of content standards;	PLC agendas & notes, data folders, mastery checklists, data reporting, analysis of performance levels. (Universal and common assessments)	SBDM

Objective	Strategy	Activities	Measure of Success	Progress Monitoring	Funding
			reduction of achievement gap (novice performance)		
	KCWP 5: Design, Align, and Administer Support	Collaborate with community partners that support overall student progress through mentoring, academic & S/E assistance, and family education programming. *(ie:whiz kids, Kiwanis, FRC, Community partners, etc.)*	Reduction of achievement gap; student engagement; family participation, positive achievement growth	Universal screener; common assessment; programming attendance; survey feedback	SBDM, General, Activity
		Working through NH's FRC; provide resources and support services to address learning barriers, such as transiency, attendance, and access to health, social/ emotional/ mental services in collaboration with school, community, and guardian partners.	Survey data, reduction in referrals	FRC documentation, home visit log, Truancy / Fast team documentation; Parent conferences Log & contact documentation- Master calendar of events	Grants, SBDM
	KCWP 6 Establish Learning Culture and Environment	Ensure that student conferencing and parent communication occurs on a regular basis and such discussions support a culture for learning while reporting a clear picture of student performance.	Parent conferences: newsletters, ARCs, requested meetings; report cards- (Schedules, documentation, observations)	Survey data; attendance % of conferences / ARC attendance; feedback from stakeholders	SBDM

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 2 Design & Deliver Instruction**	Incorporate content-specific vocabulary and build background understanding/ experiences through lessons and field experiences to enhance comprehension of topics and concepts	Engagement of students, formative / summative data	Observation data, lesson plans,	Activity, SBDM, Grants
	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.	Improved teacher efficacy; increased student English proficiency	EL teacher service minutes; Student assessment and growth data; PLCs, Observation data. PD agendas, SIOP strategies implementation	SBDM, General
	KCWP 6 Establish Learning Culture and Environment	Collaborate with district level staff to ensure that our EL learners have access to consistent and qualified support services.	Improved EL proficiency scores/ universal data	Walkthroughs, schedules	General

5: Quality of School Climate and Safety

Goal 5: Increase the Quality of School Climate and Safety indicator from 78.2 to 90% by 2027.					
Objective	**Strategy**	**Activities**	**Measure of Success**	**Progress Monitoring**	**Funding**
Objective 1: Increase the Quality of School Climate and Safety indicator from 78.2% to 80% by 2024.	**KCWP 5: Design, Align, and Administer Support**	Provide training and professional learning regarding emotional and mental wellness supports	Survey data, lesson plans	decreased referrals, counseling group data, observations, behavior data	SBDM
		Align and integrate school mental health, PBIS, and intervention/ extensions; ensuring an interconnected	Survey data	Decreased referrals, counseling group data, observations, behavior data	Activity, SBDM

Goal 5: Increase the Quality of School Climate and Safety indicator from 78.2 to 90% by 2027.					
Objective	**Strategy**	**Activities**	**Measure of Success**	**Progress Monitoring**	**Funding**
		Multi-Tiered Systems of Support framework.			
		Utilize small group and classroom guidance curriculum to address identified school / student needs *(ie: anxiety, self-control, family dynamics, social skills, etc.)*	Survey data, Counselor data, decrease in support groups	Decreased referrals, observations, teacher/ student feedback	None
		School wide implementation of the House system; including staff professional learning, student leadership & feedback, & yearly review of expectations & end of year impact reflection.	behavior data, student feedback, surveys, PL plan	TFI, panorama data, PBIS incidences, increase in student engagement & points tracking, PL feedback and reflection	SBDM, Activity
		Family Resource Center family events focused on needs survey and CPP *(ie: healthy family education, food pantry, holiday assistance, literacy nights, parent education classes/ speakers, summer health programming, etc.)*	Survey results, decreased needs referrals, parent feedback.	Attendance response; participation, FRC event reports	Grants, SBDM

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					

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.

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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

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North Pointe Elementary 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

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.

1) Continue to increase proficiency levels in reading and math
2) Increase proficiency and novice reduction for students receiving special education services
3) Increase proficiency in science

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.

1) Provide continued support for teachers to implement high quality, research-based Tier 1 instruction in reading and math that includes best-practices and high-yield strategies.
2) Refine the implementation of our MTSS system of supports for academics and noncognitive skills.

Indicator Scores

Indicator	Status	Change
State Assessment Results in reading and mathematics	89.9	Increase (+6.5)
State Assessment Results in science, social studies and writing	87.6	Sig Increase (+9.7)
English Learner Progress	NA	NA
Quality of School Climate and Safety	77.0	Maintain (-0.6)
Postsecondary Readiness (high schools and districts only)	NA	NA
Graduation Rate (high schools and districts only)	NA	NA

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

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: Increase READING proficiency from 74% PD to 76.1% PD by May 2027. Increase MATH proficiency from 71% PD to 72.7% by May 2027.

Objective	Strategy	Activities	Measure of Success	Progress Monitoring	Funding
Objective 1 Increase READING proficiency from 74% PD to 74.1% PD by May 2024.	KCWP 2 Design & Deliver Instruction	Facilitate the implementation of a comprehensive literacy program in Grades K-5.	Curriculum alignment/ pacing; modeling best practices for teachers thereby raising rigor and engagement	Walkthrough Feedback PLC Work, discussions, notes	ESSERS
		Literacy support through use of instructional coach and district instructional leads to improve core instruction.	Student-centered coaching cycle, coach co-teaching plans, collaborative plans with teachers, and/or planning sessions with teachers	Weekly PLC common planning with district pacing guide led by priority standards. Accountability by Admin team and PLC	NA
		Ensure ongoing professional development in the Science of Reading to yield best practice/high yield instructional strategies to promote student reading success.	Completion of LETRS training by admin staff and instructional coach; completion of Shifting the Balance Book Study for Grades 3-5	Staff participation in district Literacy Study Teams; book study participation rates; LETRS certificates of completion	District (Literacy Study Teams) SBDM (book study)
	KCWP 4 Review, Analyze, and Apply Data	Collaborative planning in PLCs through use of DuFour questions and data analysis	PLC notes are kept for each weekly; student growth through MTSS processes	PLC Notes are maintained in a shared Google Drive; student data collection in shared drive and/or Mastery Connect	NA
Objective 2 Increase MATH proficiency from 71% PD to 71.1% by May 2024.	KCWP 2 Design & Deliver Instruction	Math support through use of instructional coach and district instructional leads to improve core instruction	Student-centered coaching cycle, coach co-teaching plans, collaborative plans with teachers, and/or planning sessions with teachers	Weekly PLC common planning with district pacing guide led by priority standards. Accountability by Admin team and PLC	NA
		Continued implementation of a comprehensive math program in Grades K-5	Curriculum alignment/ pacing; modeling best practices for teachers thereby raising rigor and engagement	Walkthrough Feedback PLC Work, discussions, notes	ESSERS
	KCWP 4 Review, Analyze, and Apply Data	Collaborative planning in PLCs through use of DuFour questions and data analysis	PLC notes are kept for each weekly; student growth through MTSS processes	PLC Notes are maintained in a shared Google Drive; student data collection in shared drive and/or Mastery Connect	NA

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

Goal 2: Increase the Proficiency of Science from 51% PD to 56%, Social Studies from 71% PD to 72%, and Writing from 81% PD to 82% by May 2027.					
Objective	**Strategy**	**Activities**	**Measure of Success**	**Progress Monitoring**	**Funding**
Objective 1 Increase proficiency of Science from 51% to 53%, Social Studies from 71% to 71.5%, and Writing from 81% to 81.5%.	KCWP 5 Design, Align, and Deliver Support	Provide instructional support through use of instructional coach to improve core instruction in science, social studies, and writing	Notes from collaborative teacher meetings. Intended results are to increase rigor through the use of inquiry based learning.	Administration of assessments monitored by IC and Admin team	NA
	KCWP 2 Design & Deliver Instruction	Ensure that students and staff are equipped with resources and instructional materials ongoing professional development that yield high levels of instructional rigor and mastery of standards in science. Increase the use of best practice / high yield instructional strategies, program fidelity, and resources to aid in curricular adjustments (including phenomena, inquiry, assessment practices)	Implementation of effective science instruction yielding improved student outcomes	Science committee notes; assessment development; lesson plans	SBDM
		Train teachers in the use of CER (Claim, Evidence, Reasoning) strategy for constructed response writing	Increased student success on constructed response questions	PLC Notes, live scoring, student writing samples	NA

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 Special Education Students from 36% to 42%. Increase math proficiency of Special Education Students from 27% to 30%	KCWP 6 Establish Learning Culture and Environment	Reduce rates of chronic absenteeism of students with disabilities through FRC engagement, enhanced attendance procedures, and recognition/motivation/ incentives.	Improved attendance rates of special education students	Monthly monitoring of chronic absenteeism reports by admin team/FRC	PTA
	KCWP 5 Design, Align, and Deliver Support	Continue to solidify MTSS processes and data tracking methods to provide a continuum of supports	Student data tracking system; increased levels of proficiency and novice reduction on student assessments	meeting notes, student monitoring data	NA
	KCWP 2 Design & Deliver Instruction	Provide continued professional learning on strategies that promote student success, such as engagement strategies, vocabulary acquisition, increased student collaboration and discussion, etc.	Improved EL student growth and performance on ACCESS assessment	Student progress on common assessments, MVPA, STAR, Fastbridge, walkthrough observations	NA
Objective 2 Increase reading proficiency of Economically Disadvantaged students from 53% to Increase math proficiency of Economically Disadvantaged students from 55% to	KCWP 6 Establish Learning Culture and Environment	Promote family access of resources and engagement through participation in school and district events	Continued facilitation of relationships between home and school; utilization of resources to remove barriers for families	FRC data and survey results	FRC PTA
		Reduce rates of chronic absenteeism of economically disadvantaged students through FRC engagement, enhanced attendance procedures, and recognition/motivation/ incentives.	Improved attendance rates of economically disadvantaged students	Monthly monitoring of chronic absenteeism reports by admin team/FRC	PTA
	KCWP 5 Design, Align, and Deliver Support	Continue to solidify MTSS processes and data tracking methods to provide a continuum of supports	Student data tracking system; increased levels of proficiency and novice reduction on student assessments	meeting notes, student monitoring data	NA

4: English Learner Progress

Goal 4: Increase the English Learner ACCESS Indicator Score from 72.4 to 80.0 by May 2027 (based on EL student growth).					
Objective	**Strategy**	**Activities**	**Measure of Success**	**Progress Monitoring**	**Funding**
Objective 1 Increase EL ACCESS Indicator Score from 72.4 to 75.0 by May 2024.	KCWP 2 Design & Deliver Instruction	Provide continued professional learning on strategies that promote EL student success, such as engagement strategies, vocabulary acquisition, increased student collaboration and discussion, etc.	Improved EL student growth and performance on ACCESS assessment	Student progress on common assessments, MVPA, STAR, Fastbridge, walkthrough observations	NA
	KCWP 4 Review, Analyze, and Apply Data	Collaborative planning in PLCs through use of DuFour questions and data analysis	PLC notes are kept for each weekly; student growth through MTSS processes	PLC Notes are maintained in a shared Google Drive; student data collection in shared drive and/or Mastery Connect	NA

5: Quality of School Climate and Safety

Goal 5: Increase the Quality of School Climate and Safety indicator from 77.0 to 85.0 by 2027.					
Objective	**Strategy**	**Activities**	**Measure of Success**	**Progress Monitoring**	**Funding**
Objective 1

Increase the Quality of School Climate and Safety Indicator from 77.0 to 80.0 by May 2024. | KCWP 5 Design, Align, and Deliver Support | Continue to incorporate Tier 1 instruction in noncognitive skills based off Competency Survey needs, PBIS data, and staff surveyed needs. | Increase results in Panorama data, improvements on counselor spot checks on areas of concern | Competency Survey Results (administered in October and April); review PBIS data monthly at Tier 1 meetings | SBDM |
| | | Align and integrate school mental health, PBIS, and RTI ensuring an interconnected Multi-Tiered Systems of Support framework. | positive MTSS data for Tier 2/3 students; MTSS team meetings, decrease in school wide discipline referrals | Panorama and academic data alignment; MTSS notes; discipline data | SBDM |
| | KCWP6 Establish Learning Culture and Environment | Promote Diversity, Equity, and Inclusion through development of school-wide activities that focus on acceptance, inclusivity, awareness, and appreciation of others' differences. | Post event staff survey results; post event student survey results; Increase of scores on 2024 KSA Quality of School Safety and Climate survey; counselor spot checks | surveys will be sent to staff and/or students after each event to gauge effectiveness and quality of the programs; KSA will be administered in May 2024; counselor will monitor specific areas of concern through guidance lessons | FRC PTA |

6: Postsecondary Readiness (High School Only)

Objective	Strategy	Activities	Measure of Success	Progress Monitoring	Funding
Goal 6: NA					
Objective 1					
Objective 2					

7: Graduation Rate (High School Only)

Goal 7: NA					
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					

Addendum for Schools Identified for Targeted or Comprehensive Support

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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

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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

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Ockerman ES 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
    - State Assessment Results in science, social studies and writing
    - Achievement Gap
    - English Learner Progress
    - Quality of School Climate and Safety
    - Postsecondary Readiness
    - Graduation Rate

- The required goals for **high schools** include the following:
    - State Assessment Results in reading and mathematics

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.

- Our priorities and concerns are still increasing the score of our identified GAP group of disability from 27.9% to 40% to move out of TSI.
- Continue to work on increasing our reading proficient and distinguished scores from 41% proficient and distinguished to 53%.
- Continue to work on increasing our math proficient and distinguished scores from 38% to 53%.
- Continue to work on increasing our science proficient and distinguished scored from 21% to 45%.
- Continue to work on increasing our social studies proficient scores from 40% to 50%.
- Continue CER work to increase combined writing proficient and distinguished scores from 22% to 40%.

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.

- Utilize walkthrough observations as conversation starters on evidence based instructional practices.
- Highlight best practice instructional strategies at the beginning of PLC's.
- Specific special education PLC looking at data, instructional decisions, and assessments.
- Continue with LETRS and OG instruction in primary grades with getting administration and coach trained to support those instructional practices.
- Continue reviewing student's data from I-Ready, Fast Bridge, Unit Assessments, MVPA, and STAR to track student progress.
- We will name and claim students on the TSI list as well as students that are identified as movables to track their progress.
- Ensure assessment data is shared with parents and students on a regular basis.
- Utilize data to drive MTSS decisions.
- Prior to PLC, schedule and plan for data that teachers need to bring to PLC to make informative decisions on instructional strategies.

Indicator Scores

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

Indicator	Status	Change
State Assessment Results in reading and mathematics	57.7	1.7
State Assessment Results in science, social studies and writing	53.5	7.6
English Learner Progress	68.1	11.4
Quality of School Climate and Safety	75	1.8
Postsecondary Readiness (high schools and districts only)		
Graduation Rate (high schools and districts only)		

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.): **Goal 1:** Increase READING proficiency from 41% PD to 62.8% PD by May 2027. Increase MATH proficiency from 38% PD to 62.8% by May 2027.					
Objective	Strategy	Activities	Measure of Success	Progress Monitoring	Funding
Objective 1: Increase READING proficiency from 41% PD to 55.8% PD by May 2024. 1	KCWP 2 Design & Deliver Instruction	Continued implementation of Orton Gillingham for grades K-2 following their scope and sequence; Teachers are utilizing strategies learned during LETRS and Reading League training to implement good strong phonics instruction. Teachers are also using Heggerty for phonics instruction as well. Keep utilizing scholastic reading for grades 3-5 with intention to focus on phonics weaknesses. LLI and OG for resource/special education students; small group remedial instruction for RTI students using ESSA approved interventions	PLC Meetings, Training around LETRS, OG, and the Science of Reading. Walkthroughs looking for implementation of OG, Heggerty and student engagement. Review FastBridge data, Unit assessments, STAR and MVPA data	Admin Team	Title 1 SBDM Funding
		Continued progress toward mastery learning/standards-based grading; collaborative model within classrooms daily	Reviewing standards and asking the four Dufour questions during PLC's, MVPA Assessment Data, I-Ready Assessment Data, and FastBridge Data	Admin Team	Title 1 District PD
		Literacy support through use of instructional coach; district support and administration to improve core instruction	Utilizing Heggerty phonics in primary and Orton Gillingham Scope and Sequence for phonics instruction, Using information gained from LETRS training, PLC Notes and Agendas	Coach, district office supports, Admin Team	Title 1
		Working as professional learning communities on data driven instruction practices	KSA data.,PLC notes / agendas, Naming and Claiming students,	Admin Team	Title 1, District PD

Goal 1 (State your reading and math goal.): Goal 1: Increase READING proficiency from 41% PD to 62.8% PD by May 2027. Increase MATH proficiency from 38% PD to 62.8% by May 2027.					
Objective	**Strategy**	**Activities**	**Measure of Success**	**Progress Monitoring**	**Funding**
			Individual student goal setting, MVPA Assessment Data, Unit Assessment Data, I-Ready diagnostic assessment and standards mastery checks, FastBridge data		
Objective 2: Increase MATH proficiency from 38% PD to 55.8% by May 2024.		Utilize the new I-Ready math curriculum to provide high level instruction with student discourse and engagement. Small group differentiated instruction for RTI students using approved interventions	Professional Development from the I-Ready team on math discourse. Instructional walks with I-Ready team reviewing use of the curriculum and instructional practices PLC Data Assessment, District PD	Admin Team, District Team	Title 1, District PD
		Math support through use of instructional coach; district support and administration to improve core instruction	I-Ready Training, PLC Data Assessment, District PD	Admin Team, District Team	Title 1
	KCWP 4 Review, Analyze, and Apply Data	Instructional feedback through observations and use of walkthrough tool	Data Collected Through Walkthrough tools and recorded on walkthrough tool, feedback provided on what was viewed looking for student engagement	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	PLC agenda, meeting notes, STAR Benchmark Data, Mastery Connect Data, MVPA Assessment Data, IReady diagnostic	Admin Team	N/A

Goal 1 (State your reading and math goal.): Goal 1: Increase READING proficiency from 41% PD to 62.8% PD by May 2027. Increase MATH proficiency from 38% PD to 62.8% by May 2027.					
Objective	Strategy	Activities	Measure of Success	Progress Monitoring	Funding
			and standard mastery check data.		

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

Goal 2 (State your science, social studies, and writing goal.): Increase the Proficiency of Science 21% PD to 48.5%, Social Studies 40% PD to 67.1%, and Combined Writing from 22% PD to 60.1% by May 2027.					
Objective	**Strategy**	**Activities**	**Measure of Success**	**Progress Monitoring**	**Funding**
Objective 1: Increase the Proficiency of Science 21% PD to 38.9%, Social Studies 40% PD to 61%, and Combined Writing from 22% PD to 52.7% by May 2024.	KCWP 2 Design & Deliver Instruction	Working in vertical teams to review standards and plan science, social studies, and writing instruction.	PLC Notes from early release days and summer planning	Admin Team	Title 1
		Implementation of engagement strategies to increase student participation (Kagan)	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. Utilizing TCM materials for social studies instruction.	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 area planning sessions using DuFour's model	Data Collected from Walkthrough tools	Admin Team	N/A
		Professional learning to increase writing instruction and implementation of workshop model for writing (Smekens, 6 Traits) Continue work on utilizing Claim Evidence and Reasoning for students to write effective responses. Review released test items and analyzed student writing for CRQ questions.	Writing Journals, Writing Notebooks, CER practice with constructed responses and On Demand prompts	Admin Team, District Office	Title 1
		Identification of Gap students, tracking student progress in writing classroom data collection, CER work	Writing Journals, Writing Notebooks, CER practice with constructed	Admin Team and Teachers	N/A

Goal 2 (State your science, social studies, and writing goal.): Increase the Proficiency of Science 21% PD to 48.5%, Social Studies 40% PD to 67.1%, and Combined Writing from 22% PD to 60.1% by May 2027.

Objective	Strategy	Activities	Measure of Success	Progress Monitoring	Funding
			responses and On Demand prompts d Writing Rubrics,		
	KCWP 4 Review, Analyze, and Apply Data	Monthly review of student writing pieces on Constructed responses, and On Demand utilizing CER, Continued whole school On Demand prompts,	Calibrate with teams on expectations around CER, Analyze data form student work and plan for next steps during PLC	Admin Team, Teachers, LSS District Lead	
		Monthly review of student writing pieces on Constructed responses, and On Demand utilizing CER, Continued whole school On Demand prompts,	Calibrate with teams on expectations around CER, Analyze data form student work and plan for next steps during PLC	Admin Team, Teachers, LSS District Lead	

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 Objective 1: Increase the reading proficiency for Disability 10% to 34% by May 2024. Objective 2: Increase the math proficiency for Disability 12% to 34% by May 2024.	KCWP 5 Design, Align, and Administer Support	PLC's with special education 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. Utilize OG and UFLI phonics instruction to support LLI.	STAR Scores, KSA Data, I-Ready Diagnostic and Standards Mastery Check data 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 steps for students with who experience socio economic disadvantages based upon content area data	PLC Notes, Agenda, Student Plans	Admin Team	N/A
		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

Objective	Strategy	Activities	Measure of Success	Progress Monitoring	Funding
	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, District Common Assessments MVPA data,I-Ready Diagnostic and Standards Mastery Check data Classroom Assessments	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
	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, I-Ready Diagnostic data	Admin Team	District Funds, SBDM, Title 1
		Continued implementation of LLI for resource/special education students as well as UFLI and OG. Small group remedial instruction for RTI students using approved interventions such as	Implementation Checklists, Lesson plans, KSA Data progress monitoring, I-Ready Standards Mastery Checks	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, progress monitoring data	Admin Team	IDEA, Title 1
		Continued implementation of both push in and pull-out models for instruction depending upon the	Implementation Checklists, Lesson plans, KSA Data progress monitoring	Admin Team, LSS Support, ELL Team	District Funds, SBDM, Title 1

Objective	Strategy	Activities	Measure of Success	Progress Monitoring	Funding
		specific needs of individual English learner students.			
		Continued implementation of 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 (State your English Learner goal.): Increase the English Learner indicator from **68.1** to 80% by 2027.					
Objective	**Strategy**	**Activities**	**Measure of Success**	**Progress Monitoring**	**Funding**
Objective 1: Increase the English Learner indicator from **68.1%** to 75% by 2024.	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 and EL Staff	
Objective 2					

5: Quality of School Climate and Safety

Goal 5 (State your climate and safety goal.): Increase the Quality of School Climate and Safety indicator from **75%** to 90%by 2027.					
Objective	**Strategy**	**Activities**	**Measure of Success**	**Progress Monitoring**	**Funding**
Objective: Increase the Quality of School Climate and Safety indicator from 75% to 85% by 2024.	KCWP 5: Design, Align, and Administer Support	Provide training and professional learning regarding emotional and mental wellness supports	Review of Panorama survey data	Admin Team and School Counselors	
		Align and integrate school mental health, PBIS, and RTI ensuring an interconnected Multi-Tiered Systems of Support framework.	PBIS Fidelity Check	PBIS Team	
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					

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: Continued work with state and district leadership on implementing professional development for leadership team around understanding the unique needs of the the underperforming subgroup. Offer training on evidence-based instructional strategies, culturally responsive teaching, and differentiation to address diverse learning style lies within subgroups. Foster a culture of data-driven decision-making, where school leaders regularly analyze student performance data, identify trends, and make informed adjustments to instructional practices.

Train leaders in interpreting and utilizing assessment data to inform targeted interventions for 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: Ensure that resources are allocated strategically, with a focus on providing additional support and interventions for underperforming subgroups. We will review effective resource management to maximize the impact of available funds, personnel, and instructional materials.

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 work to instill a culture of continuous improvement where we are encouraged to experiment with new approaches, learn from failures, and adapt our instructional practices. We will provide strategies based on feedback mechanisms for regular self-assessment and reflection for ourselves to evaluate our own effectiveness and identify areas for growth.

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: Through walkthroughs we will be looking for SIOP language in learning targets as well as Kagan structures and collaborative learning among students. These strategies will provide higher level engagement for students which will also be monitoring. Teachers will be using more phonics-based instruction with LLI using Orton Gillingham and University of Florida Reading Institute. We will be monitoring the implementation and effectiveness of these phonics interventions during walkthroughs.

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.	☒
LLI		☐
SIOP ☒	Batt, E. (2010) Cognitive Coaching: A critical phase in professional development to implement sheltered instruction. *Teaching and Teacher Education* 26, 997-1005 Boughoulid, M. (2020). The SIOP Model as an empowering teaching method for English language learners. *European Journal of English Language Teaching,* 6 (2), 39-53	☒
Orton Gillingham ☐		☐
Kagan	Cooperative Learning as an Evidence-Based Teaching Strategy: What Teachers Know, Believe, and How They Use It https://eric.ed.gov/?id=EJ1258601	
University of Florida Literacy Institute (UFLI)		☐

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.

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.	☒
		☐
		☐
		☐
		☐

Stephens Elementary 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

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.

Reading and Math will both be areas of focus this year.

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.

Literacy Team work, District Instructional Coach Modeling, PLC Data chats

Indicator Scores

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

Indicator	Status	Change
State Assessment Results in reading and mathematics	69.1	-1.7
State Assessment Results in science, social studies and writing	54.1	-0.2
English Learner Progress	54.2	16.8
Quality of School Climate and Safety	71.6	-3.3
Postsecondary Readiness (high schools and districts only)		
Graduation Rate (high schools and districts only)		

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:   Increase READING proficiency from 52% PD to 67.1% PD by May 2027. Increase MATH proficiency from 49% PD to 61.2% by May 2027.

Objective	Strategy	Activities	Measure of Success	Progress Monitoring	Funding
Objective 1: Increase READING proficiency from 52% PD to 61% PD by May 2024. Objective 2: Increase MATH proficiency from 49% PD to 53.9% by May 2024.	KCWP 2 Design & Deliver Instruction	Literacy and math support through use of instructional coach and district instructional leads to improve core instruction	Student-centered coaching cycle; collaborative plans with teachers. Intended Results- Curriculum alignment/ pacing; modeling best practices for teachers thereby raising rigor and engagement	Weekly PLC common planning with district pacing guide led by priority standards. Accountability by Admin team and PLC	Title 1, SBDM
		Design and deliver common assessments	Teachers bring their common assessments and resulting data to weekly PLC's. Intended Results- ensure all students have access to the same curriculum; inform team members' individual and collective teaching practice through data analysis	Common Assessments reviewed by IC and Admin Team.	NA
		Collaborative planning in PLC's through use of DuFour questions	PLC notes are kept for each weekly PLC. Intended Results- forming instructional plans for students based on data.	Unified Google Drive where all notes are kept. Data chats every 6 weeks involving entire MTSS team.	NA
	KCWP 4 Review, Analyze, and Apply Data	Analyze common assessment data and apply to MTSS groups	PLC notes are kept in the Faculty Google Drive for all PLC meetings. These are kept with the intent of forming MTSS groups based on student data and need.	Common Assessments, Fastbridge, and STAR data monitored by IC and Admin team. MTSS Team meet every 6 weeks for Data Chat (ATM)	NA
		Apply admin walkthrough feedback to improve instruction	On-going use of walk-through data with the intent to show improvement in areas of growth from week to week.	Monthly walk through for each staff member. Admin team will give individual feedback and whole school training based upon trends.	NA

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

Goal 2: Increase the Proficiency of Science 24% PD to 52.9%, Social Studies 30% PD to 46.8%, and Combined Writing from 32% PD to 46.8% by May 2027.					
Objective	**Strategy**	**Activities**	**Measure of Success**	**Progress Monitoring**	**Funding**
Objective: Increase the Proficiency of Science 24% PD to 44.1%, Social Studies 30% PD to 36.9%, and Combined Writing from 32% PD to 36.9% by May 2024.	KCWP 2 Design & Deliver Instruction	Instructional support through use of instructional coach to improve core instruction	Notes from collaborative teacher meetings. Intended results are to increase rigor through the use of inquiry based learning.	Common Google Drive aligned to priority standards monitored by IC and Admin team	NA
		Increase use of engagement strategies such as Kagan	Provide additional training to teachers in Kagan strategies with the intended results being an increase in student engagement on weekly walkthrough forms	PLC focus work with IC and Admin team modeled in PLC and Faculty meetings	SBDM, Title 1
		Collaborative CER workshops with district instructional coach.	Training of effective writing using CER.	Quarterly check in with district instructional coach. PLC follow up and alignment of CER scoring monitored by IC and Admin Team.	NA
	KCWP 5 Design, Align, and Deliver Support	Stakeholders evaluate current curriculum and instructional practices in these areas to ensure they meet current students' needs (especially in gap groups)	Collecting stakeholder input towards revising the vision/mission with the intent that it will drive the work in evaluating curriculum and instructional practices moving forward.	Staff and Family Surveys for Family Engagement, needs, and support. FRYSC and Admin team survey and build support.	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 Gap Groups EL - 33% to 33.9% IEP- 18% to 26.5% by May 2024. Objective 2: Increase the math proficiency for Gap Group EL - 33% to 44.1% IEP - 13% to 22.8% by May 2023.	KCWP 4 Review, Analyze, and Apply Data	Monthly SIOP training by our SIOP team lead and EL teachers.	Provide teachers specific strategies and tools to assist EL students in targeted areas based upon student. Walk throughs to check for and coach monthly strategies.	Student progress on common assessments, MVPA, STAR, and Fastbridge. SIOP lead, EL Team and Admin team	SBDM, Title 3
	KCWP 2 Design & Deliver Instruction	Increase co-teaching instruction to help target the EL and IEP gap group	Provide PD for teachers through district resources and/or NKCES. Intended results- increase support for students in the regular classroom setting through collaboration.	Admin team; Special ed coordinator	IDEA, Title 3, SBDM
		Provide additional LLI training and support to special education teachers and MTSS to support gap group.	Monthly PLC's providing ongoing training and support for LLI instruction. Intended results- ensure fidelity of instruction and increase student academic outcomes	Admin team; Special ed coordinator	IDEA, SBDM
		Provide SIOP training for teachers to support EL students in the classroom	Provide PD for teachers through district resources and/or NKCES to get at least one teacher in each grade level trained in SIOP strategies. Intended results- increase engagement and learning for EL students	SIOP Team Lead and Admin team	Title 3, SBDM

4: English Learner Progress

Goal 4: Increase the English Learner indicator from **54.2** to 60 by 2027.

Objective	Strategy	Activities	Measure of Success	Progress Monitoring	Funding
Objective 1: Increase the English Learner indicator from **54.2** to 60 by 2024.	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	Access	Title 3

5: Quality of School Climate and Safety

	Goal 5: Increase the Quality of School Climate and Safety indicator from **71.6** 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 68% to 75% by 2024.	KCWP 5: Design, Align, and Administer Support	Provide training and professional learning regarding emotional and mental wellness supports	Monthly PLC focus on SEL, Behavior, Attendance, and Academic Connections.	Panorama data to be monitored by teachers, counselors, MTSS and admin team.	Title 1, SBDM
		Align and integrate school mental health, PBIS, and MTSS ensuring an interconnected Multi-Tiered Systems of Support framework.	Monthly PBIS meetings and MTSS team meetings.	Panorama and academic data alignment.	Title 1, SBDM
		Provide targeted SEL guidance lessons once a month by counselors and daily SEL morning meetings by teachers.	Decrease in counselor referrals on guidance on targeted skills. ie(emotional regulation, problem solving, conflict resolution)	Counselor monitored	Title 1, SBDM
		Tiered support for MTSS small group SEL instruction focusing on specific skills based upon SEL screeners/teacher recommendation/counselor referral data.	Increase in pre and post data collected on targeted skills.	Panorama Groups monitored by counselors	Title 1, SBDM
		Name and claim mentoring program so that 100% of students have positive adult mentor.	All students claimed and report a positive adult.	Data monitored by Admin Team and Counselors.	Title 1, SBMD

Strategic Plan

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					

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.	☒
		☐
		☐
		☐
		☐

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.

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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Thornwilde Elementary School 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

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.

- **Science – need to move more students out of apprentice**
- **Quality of School Climate and Safety – need to make sure students understand the importance of this survey**

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.

- **Using Science and Social Studies content within the Structured Literacy block.**
- **Deeper implementation of MTSS**

Indicator Scores

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

Indicator	Status	Change
State Assessment Results in reading and mathematics	Blue	Increased
State Assessment Results in science, social studies and writing	Green	Declined
English Learner Progress	N/A	N/A
Quality of School Climate and Safety	Yellow	Maintained
Postsecondary Readiness (high schools and districts only)	N/A	N/A
Graduation Rate (high schools and districts only)	N/A	N/A

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 : Increase READING proficiency from 68% PD to 76.5% PD by May 2027. Increase MATH proficiency from 65% PD to 74.7% by May 2027.

Objective	Strategy	Activities	Measure of Success	Progress Monitoring	Funding
Objective 1: Increase READING proficiency from 68% PD to 72.1% PD by May 2024.	KCWP 2: Design and Deliver instruction	Teachers participate in a district literacy study with the Reading League, LETRS cohorts with support, and/or book study around Science of Reading research	• Literacy committee shares with staff their learning • Flex hours indicate professional learning around Science of Reading (LETRS, OG, UFLI, etc)	• Staff meeting and PLC notes • Flex hours • Monitored by admin team and literacy committee	District level title 2 SBDM
		Designing and delivering instruction based around the Science of Reading research and addressing the 5 components of reading (phonemic awareness, phonics, vocabulary, fluency, and comprehension) including implementing a new reading program for the 24-25 school year	• Lesson plans and instruction aligned with science of reading research • Professional development alignment with new reading program	• Walkthroughs by admin team • PLC Notes • Lesson plans • Flex hours • Monitored by admin team and district staff	ESSER SBDM
	KCWP 5: Design, Align, and Deliver Support Processes	Use assessment data to form groups for MTSS, (tier 2 and tier3) monitor progress and analyze in PLC's	• Mastery Connect and Screening data to determine groups • PLC process for MTSS (flowchart)	• PLC notes • Tier 2 / 3 meetings • Walkthroughs by admin team • Monitored by grade level teams, RTI, sped and admin	If needed, SBDM.
Objective 2 : Increase MATH proficiency from 65% PD to 69.9% by May 2024.	KCWP 1: Design and Deploy standards	Math committee discussion and vertical alignment with math standards	• Committee members sharing with teams	• Committee/PLC notes • Lesson plans • Monitored by admin and math committee	If needed, SBDM.
	KCWP 2: Design and Deliver instruction	All grade levels will implement flashback/reviews into their daily math lesson	• Lesson plan and instruction incorporating flashbacks	• Committee/PLC notes • Lesson plans • Walkthroughs by admin team • Monitored by admin and math committee	If needed, SBDM.
		All grade levels will incorporate writing into their math lessons	• Lesson plan and instruction incorporating writing into math instruction	• Committee/PLC notes • Lesson plans • Walkthroughs by admin team • Monitored by admin and math committee	If needed, SBDM.
	KCWP 5: Design, Align, and Deliver Support Processes	Use assessment data to form groups for MTSS, (tier 2 and tier3) monitor progress and analyze in PLC's	• Mastery Connect and Screening data to determine groups • PLC process for MTSS (flowchart)	• PLC notes • Tier 2 / 3 meetings • Walkthroughs by admin team • Monitored by grade level teams, RTI, sped and admin	If needed, SBDM.

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

Goal 2 : Increase the Proficiency of Science 39% PD to 63%, Social Studies 56% PD to 72%, and Combined Writing from 72% PD to 80% by May 2027.

Objective	Strategy	Activities	Measure of Success	Progress Monitoring	Funding
Objective 1: Increase the Proficiency of Science 39% PD to 56%, Social Studies 56% PD to 66.8%, and Combined Writing from 72% PD to 75% by May 2024.	KCWP 1: Design and Deploy Standards	Committees will meet and discuss vertical alignment with standards	• Committee members sharing with teams	• Committee/PLC notes • Lesson plans • Monitored by admin and school committees	If needed, SBDM.
		Literacy Committee designs school wide writing prompts	• Committee members collaborate to construct school-wide writing prompts	• Committee/PLC notes • Lesson plans • Monitored by admin and school committees	If needed, SBDM.
	KCWP 2: Design and Deliver Instruction	Apply science and social studies content learning through writing tasks and constructed responses	• Lesson plan and instruction incorporating science and social studies content into writing tasks and constructed response	• Committee/PLC notes • Lesson plans • Walkthroughs by admin team • Monitored by admin and school committees	If needed, SBDM.
		Integrate historical primary sources and science content with texts into reading/writing instruction	• Lesson plan and instruction incorporating science and social studies content into reading and writing	• Committee/PLC notes • Lesson plans • Walkthroughs by admin team • Monitored by admin and school committees	If needed, SBDM.
		Teams incorporate RACE and CER into writing instruction	• Lesson plan and instruction incorporating RACE and CER into writing instruction	• Committee/PLC notes • Lesson plans • Walkthroughs by admin team • Monitored by admin and school committees	If needed, SBDM.

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 Gap Group 44% to 54% by May 2024.	KCWP 2: Design and Deliver instruction	Teachers participate in a district literacy study with the Reading League, LETRS cohorts with support, and/or book study around Science of Reading research	• Literacy committee shares with staff their learning • Flex hours indicate professional learning around Science of Reading (LETRS, OG, UFLI, etc)	• Staff meeting and PLC notes • Flex hours • Monitored by admin team and literacy committee	District level title 2 SBDM
	KCWP 5: Design, Align, and Deliver Support Processes	Use assessment data to form groups for MTSS, (tier 2 and tier3) monitor progress and analyze in PLC's	• Mastery Connect and Screening data to determine groups • PLC process for MTSS (flowchart)	• PLC notes • Tier 2 / 3 meetings • Walkthroughs by admin team • Monitored by grade level teams, RTI, sped and admin	If needed, SBDM.
Objective 2: Increase the math proficiency for Gap Group 42% to 52% by May 2024.	KCWP 5: Design, Align, and Deliver Support Processes	Use assessment data to form groups for MTSS, (tier 2 and tier3) monitor progress and analyze in PLC's	• Mastery Connect and Screening data to determine groups • PLC process for MTSS (flowchart)	• PLC notes • Tier 2 / 3 meetings • Walkthroughs by admin team • Monitored by grade level teams, RTI, sped and admin	If needed, SBDM.

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 | District EL dept, EL teachers, and school admin | District |

5: Quality of School Climate and Safety

Goal 5: Increase the Quality of School Climate and Safety indicator from **76.2** to **90** by 2027.					
Objective	**Strategy**	**Activities**	**Measure of Success**	**Progress Monitoring**	**Funding**
Objective 1: Increase the Quality of School Climate and Safety indicator from 76.2 to 80 by 2024.	KCWP 5: Design, Align, and Administer Support	Provide training and professional learning regarding emotional and mental wellness supports	Panorama data	All teachers, SEL/PBIS committees, and Admin	District, SBDM
		Align and integrate school mental health, PBIS, and RTI ensuring an interconnected Multi-Tiered Systems of Support framework.	Panorama data	All teachers, SEL/PBIS committees, and Admin	District, SBDM

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					

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.	☒
		☐
		☐
		☐
		☐

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.

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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Yealey Elementary Comprehensive School Improvement Plan (CSIP) 2023-2024

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.

ELA Math Special Education

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.

Assessment PLC's Special Education

Indicator Scores

Indicator	Status	Change
State Assessment Results in reading and mathematics	61.1	-4.4
State Assessment Results in science, social studies and writing	48.7	-4.3
English Learner Progress	67.3	14.1
Quality of School Climate and Safety	75.4	-0.9
Postsecondary Readiness (high schools and districts only)		
Graduation Rate (high schools and districts only)		

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

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.): Increase status color to yellow. Increase READING proficiency from 45% PD to 64.7% PD by May 2027. Increase MATH proficiency from 42% PD to 58.7% PD by May 2027.					
Objective	**Strategy**	**Activities**	**Measure of Success**	**Progress Monitoring**	**Funding**
Objective 1: Increase READING proficiency from 45% PD to 52% PD by May 2024. Objective 2: Increase MATH proficiency from 42% PD to 48% PD by May 2027.	KCWP 2 Design and Deliver Instruction	Continue to grow a system to ensure students take responsibility for their own learning by using the Leader In Me Program school-wide.	MAR Results show an increase of student leadership to 85 from 80 and earn Lighthouse Status renewal.	Spring MRA Spring Lighthouse Renewal Audit	Title 1
		Utilize personalized learning programs including technology-based programs to increase student achievement.	Usage and progress reports of online programs will be monitored to ensure students are using the programs to fidelity and achieving appropriate growth rates.	Program reports STAR reports.	Title 1
		Guidance Counselor implements lessons, groups, and individual counseling sessions to help students take ownership of their learning.	Guidance counselor data including number of students served, pre/post survey data, and MRA results – positive well-being score from 79 to 85.	Spring MRA	Title 1
		Use CASL protocols, analysis of DOK levels, and awareness of biases to increase the validity of assessments (formative and summative) to ensure congruency to the standards/targets and to better analyze and use data obtained from assessments.	Team leaders and SBDM members analyzing assessments and data.	Weekly PLCs and Monthly team leader and SBDM meetings to review assessments.	Title 1
	KCWP 3 Design and Deliver Assessment Literacy	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.	
	KCWP 4 Review, Analyze, and Apply Data	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.	

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

Goal 2 (State your science, social studies, and writing goal.): Increase the Proficiency of Science 30% PD to __50_%, Social Studies 28% PD to _50___%, and Combined Writing from 14% PD to __50__% by May 2027.					
Objective	Strategy	Activities	Measure of Success	Progress Monitoring	Funding
Objective 1 Increase Science and Social Studies by 10 percentage points by May 2024.	KCWP 2 Design and Deliver Instruction	Implement the PLTW program, blended learning classrooms, and the hands on social studies learning lab (library) to provide students with learning experiences for deeper learning.	An increase in PLTW implementation, blended learning usage, and library usage.	PLTW teacher, blended learning teacher, and librarian will report on usage and progress yearly.	Title 1
Objective 2 Increase combined writing from 14% PD to 40% PD by May 2024.		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 research based instructional strategies.	Principal tests, schoolwide WIG set for 100% of students will grow.	Academic action team will monitor and principal tests will be given three time each year.	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 from 17% PD to 26.6% PD by May 2024	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 PLC discussions will be focused on instructional strategies and monthly PLC progress monitoring will show an increase in scores.	STAR

FastBridge

Instructional coach agenda/meeting notes. | |
| Objective 2 Increase the math proficiency for disability from 14% PD to 22.3% PD. | | Co-teaching and collaboration with a focus on grade level standards, high yield strategies, and individual student needs to increase student achievement. | Co-teaching training revisited and observed in action with coaching from principal and instructional coach. | Walk thru

Observations of co-planning

PLC's | Title 1 |
| | | Continue school culture supports, both academic and behavioral, to promote and support learning for all through the use of ESS day-waiver, The Leader In Me program, school counselors, PBIS, and the Wellness Policy. | MAR results increase from 79 to 85 in both prosocial behaviors and positive wellbeing. | Spring MRA | Title 1 |

4: English Learner Progress

Goal 4 (State your English Learner goal.): Increase the English Learner indicator from 67.3 to _70__ by 2027.					
Objective	Strategy	Activities	Measure of Success	Progress Monitoring	Funding
Objective 1 Increase the English Learner indicator from 67.3 to _68.5_ by May 2024.	KCWP: Design, Align, and Administer Support	Provide quality professional learning for all teachers centered around developing EL proficiency through curriculum, instruction, and assessment. Increase training regarding SIOP strategies for all teachers working with EL students.	Improve teacher efficacy and increase English proficiency as observed through walk thrus and benchmark data.	STAR FastBridge Walk Thrus	

5: Quality of School Climate and Safety

Goal 5 (State your climate and safety goal.): Increase the Quality of School Climate and Safety indicator from **75.4** 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 75.4 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

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:** Principal will work with KDE consultant to review plan and progress. Principal will attend ESEA conference with a focus on school improvement and achievement gaps.
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:** Last year two special education teacher positions were left unfilled all year. This year both positions are filled but additional resources are needed to get the team working towards collective efficacy.
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:** Last year a six week professional development was held for the special education team around co-teaching. This year coaching and continued professional development is needed to help implement the learning that occurred and continue to grow the team.
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:** Learning targets being used and not just posted in the regular classrooms for more explicit instruction has been identified as a need through administrator walk-thrus. Co-teaching with a focus on grade level standards and instructional strategies that will enable student success on these standards has been identified as a need through the co-teaching training and walk-thrus. 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
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=114977497312232089755&rtpof=true&sd=true	☐
Co-teaching PD and coaching support for implementation of learning for the special education team.	https://docs.google.com/document/d/1yi7TDB6clBA8QLg9tAZE1G2bzuh-h6fYPSHBq2ruUzc/edit?usp=sharing	☐
		☐
		☐

Ballyshannon MS Comprehensive School Improvement Plan (CSIP)

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 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.

Overall student reading and mathematics proficiency. (54% current, 70% desired by 2024). Across the board, we are not making significant gains in mathematics when comparing 21-22 to 22-23 as revealed by our KSA (Kentucky Summative Assessment) data. Our Star and MVPA data reflect comparable results.

Reading and math proficiency for students with disabilities. (23% current, 40% desired by 2024.)

Quality of School Climate and Safety indicator. (64 index current, desired state is 75 index by 2024.)

We have a small EL (English Learners) population (9 students, 4 tested); however, zero EL students score proficient on ANY assessment.

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 2: Ensure ongoing professional development in the area of best practice/high yield instructional strategies to aid in curricular adjustments when students fail to meet mastery. (vocabulary in all cores and reading resource programming)

KCWP 2: Ensure that vertical curriculum mapping is occurring to identify instructional gaps, including planning for the introduction of the standard, development and gradual release phases, and arrival at standards mastery. (vertical and grade level mapping to determine when content can be co-taught/blended across the four core areas)

KCWP 3: Use summative evidence to inform what comes next for individual students and groups of students. (academic MTSS (Multi-Tiered System of Supports))

KCWP 6: Ensure the effective implementation and monitoring of character education practices.

Indicator Scores

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

Indicator	Status	Change
State Assessment Results in reading and mathematics	73.3/Very High	Increase 0.9
State Assessment Results in science, social studies and writing	69.2/Very High	Sig Increase 8.6
English Learner Progress	n/a	n/a
Quality of School Climate and Safety	67.2/Medium	Decline -3.2
Postsecondary Readiness (high schools and districts only)		
Graduation Rate (high schools and districts only)		

1: State Assessment Results in Reading and Mathematics

Goal 1: Increase reading and mathematics combined proficiency to 75.45% by May 2027.

Objective	Strategy	Activities	Measure of Success	Progress Monitoring	Funding
Objective 1 Improve reading proficiency from 58% to 77% by 2024.	KCWP 2: Design and Deliver Instruction Ensure ongoing professional development around best practice/high yield instructional strategies to aid in curricular adjustments when students fail to meet mastery.	Establish ad-hoc Vocabulary Team to research evidence-based vocabulary instruction. Meet 6-8 times to discuss findings. The Vocabulary Team shall integrate prescribed vocabulary protocol and word list into the school literacy plan.	SBDM approved literacy plan with vocabulary protocol amendment.	Weekly agenda/minutes of Vocabulary Team meetings. Amended literacy plan.	$500 books/resources Vocabulary Workshop by Fisher and Frey Teaching Vocabulary Explicitly by Hanson and Padua ALL Ohio Explicit Vocabulary Instruction, Directly Teaching New Words
		Vocabulary Team train staff on prescribed vocabulary protocol and monitor implementation in individual classrooms.	Student vocabulary scores as measured by Star Reading improve AND student vocabulary mastery assessments improve over time.	Completed staff training documentation. Walkthrough data indicates protocol is being implemented in all courses.	n/a
	KCWP 3: Design and Deliver Assessment Literacy Use summative evidence to inform what comes next for individual students and groups of students.	Meet monthly to review tier 2 and 3 student performance in focus standards for current unit.	Completed staff training documentation. Walkthrough data indicates protocol is being implemented in all courses.	Monthly agenda/minutes of grade level T2, T3 meetings. Reading interventionist	At least a part time allocation for a reading interventionist.

Goal 1: Increase reading and mathematics combined proficiency to 75.45% by May 2027.

Objective	Strategy	Activities	Measure of Success	Progress Monitoring	Funding
				Student IXL and Star data reflects students are mastering grade level standards without remediation.	
		Establish personalized intervention plans for students in tiers 2 and 3 to address gaps in instruction.	Weekly agenda/minutes of Vertical Content Team meetings to occur in December, February, and April.	Student IXL and Star data reflects students are mastering grade level standards without remediation.	$10000 for IXL reading and mathematics for the purpose of personalizing T2 instruction for all students.
Objective 2 Improve math proficiency from 53% to 65 % by 2024.	KCWP 2: Design and Deliver Instruction Ensure ongoing professional development around best practice/high yield instructional strategies to aid in curricular adjustments when students fail to meet mastery.	Establish ad-hoc Vocabulary Team to research evidence-based vocabulary instruction. Meet 6-8 times to discuss findings. The Vocabulary Team shall integrate prescribed vocabulary protocol into the school literacy plan.	SBDM approved literacy plan with vocabulary protocol amendment.	Weekly agenda/minutes of Vocabulary Team meetings. Amended literacy plan.	$500 books/resources Vocabulary Workshop by Fisher and Frey Teaching Vocabulary Explicitly by Hanson and Padua ALL Ohio Explicit Vocabulary Instruction, Directly Teaching New Words
		Vocabulary Team train staff on prescribed vocabulary protocol and monitor implementation in individual classrooms.	Student vocabulary scores as measured by Star Reading improve AND student vocabulary mastery	Completed staff training documentation.	n/a

Goal 1: Increase reading and mathematics combined proficiency to 75.45% by May 2027.

Objective	Strategy	Activities	Measure of Success	Progress Monitoring	Funding
			assessments improve over time.	Walkthrough data indicates protocol is being implemented in all courses.	
	KCWP 3: Design and Deliver Assessment Literacy Use summative evidence to inform what comes next for individual students and groups of students.	Meet monthly to review tier 2 and 3 student performance in focus standards for current unit.	Students scoring Novice on the KSA move up to Apprentice. Students scoring Apprentice on the KSA move up to Proficient.	Monthly agenda/minutes of grade level T2, T3 meetings. Math interventionist Student IXL and Star data reflects students are mastering grade level standards without remediation.	At least a part time allocation for a math interventionist
		Establish personalized intervention plans for students in tiers 2 and 3 to address gaps in instruction.	Students scoring Novice on the KSA move up to Apprentice. Students scoring Apprentice on the KSA move up to Proficient.	Student IXL and Star data reflects students are mastering grade level standards without remediation.	$10000 for IXL reading and mathematics for the purpose of personalizing T2 instruction for all students.

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

Goal 2: Increase science, social studies, and writing combined proficiency to 65.3% by May 2027.

Objective	Strategy	Activities	Measure of Success	Progress Monitoring	Funding
Objective 1 Improve science proficiency from 67% to 75% by May 2024.	KCWP 2: Design and Deliver Instruction Ensure ongoing professional development in the area of best practice/high yield instructional strategies to aid in curricular adjustments when students fail to meet mastery.	Establish ad-hoc Vocabulary Team to research evidence-based vocabulary instruction. Meet 6-8 times to discuss findings. Vocabulary Team shall integrate prescribed vocabulary protocol and word list into the school literacy plan.	SBDM approved literacy plan with vocabulary protocol amendment.	Weekly agenda/minutes of Vocabulary Team meetings. Amended literacy plan.	$500 books/resources Vocabulary Workshop by Fisher and Frey Teaching Vocabulary Explicitly by Hanson and Padua ALL Ohio Explicit Vocabulary Instruction, Directly Teaching New Words
		Vocabulary Team train staff on prescribed vocabulary protocol and monitor implementation in individual classrooms.	Student vocabulary scores as measured by Star Reading improve AND student vocabulary mastery assessments improve over time.	Completed staff training documentation. Walkthrough data indicates protocol is being implemented in all courses.	n/a
	KCWP 3: Design and Deliver Assessment Literacy Use summative evidence to inform what comes next for individual students and groups of students.	Meet monthly to review tier 2 and 3 student performance in focus standards for current unit.	Students scoring Novice on the KSA move up to Apprentice. Students scoring Apprentice on the KSA move up to Proficient.	Monthly agenda/minutes of grade level T2, T3 meetings. Student IXL and Star data reflects students are mastering grade level standards without remediation.	$2000 Science IXL

Goal 2: Increase science, social studies, and writing combined proficiency to 65.3% by May 2027.

Objective	Strategy	Activities	Measure of Success	Progress Monitoring	Funding
		Add a Unified Arts Science position to remediate in quarter 1 for students not demonstrating proficiency in science concepts and accelerating in quarters 2-4 for students excelling in science.	Students in science remediation on grade level by quarter 2. Students in science acceleration scoring 3.5 or 4.0 in all science standards.	Science IXL progress, class standards mastery results	Staffing allocation
Objective 2 Improve social studies proficiency from 48% to 55% by May 2024.	KCWP 2: Design and Deliver Instruction Ensure ongoing professional development around best practice/high yield instructional strategies to aid in curricular adjustments when students fail to meet mastery.	Establish ad-hoc Vocabulary Team to research evidence-based vocabulary instruction. Meet 6-8 times to discuss findings. The Vocabulary Team shall integrate prescribed vocabulary protocol and word list into the school literacy plan.	SBDM approved literacy plan with vocabulary protocol amendment.	Weekly agenda/minutes of Vocabulary Team meetings. Amended literacy plan.	$500 books/resources Vocabulary Workshop by Fisher and Frey Teaching Vocabulary Explicitly by Hanson and Padua ALL Ohio Explicit Vocabulary Instruction, Directly Teaching New Words
		Vocabulary Team train staff on prescribed vocabulary protocol and monitor implementation in individual classrooms.	Student vocabulary scores as measured by Star Reading improve AND student vocabulary mastery assessments improve over time.	Completed staff training documentation. Walkthrough data indicates protocol is being implemented in all courses.	n/a

Goal 2: Increase science, social studies, and writing combined proficiency to 65.3% by May 2027.

Objective	Strategy	Activities	Measure of Success	Progress Monitoring	Funding
Objective 3 Improve writing proficiency from 62% to 70% by May 2024.	KCWP 1: Design and Deploy Standards Ensure that vertical curriculum mapping is occurring to identify instructional gaps, including planning for the introduction of the standard, development and gradual release phases, and arrival at standards mastery.	Revisit/revise vertically aligned school literacy plan to include: 1. 3-year continuum of Greek and Latin root/affix instruction. 2. Teaching methodology/bank of evidence-based activities for vocabulary instruction (tiers 1-3) and 3-year academic word list continuum for vocabulary instruction. 3. 3-year continuum for grammar, editing, and mechanics instruction and assessment. 4. 3-year continuum of a banned word list to elevate student vocabulary in speaking and writing (ex: bad replaced with words such as horrid, horrible, awful, atrocious, etc.). 5. Established full school dialogue protocol for partners, small groups, and full class discussion (incorporating accountable talk, content-based sentence stems, cognitive skills rubric).	SBDM approved literacy plan with amendment, associated lesson plans and classroom graphics, and review cycle.	Agenda/minutes of Literacy Team meetings. Literacy plan amendments.	n/a

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 their review of their achievement gaps, including a review of the school's climate and culture. Schools are not required to establish long-term achievement gap goals; however, they must establish yearly targets (objectives).

Objective	Strategy	Activities	CWP of Success	Progress Monitoring	Funding
Objective 1 Students with active IEPs (Individualized Education Program) improve reading performance from 23% proficient to 29.7% proficient by May 2024.	KCWP 2: Design and Deliver Instruction Ensure ongoing professional development around best practice/high yield instructional strategies to aid in curricular adjustments when students fail to meet mastery.	All LBD teachers will participate in ongoing and embedded Structured Literacy and Explicit Instruction professional development to develop a schoolwide remedial reading instruction and assessment continuum.	Star Reading scores improve from August to May	Agendas/minutes of professional development Remedial Reading Syllabus progress	IDEA (Individuals with Disabilities Education Act) to fund subs for professional development $2000
		All LBD teachers assigned to a Reading Enrichment course will use the developed schoolwide remedial reading instruction and assessment continuum which shall incorporate instruction and assessment of phonemic awareness, phonics and advanced phonics, fluency, vocabulary, and comprehension.	Star Reading scores improve from August to May	Weekly probes	n/a
Objective 2 Students with active IEPs improve mathematics performance from 11% proficient to 17.7% proficient by May 2024.	KCWP 2: Design and Deliver Instruction Ensure ongoing professional development around best practice/high yield instructional strategies to aid in curricular adjustments	All LBD teachers assigned to a Math Enrichment course will be trained in conceptual instruction of elementary and middle school fluency skills using evidence-based practices. (Elementary and Middle	Star Math scores improve from May to December		IDEA to fund subs for professional development: $2000 IDEA to fund math manipulatives for

Objective	Strategy	Activities	CWP of Success	Progress Monitoring	Funding
	when students fail to meet mastery.	School Mathematics: Teaching Developmentally by Van de Walle).			use in Math Enrichment courses. $2000

$300 for Elementary and Middle School Mathematics books |
| | | All LBD teachers assigned to a Math Enrichment course will be trained on Number Talks, to then be implemented into daily coursework. | Star Math scores improve from August to May | Review of Number Talks results in PLC meetings with forward planning for future Number Talks. | $200 for Number Talks books |
| | | All LBD teachers assigned to a Math Enrichment course will be trained on Fast Bridge to collect accurate progress monitoring students in automaticity, process, and concepts and applications. | | | n/a if Fast Bridge is funded for students with special needs. If not, IDEA to pay for Fast Bridge licenses for all students enrolled in Math Enrichment courses. |

4: English Learner Progress

Goal 4: 50% of students who take the Kentucky State Assessment and have exited LEP services will score proficient in at least two of four content areas.					
Objective	**Strategy**	**Activities**	**Measure of Success**	**Progress Monitoring**	**Funding**
Objective 1 100% of teaching staff will be trained with Sheltered Instruction Observation Protocol.	KCWP 2: Design and Deliver Instruction Ensure ongoing professional development around best practice/high yield instructional strategies to aid in curricular adjustments when students fail to meet mastery.	All teaching staff receive professional development at faculty meetings 4 times per school year focused on understanding diverse cultures (CultureGrams, Culture Norms, Stages of Culture Shock) and implementation of SIOP strategies during instruction.	Completion of professional development by 100% of teaching staff.	Completed agendas/minutes from faculty meetings.	n/a
		All teaching staff participate in 6-hour SIOP training prior to school starting with embedded professional development to occur in weekly PLC meetings.	Completion of training by 100% of teaching staff and documentation of planned instruction with embedded SIOP strategies.	Completed agendas/minutes from professional development and PLC meetings.	SIOP training funded by Title 3/district trainer to train full staff before the 24-25 school year starts.

5: Quality of School Climate and Safety

Goal 5: 75% of students surveyed on the Kentucky State Assessment (KSA) Climate and Safety Survey answer affirmatively.					
Objective	Strategy	Activities	Measure of Success	Progress Monitoring	Funding
Objective 1 60% or more students will indicate that bullying and cyberbullying are not problems at our school.	KCWP 6: Establish Learning Environment and Culture Ensure effective implementation of anti-bullying policies and procedures, including how violations are addressed, how reporting and documentation should occur, and how communication measures should be conducted.	Establish school-based bullying and cyber-bullying reporting system.	2024 KSA Climate and Safety Survey improvement	Monthly student voice surveys surveying this topic.	n/a
		Guidance lessons to be taught for full school with detailed lessons integrated into 8th grade ELA courses on bystanders vs. upstanders followed by integration of rewarding upstanders in the house system.	2024 KSA Climate and Safety Survey improvement	Monthly student voice surveys surveying this topic.	$6000 for TLC (The Leadership Challenge®) program
		Implementation and reinforcement of Smart Social platform for teachers and parents.	2024 KSA Climate and Safety Survey improvement	Ongoing data available on the Smart Social dashboard indicating usage.	$6000 for Smart Social
Objective 2 60% or more students will indicate that students from this school respect each other's differences (i.e., gender, culture, race, religion, ability).	KCWP 6: Establish Learning Environment and Culture Ensure culturally responsive behaviors are modeled among faculty, staff, and students.	All teachers participate in embedded professional development on culturally responsive practices.	2024 KSA Climate and Safety Survey improvement	Monthly student voice surveys surveying this topic.	n/a

Camp Ernst Middle School 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

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.

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Greatest areas of weakness:
- Special Education students decreased in reading proficiency from 12% to 11%.
- Slow growth in social studies and science.

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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.

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KCWP 1: Design and Deploy Standards
KCWP 4: Review, Analyze and Apply Data
KCWP 6: Establishing Learning Culture and Environment

</div>

Indicator Scores

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

Indicator	Status	Change
State Assessment Results in reading and mathematics	65.3	2.8
State Assessment Results in science, social studies and writing	60.1	4.1
English Learner Progress		
Quality of School Climate and Safety	64.4	0.1
Postsecondary Readiness (high schools and districts only)	NA	NA
Graduation Rate (high schools and districts only)	NA	NA

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: Increase READING proficiency from 48% to 73.9% PD by May 2027. Increase MATH proficiency from 43% to 60.7% PD by May 2027.					
Objective	**Strategy**	**Activities**	**Measure of Success**	**Progress Monitoring**	**Funding**
Objective 1: Increase READING proficiency from 48% PD to 69% PD by May 2024.	KCWP 1: Design and Deploy Standards	1. Camp Ernst Middle will continue to focus on a cycle of assessing, reviewing, and revising school curricula to support student success. 2. Teachers receive professional learning based on the needs assessment, current academic and behavioral data, and teacher requests.	1. Common Formatives 2. Common Summative 3. STAR 4. MVPA 5. KSA	1. We monitor the progress of our reading and math proficiency through our PLCs, MTSS dashboard, and Panorama. 2. Administrative weekly Walkthroughs with immediate feedback for teachers.	NA
	KCWP 4: Review, Analyze, and Apply Data	1. Camp Ernst Middle uses data to support our priority needs for measurable outcomes. Our staff is committed to the MTSS structure to enhance efficiency and effectiveness participating in content PLCs using formative and summative data to inform decisions. Content PLCs meet bi-monthly to analyze data and share strategies.			
Objective 2:	KCWP 1: Design and Deploy Standards	1. Teachers will continue to improve numeracy instruction through utilizing the HMH			

Goal 1: Increase READING proficiency from 48% to 73.9% PD by May 2027. Increase MATH proficiency from 43% to 60.7% PD by May 2027.					
Objective	**Strategy**	**Activities**	**Measure of Success**	**Progress Monitoring**	**Funding**
Increase MATH proficiency from 43% PD to 53.3% by May 2024.		curriculum and teaching to the rigor of the standard. 2. District ELA and Math instructional coaches conduct walkthroughs at Camp Ernst providing feedback to the administrative team.			
	KCWP 4: Review, Analyze, and Apply Data				

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

Goal 2: Increase the Proficiency of Science 23% PD to 44.1%, Social Studies 35% PD to 68.3%, and Writing from 51% PD to 61.2% by May 2027.					
Objective	**Strategy**	**Activities**	**Measure of Success**	**Progress Monitoring**	**Funding**
Objective 1: Increase proficiency in Science from 23% PD to 33.7% by May 2024. **Objective 2:** Increase proficiency in Social Studies from 35% PD to 62.3% by May 2024. **Objective 3:** Increase proficiency in Writing from 50% PD to 55% by May 2024.	KCWP 1: Design and Deploy Standards KCWP 4: Review, Analyze, and Apply Data	1. Camp Ernst Middle will continue to focus on a cycle of assessing, reviewing, and revising school curricula to support student success. 2. Camp Ernst Middle uses data to support our priority needs for measurable outcomes. Our staff is committed to the MTSS structure to enhance efficiency and effectiveness participating in content PLCs using formative and summative data to inform decisions. Content PLCs meet bi-monthly to analyze data and share strategies. 3. Teachers receive professional learning based on the needs assessment, current academic and behavioral data, and teacher requests. 4. Content PLCs review common assessment data to identify priories and actionable steps to adjust instruction. 5. Weekly walkthroughs with immediate feedback provided to teachers, mid-year science meeting with teachers to discuss trends from walkthrough data. Teachers	1. Common Formatives 2. Common Summative 3. MVPA 4. KSA	1. We monitor the progress of our reading and math proficiency through our PLCs, MTSS dashboard, and Panorama. 2. Administrative weekly Walkthroughs with immediate feedback for teachers.	NA

Goal 2: Increase the Proficiency of Science 23% PD to 44.1%, Social Studies 35% PD to 68.3%, and Writing from 51% PD to 61.2% by May 2027.					
Objective	Strategy	Activities	Measure of Success	Progress Monitoring	Funding
		are provided support from NKY Cooperative to improve in practices.			

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 English Language Learners Plus Monitored from 21% to 28.1% PD by May 2024. Increase MATH proficiency for English Language Learners Plus Monitored from 29% to 35% PD by May 2024.	KCWP 4: Review, Analyze, and Apply Data	PLCs meet bi-weekly to review and analyze data; common summatives and formatives.	1. Common Formatives 2. Common Summative 3. MVPA 4. KSA	3. We monitor the progress of our reading and math proficiency through our PLCs, MTSS dashboard, and Panorama. 4. Administrative weekly Walkthroughs with immediate feedback for teachers.	
		Data is used to determine proficiency on specific skills. Based on results, students are individually assigned to Tier 2 or Tier 3 interventions.			
	KCWP 1: Design and Deploy Standards	Teachers use district pacing guides to write learning targets ensuring instruction is aligned and rigorous.	Number of students exiting Tier 2/3	Instructional Walkthroughs	
		Teachers work collaboratively with our EL teacher to co-plan and ensure accommodations are met for individual students.	Co-taught lessons	Collab walkthroughs	
		Teachers are receiving Sheltered Instruction Observation Protocol (SIOP) for the 2023-24 school year.	Implementation of SIOP strategies	Walkthroughs based on SIOP strategies	
Objective 2: Increase READING proficiency for students with Disabilities	KCWP 4: Review, Analyze, and Apply Data	Teacher teams are co-planning lessons, summative assessments, and projects.			

Objective	Strategy	Activities	Measure of Success	Progress Monitoring	Funding
from 10% to 29.5% PD by May 2024. Increase MATH proficiency for students with Disabilities from 9% to 20.7% PD by May 2024.		The principal will conduct weekly walkthroughs in collaborative classrooms using a diagnostic tool to gauge co-teaching models. Teachers will be provided a co-planning template and receive professional learning based on diagnostics identified through walkthrough data.			

4: English Learner Progress

Goal 4: Increase English Learner ACCESS composite scores					
Objective	**Strategy**	**Activities**	**Measure of Success**	**Progress Monitoring**	**Funding**
Objective 1: Increase English Learner ACCESS scores from 59% of our EL students' showing growth to 70% on the 2023-24 ACCESS test.	KCWP 4: Review, Analyze, and Apply Data	1. Provide professional learning for all teachers centered around developing English language proficiency through curriculum, instruction and assessment. 2. Complete Sheltered Instruction Observation Protocol (SIOP) and implement strategies school-wide for all teachers working with EL population as well as the general population.	1. Common Formatives 2. Common Summative 3. MVPA 4. KSA 5. ACCESS Assessment	Walkthroughs to measure SIOP implementation	

5: Quality of School Climate and Safety

Goal 5: Increase the Quality of School Climate and Safety indicator from 64.3 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 64.4 to 70.0 by May 2024.	KCWP 6: Establishing Learning Culture and Environment	1. Provide teachers with professional learning centered around diversity, equity and inclusion, as well as trauma-informed care. 2. Align and integrate school mental health, PBIS, and RtI ensuring an interconnected MTSS framework.	Increase in School Climate and Safety indicator	Panorama survey	
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					

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:**   We will ensure our leadership team receives support from our district special education team, develops a plan for progress for our special education students, provides walkthrough feedback for our teachers, and provides professional learning for our teachers in the areas the walkthroughs identify as priority needs.
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 review and revise schedules based on student needs.   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, math, behavior).   4. Purchase resources determined to be deficient as a result of 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:**   The special education department chair and principal will develop a co-teaching walkthrough tool to conduct weekly walkthroughs for two months to determine root cause of a lack of academic growth. Once root causes are identified, the special education teachers and general education teachers will use the co-planning lesson plan template to address the needs.
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 teachers will:

1. Incorporate Leveled Literacy Intervention for our reading students with specific learning disabilities.
2. Utilize specially designed instruction for students' individual areas of deficit in order to promote academic growth in math.
3. Utilize the PLC process to look at progress monitoring.

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
Individualized Support: Co-teaching allows for individualized attention and support. With two educators in the classroom, students with disabilities receive targeted assistance tailored to their specific needs, fostering a more inclusive and supportive learning environment.	Hurd, E., & Weilbacher, G. (2018). Developing and Using a Co-Teaching Model within a Middle Level Education Program. Current Issues in Middle Level Education. [This information was found in ERIC.]	☒
Differentiated Instruction: The co-teaching model enables educators to employ varied instructional strategies. Students with disabilities benefit from differentiated instruction, where content is presented in multiple ways to accommodate diverse learning styles and abilities.		☐
Peer Interaction and Social Skills: Co-teaching promotes peer interaction and collaboration. Middle school students with disabilities often struggle with social skills. Co-teaching encourages positive peer		☐

Evidence-based Activity	Evidence Citation	Uploaded in CIP
relationships, aiding in the development of social and communication skills.		
Enhanced Engagement: With two educators facilitating the classroom, engagement levels tend to rise. Students with disabilities often find it easier to stay engaged and focused with the additional support and varied teaching approaches provided in a co-taught setting.		☐
		☐

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.

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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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

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.

> Continued growth in all areas
> Quality of School Climate through RCD implementation and behavior intervention

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 5: Design, Align, and Deliver Support
> Continue supporting teachers with the RCD Model which, in turn, supports students taking responsibility for their own behavior.
> KCWP 6: Establishing Learning Culture and Environment
> Need additional support from District Office to train teachers to be trauma informed. In addition, the district is increasing the funding needed to ensure there are enough school counselors in our building to address student mental health needs.

Indicator Scores

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

Conner Middle School 2023-2024 CSIP

Indicator	Status	Change
State Assessment Results in reading and mathematics	86.1	2.8
State Assessment Results in science, social studies and writing	76.9	2.2
English Learner Progress	NA	NA
Quality of School Climate and Safety	70.1	-0.5
Postsecondary Readiness (high schools and districts only)	NA	NA
Graduation Rate (high schools and districts only)	NA	NA

Explanations/Directions

1: State Assessment Results in Reading and Mathematics

Goal 1: Increase READING proficiency from 66% PD to 80.9% PD by May 2027. Increase MATH proficiency from 71% PD to 74.8% by May 2027.

Objective	Strategy	Activities	Measure of Success	Progress Monitoring	Funding
Objective 1: Increase READING proficiency from 66% PD to 76.1% PD by May 2024. Objective 2: Increase MATH proficiency from 71% PD to 72% by May 2024.	KCWP 1 Design & Deploy Standards	We will operate as PLCs to: Design units of instruction aligned to the BC Priority Standards Design and administer common assessments that: Measure each standard on a proficiency scale. Are primarily written assessments (ERQ, SA, OD) Are analyzed by the PLC to identify strengths, weaknesses, and intervention needs		PLC Minutes & Shared Folder	$0
		Literacy will be at the heart of instruction in every classroom. Teachers will regularly model close reading strategies with students. 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. For math, students will be engaged in math practices with literacy such	Quality literacy is evident in 90% of classroom walk-throughs.	Walk-through data and feedback	$0

Conner Middle School 2023-2024 CSIP

Goal 1: Increase READING proficiency from 66% PD to 80.9% PD by May 2027. Increase MATH proficiency from 71% PD to 74.8% by May 2027.					
Objective	Strategy	Activities	Measure of Success	Progress Monitoring	Funding
		as word problems or writing about math in 90%+ of walk-throughs.			
		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.		Bi-weekly review of trend data	$0
		Use standards-based learning and grading to: Provide students a clear picture of where they are in current learning and help students understand what good work looks like.		PLC Minutes & Shared Folder	$0
		Continued growth in using Proficiency Scales as a learning tool for students to self-assess and monitor progress towards proficiency of priority standards.			

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

Goal 2: Increase the Proficiency of Science 43% PD to 56%, Social Studies 55% PD to 56%, and Combined Writing from 76% PD to 80% by May 2027.

Objective	Strategy	Activities	Measure of Success	Progress Monitoring	Funding
Objective: Increase the Proficiency of Science 43% PD to 47.8%, Social Studies 55% PD to 75.3%, and Combined Writing from 76% PD to 77% by May 2024.	KCWP 3 Design & Deliver Assessment Literacy	Teachers will model and mimic skills and strategies for through-course assessment tasks as part of their regular instruction.	Common assessment data	PLC Minutes & Shared Folder	$0
		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).	Common assessment data	PLC Minutes & Shared Folder	$0
		Writing will be a part of every day instruction and all summative assessments in all courses.	Observation via walk-through and PLC	Walk through data and feedback PLC Minutes & Shared Folder	$0

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 Objective 1: Increase the reading proficiency for Disability 20% to 37.3% by May 2024.

Objective 2: Increase the math proficiency for Disability 28% to 30% by May 2024. | 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 with regular intervention and progress monitoring. Progress monitoring will occur monthly. | CASE and STAR data trending upwards | CASE & STAR Assessments Progress Monitoring Data | Will require support from district office financially to continuing purchase of CASE and STAR |
| | | Do reteaching and reassessment of standards for students below grade level expectations. This will occur in a combination of Advisory, classroom time, and after school tutoring. | Increased student success on reassessments | Growth tracking of individual students' progress towards proficiency of priority standards | Continued support from district for ESS funds |

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	Perception data of educators' comfort level and abilities with EL strategies STAR and CASE data	Time and proper training options for teachers from district

5: Quality of School Climate and Safety

Goal 5: Increase the Quality of School Climate and Safety indicator from 70.1 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 70.1 to 72 by 2024.	KCWP 5: Design, Align, and Administer Support	Provide training and professional learning regarding emotional and mental wellness supports	Staff surveys will show teachers have the tools to handle difficult student situations effectively	Perception data of educators' comfort level and abilities with handling difficult student situations	District support to ensure we have enough counselors to support our students (minimum should be at least one per grade level).
		Align and integrate school mental health, PBIS, and RTI ensuring an interconnected Multi-Tiered Systems of Support framework.		PBIS Minutes & Behavior Data

Intervention Data | District support financially to provide interventionists for our school. |
| | | Implement RCD as a behavior intervention for students. | 80% reduction in out of school suspension from 22-23

50% reduction in classroom removals from 22-23 | Monthly classroom removal data will trend downwards

Monthly review of suspension data | Financial support from district for PD to further our staff's knowledge and expertise in RCD. |

6: Postsecondary Readiness (High School Only)

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

7: Graduation Rate (High School Only)

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

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.

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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.	☒
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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.

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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Gray MS 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

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.

86% of Special Education students scored below the proficiency level on the KSA for reading. In math, 87% of Special Education students scored below the state average for proficiency. These scores have identified GMS as a TSI school.

Increase overall reading PD from 63% PD to 75.3%PD during the 2023-2024 school year. In addition, increase overall math PD from 66% PD to 70.1%PD during the 2023-2024 school year.

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.

Through the course of the 23-24 school year content teams will begin analyzing common assessment data. A PLC form will be introduced, and teachers will complete the form before coming to PLC's. Questions will be reviewed based on how successful or unsuccessful students are on the assessment. In addition, benchmark assessment data will be analyzed (i.e. MVPA)

Academic data is being reviewed in bi-weekly PLC's. During this time common formative assessments are being created, and if already created, analyzed to determine the rigor of the assessment.

This environment has started to shift based on the Core plus more model regarding special education. The NKY Co-op has set meeting dates where bi-weekly meetings/modeling will occur to better support a co-teaching model. Through an effective co-teaching model, the goal is to see student engagement rise through a variety of differentiated lessons. Additionally, a push in cooperative learning will give students the opportunity to work with others and see different points of view. Co-planning with teachers will allow lessons to be developed that fits the needs of all students.

Indicator Scores

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

Indicator	Status	Change
State Assessment Results in reading and mathematics	63% Reading 66% math	-1% Reading -4% Math
State Assessment Results in science, social studies and writing	61% SS 41% Science 62% On-Demand	+1% SS +1% Science +11% On-Demand
English Learner Progress	N/A	
Quality of School Climate and Safety	69.5	-1.3
Postsecondary Readiness (high schools and districts only)	N/A	

Graduation Rate (high schools and districts only)	N/A	

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.): Increase READING proficiency from 63% PD to 80.2% PD by May of 2027. Increase MATH proficiency from 66% PD to 76.1% PD by May of 2027.					
Objective	**Strategy**	**Activities**	**Measure of Success**	**Progress Monitoring**	**Funding**
Objective 1 Increase READING proficiency from 63% PD to 67% PD by May 2024.	KCWP 4 Review, Analyze, and Apply Data	Through the course of the 23-24 school year content teams will begin analyzing common assessment data. A PLC form will be introduced, and teachers will complete the form before coming to PLC's. Questions will be reviewed based on how successful or unsuccessful students are on the assessment. In addition, benchmark assessment data will be analyzed (i.e. MVPA)	Increase in student academic success on benchmark assessments. As common formative assessment questions are analyzed and adjusted to ensure higher DOK student success in benchmark assessments (MVPA) should improve.	Administrative team. Principal, AP and VP will each have a content area that they meet with for bi-weekly PLC's. Content teams will also be tasked with holding one another accountable for data.	
	KWCP 5 Design, Align, and Deliver Support	Academic data is being reviewed in bi-weekly PLC's. During this time common formative assessments are being created, and if already created, analyzed to determine the rigor of the assessment.	An increase in rigor for common formative and summative assessments. The increase will be measured by a variety of ways for students to demonstrate their understanding.	Administrative team. Principal, AP and VP will each have a content area that they meet with for bi-weekly PLC's. Content teams will also be tasked with holding one another accountable for data.	
		An increase in feedback provided to teachers from administration and Instructional Coach.	Increased in classroom visits documented by admin team and IC.	Principal, AP, VP, and Instructional Coach	
	KWCP 6 Establishing Learning Environment and Culture	This environment has started to shift based on the Core plus more model regarding special education. The NKY Co-op has set meeting dates where bi-weekly meetings/modeling will occur to	An increase in student engagement based on administrative walk-thru tool. Engagement and Participation: Measure student	Administrative team and IC will review walk-thru data specifically targeting student engagement.	

| Goal 1 (State your reading and math goal.): Increase READING proficiency from 63% PD to 80.2% PD by May of 2027. Increase MATH proficiency from 66% PD to 76.1% PD by May of 2027. |

Objective	Strategy	Activities	Measure of Success	Progress Monitoring	Funding
		better support a co-teaching model. Through an effective co-teaching model, the goal is to see student engagement rise through a variety of differentiated lessons. Additionally, a push in cooperative learning will give students the opportunity to work with others and see different points of view. Co-planning with teachers will allow lessons to be developed that fits the needs of all students.	engagement, participation, and interest in the classroom activities. This can include tracking attendance, involvement in discussions, and completion of assignments.		
Objective 2 Increase MATH proficiency from 66% PD to 70.1% PD by May of 2024.	KWCP 4 Review, Analyze, and Apply Data	Through the course of the 23-24 school year content teams will begin analyzing common assessment data. A PLC form will be introduced, and teachers will complete the form before coming to PLC's. Questions will be reviewed based on how successful or unsuccessful students are on the assessment. In addition, benchmark assessment data will be analyzed (i.e. MVPA)	Increase in student academic success on benchmark assessments. As common formative assessment questions are analyzed and adjusted to ensure higher DOK student success in benchmark assessments (MVPA) should improve.	Administrative team. Principal, AP and VP will each have a content area that they meet with for bi-weekly PLC's. Content teams will also be tasked with holding one another accountable for data.	
	KWCP 5 Design, Align, and Deliver Support	Academic data is being reviewed in bi-weekly PLC's. During this time common formative assessments are being created, and if already created, analyzed to determine the rigor of the assessment.	An increase in rigor for common formative and summative assessments. The increase will be measured by a variety of ways for students to	Administrative team. Principal, AP and VP will each have a content area that they meet with for bi-weekly PLC's. Content teams will also be tasked with holding one another accountable for data.	

Goal 1 (State your reading and math goal.): Increase READING proficiency from 63% PD to 80.2% PD by May of 2027. Increase MATH proficiency from 66% PD to 76.1% PD by May of 2027.

Objective	Strategy	Activities	Measure of Success	Progress Monitoring	Funding
			demonstrate their understanding.		
		An increase in feedback provided to teachers from administration and Instructional Coach.	Increased in classroom visits documented by admin team and IC.	Principal, AP, VP, and Instructional Coach.	
	KWCP 6 Establishing Learning Environment and Culture	This environment has started to shift based on the Core plus more model regarding special education. The NKY Co-op has set meeting dates where bi-weekly meetings/modeling will occur to better support a co-teaching model. Through an effective co-teaching model, the goal is to see student engagement rise through a variety of differentiated lessons. Additionally, a push in cooperative learning will give students the opportunity to work with others and see different points of view. Co-planning with teachers will allow lessons to be developed that fits the needs of all students.	An increase in student engagement based on administrative walk-thru tool.	Administrative team and IC will review walk-thru data specifically targeting student engagement.	

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

Goal 2 (State your science, social studies, and writing goal.): Increase Science PD from 41% to 55%, SS from 61% to 79%, and On-Demand Writing from 62% to 68% by May of 2027.

Objective	Strategy	Activities	Measure of Success	Progress Monitoring	Funding
Objective 1 Increase Science proficiency from 41% PD to 45% PD by May 2024. Objective 2 Increase SS proficiency from 61% PD to 65% PD by May 2024. Objective 3 Increase Writing proficiency from 62% to 65% by May of 2024	KCWP 4 Review, Analyze, and Apply Data	Through the course of the 23-24 school year content teams will begin analyzing common assessment data. A PLC form will be introduced, and teachers will complete the form before coming to PLC's. Questions will be reviewed based on how successful or unsuccessful students are on the assessment. In addition, benchmark assessment data will be analyzed (i.e. MVPA)	Increase in student academic success on benchmark assessments. As common formative assessment questions are analyzed and adjusted to ensure higher DOK student success in benchmark assessments (MVPA) should improve.	Administrative team. Principal, AP and VP will each have a content area that they meet with for bi-weekly PLC's. Content teams will also be tasked with holding one another accountable for data.	
	KWCP 5 Design, Align, and Deliver Support	Academic data is being reviewed in bi-weekly PLC's. During this time common formative assessments are being created, and if already created, analyzed to determine the rigor of the assessment.	An increase in rigor for common formative and summative assessments. The increase will be measured by a variety of ways for students to demonstrate their understanding.	Administrative team. Principal, AP and VP will each have a content area that they meet with for bi-weekly PLC's. Content teams will also be tasked with holding one another accountable for data.	
		An increase in feedback provided to teachers from administration and Instructional Coach.	Increased in classroom visits documented by admin team and IC.	Principal, AP, VP, and Instructional Coach.	
	KWCP 6 Establishing Learning Environment and Culture	This environment has started to shift based on the Core plus more model regarding special education. The NKY Co-op has set meeting dates where bi-weekly meetings/modeling will occur to	An increase in student engagement based on administrative walk-thru tool. Engagement and Participation: Measure student	Administrative team and IC will review walk-thru data specifically targeting student engagement.	

Goal 2 (State your science, social studies, and writing goal.): Increase Science PD from 41% to 55%, SS from 61% to 79%, and On-Demand Writing from 62% to 68% by May of 2027.					
Objective	**Strategy**	**Activities**	**Measure of Success**	**Progress Monitoring**	**Funding**
		better support a co-teaching model. Through an effective co-teaching model, the goal is to see student engagement rise through a variety of differentiated lessons. Additionally, a push in cooperative learning will give students the opportunity to work with others and see different points of view. Co-planning with teachers will allow lessons to be developed that fits the needs of all students.	engagement, participation, and interest in the classroom activities. This can include tracking attendance, involvement in discussions, and completion of assignments.		

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 from 13% to 32.5% by May 2024. Objective 2: Increase the math proficiency for Disability 13% to 31% by May 2023.	KWCP 6 Establishing Learning Environment and Culture	This environment has started to shift based on the Core plus more model regarding special education. The NKY Co-op has set meeting dates where bi-weekly meetings/modeling will occur to better support a co-teaching model. Through an effective co-teaching model, the goal is to see student engagement rise through a variety of differentiated lessons. Additionally, a push in cooperative learning will give students the opportunity to work with others and see different points of view. Co-planning with teachers will allow lessons to be developed that fits the needs of all students.	An increase in student engagement based on administrative walk-thru tool. Engagement and Participation: Measure student engagement, participation, and interest in the classroom activities. This can include tracking attendance, involvement in discussions, and completion of assignments.	Administrative team and IC will review walk-thru data specifically targeting student engagement.	
Objective 2					

Objective	Strategy	Activities	Measure of Success	Progress Monitoring	Funding
Objective 3					

4: English Learner Progress

Goal 4 (State your English Learner goal.): 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)	KWCP 5 Design, Align, and Deliver Support	Similar to the co-teaching model the EL teacher designated to GMS will have an opportunity to deliver small groups instruction during school wide MTSS time. In addition, EL teacher will be collaborating with content teachers. Engagement and Participation will be measured by student engagement, participation, and interest in the classroom activities. This can include tracking attendance, involvement in discussions, and completion of assignments.	An increase in student engagement based on administrative walk-thru tool.	Administrative team and IC will review walk-thru data specifically targeting student engagement.	
Objective 2					

5: Quality of School Climate and Safety

Goal 5 (State your climate and safety goal.): Increase the School Climate & Safety score from 69% to 75% by May of 2027.					
Objective	**Strategy**	**Activities**	**Measure of Success**	**Progress Monitoring**	**Funding**
Objective 1 Increase the School Climate & Safety score from 69% to 72% by May of 2024.	KWCP 5 Design, Align, and Deliver Support	An increase of grade level SEL lessons implemented. Specifically lessons that center around bullying.	Counselors' implementation of SEL lessons.	Principal, AP, VP and Counselors, Panorama platform can house all data.	
		PBIS committee meetings examining behavior data and then what school data says about disrespectful behavior towards other students.	Positive implementation of student incentives on a monthly basis.	PBIS Committee, Principal, AP, seeing a decrease in behavior incidents.	
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					

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: To target students with disabilities GMS had shifted to a Core plus more implementation for co-teaching. Teachers will utilize school wide MTSS time to ensure students with disabilities are receiving specifically designed instruction. The PD also outlines how to provide services to students in the general education classroom to ensure all students can be successful.

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: A yearlong school wide PD is occurring through the NKY Co-operative. Specific support, maximizing SDI for students, is being provided to both Special Education teachers and General education teachers. This will model for teachers' ways to work collaboratively and utilize engagement strategies that will benefit all students at GMS.

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: Reviewing students with disabilities data at the start of the 23-24 school year caused a shift for students that received their specifically designed instruction in a pull-out setting. When identified, students will stay in a general education class for content instruction.

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:

This environment has started to shift based on the Core plus more model regarding special education. The NKY Co-op has set meeting dates where bi-weekly meetings/modeling will occur to better support a co-teaching model. Through an effective co-teaching model, the goal is to see student
engagement rise through a variety of differentiated lessons. Additionally, a push in cooperative learning will give students the opportunity to work with others and see different points of view. Co-planning with teachers will allow lessons to be developed that fits the needs of all students.

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 and support staff on the effective implementation of the co-teaching model for students with disabilities.	Herd, E. & Weilbacher, G. (2018). Developing & Using a Co-Teaching Model within a Middle Level Education Program. Current Issues in Level Education	☒
		☐
		☐
		☐
		☐

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.

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.	☒
		☐
		☐
		☐
		☐

Ockerman MS 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

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.

Students at OMS did not perform successfully on the state social studies assessment with 45% of them scoring Novice and 25% scoring Apprentice, (60% N/A). Students at OMS did not perform successfully in science with 30% of them scoring Novice and 47% of them scoring Apprentice, (77% N/A). OMS has two subgroups of students that remained in TSI status; English Learner students and Special Education students.

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.

Bi-Weekly PLCs and RBTLs to intentionally target gaps in mastery learning and barriers to learning. Professional learning is on-going in all content areas to support Tier I and Tier II classroom instruction and assessments. Engaging and rigorous instruction and assessment is a priority within this professional learning. Development of common formative and summative assessments that are rigorous and aligned to state assessments is on-going.

Indicator Scores

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

Indicator	Status	Change
State Assessment Results in reading and mathematics	R; N-26%, A-27%, P-29%, D-18% M; N-26%, A-29%, P-29%, D-16%	R; Decline of 2% M; Decline of 2%
State Assessment Results in science, social studies and writing	S; N-30%, A-47%, P-22%, D-1% SS; N-44%, A-25%, P-18% D-13% W; N-21%, A-45%, P-28% D-6%	S; Stagnant at 23% SS; Decline of 17% W; Decline of 4%
English Learner Progress	R; 13% M; 15%	R; Decline of 9% M; Decline of 9%
Quality of School Climate and Safety		
Postsecondary Readiness (high schools and districts only)		

Graduation Rate (high schools and districts only)		

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.):					
Objective	**Strategy**	**Activities**	**Measure of Success**	**Progress Monitoring**	**Funding**
Objective 1 Reading -5% reduction Novice -5% reduction Apprentice -21% increase Proficient	Instruction and assessments are being adjusted to include more language and rigor of the standards.	PLCs are focused on assessment refinement and student performance data.	-Local Assessment -MVPA -PLCs -Classroom Observations	-PLCs -Local Assessments -MVPA -District ELA Circles professional learning	
		Tier II Instruction is directly targeted at standard deficiencies based on local language.			
		District ELA Circles Professional Learning.			
		MVPA assessment items and District Unit Assessments are being used as guides for creating more rigorous standards based questions.			
		The ELA department is building a common place to hold resources and question stems for lessons and assessments.			

Goal 1 (State your reading and math goal.):					
Objective	**Strategy**	**Activities**	**Measure of Success**	**Progress Monitoring**	**Funding**
		ELA teachers are working closely with the Reading Interventionist to use STAR testing to identify students who are in need of various levels of Intervention. This data will be used not only for decisions about Tier III placement, but also Tier II needs for SOAR time			
Objective 2 Objective 1 Mathematics; -10% reduction in Novice -10% reduction in Apprentice -20% increase in Proficient -10% increase in Distinguished	Instruction and Assessments are being refined to reflect the mathematics practices and question formats consistent with the state assessments.	PLCs are entirely focused on assessment refinement and student performance data.	-Local Assessments -MVPA -PLCs -Classroom Observations	-PLCs -Local Assessments -MVPA -Feedback from district math walkthroughs -STAR	n/a
		Tier II instruction is directly targeted at standard deficiencies based on local assessments			
		District Math Walk Throughs with focused feedback			
		MVPA assessment items are being incorporated into local assessments			
		One teacher from each grade level will attend the KCM conference with focus on core instruction and interventions.			

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

Goal 2 (State your science, social studies, and writing goal.):					
Objective	**Strategy**	**Activities**	**Measure of Success**	**Progress Monitoring**	**Funding**
Objective 1 Science; -10% reduction in Novice -20% reduction in Apprentice -25% increase in Proficient -15% increase in Distinguished	Instruction and Assessments are being adjusted to support problem and phenomena based learning	PLCs are entirely focused on assessment refinement and student performance data.	-Local Assessments -MVPA -PLCs -Classroom Observations	-PLCs -Local Assessments -MVPA -District Science Circles professional learning	N/A
		Tier II instruction is directly targeted at standard deficiencies based on local assessments			
		District Science Circles Professional Learning			
		MVPA assessment items are being incorporated into local assessments			
Objective 2 Social Studies -25% reduction in Novice -15% increase in Proficient	Instruction and Assessment are being adjusted to support new state social studies standards and state assessment	PLCs are entirely focused on assessment refinement and student performance data	-Local Assessments -MVPA -PLCs -Classroom Observations -Professional Learning	-Local Assessments -MVPA -PLCs -Classroom Observations -Professional Learning	District funding regional coop professional learning
		Tier II instruction is directly targeted at standers deficiencies based on local assessments			
		Professional learning provided by school admin and regional coop on new social studies standards and state assessment on-going			
		MVPA assessment items are being incorporated into local assessments			
		Resource repository for primary resources, passages, charts, graphs,			

Goal 2 (State your science, social studies, and writing goal.):					
Objective	**Strategy**	**Activities**	**Measure of Success**	**Progress Monitoring**	**Funding**
		maps, etc., is being built to support 6th, 7th, and 8th grade instruction and assessment			

Objective	Strategy	Activity	Measure of Success	Progress Monitoring
Objective 3 Writing; -20% reduction Apprentice -20% increase Proficient -11% increase Distinguished	Instruction and Assessments are being adjusted to support Writing with a focus on expectations for Writing State Standards and assessments. (Constructed Responses and On-Demand Writing)	PLCs are focused on assessment refinement and student performance data. Tier II Instruction is directly targeted at standard deficiencies based on local language. District ELA Circles Professional Learning. MVPA assessment items and District Unit Assessments are being used as guides for creating more	-Local Assessments -MVPA -PLCs -Classroom Observations -Data from 6-8 grade ELA Writing Benchmark	-PLCs -Local Assessments -MVPA -District ELA Circles professional learning

		rigorous standards based questions. The ELA department is building a common place to hold resources and question stems for lessons and assessments. The ELA department has a Google Drive where they are building a place to hold resources and question stems for lessons and assessments. School wide expectations for Writing Across all contents with a focus on common use of the CER Writing Strategy. On-Demand Writing benchmark assessment in ELA classes, all grade levels, with a common outline, expectations for writing, and teachers calibrate to identify strengths, weaknesses, and next action steps for		

		Tier I and Tier II Writing in ELA classes.		

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 EL Students will improve in Reading by 10% negating the decline from 21-22 to 22-23	Instructional practices are improved to better support EL students	Two day SIOP training with all staff to open the school year (Components 1-4)	-Evidence of instructional implementation -local assessments	-Classroom walk through tool	
		Monthly SIOP training with all staff on-going (Components 1-4)	-Evidence of instructional implementation -local assessments		
Objective 2 EL Students will improve in Math by 10% negating the decline from 21-22 to 22-23	Instructional practices are improved to better support EL students	Two day SIOP training with all staff to open the school year (Components 1-4)	-Evidence of instructional implementation -local assessments	-Classroom walk through tool	
		Monthly SIOP training with all staff on-going (Components 1-4)	-Evidence of instructional implementation -local assessments		
Objective 3					

Objective	Strategy	Activities	Measure of Success	Progress Monitoring	Funding
Students with IEPs will grow to -15% proficient in Reading -20% in Math	Instructional practices are improved to better support students with IEPs through SIOP professional learning and implementation	Two day SIOP training with all staff to open the school year (Components 1-4)	-Evidence of instructional implementation -local assessments	-Classroom walk through tool	
		Monthly SIOP training with all staff on-going (Components 1-4)	-Evidence of instructional implementation -local assessments		
	Students with IEPs are not pulled from general education core class setting for targeted supports increasing their exposure and work with grade level standards	Special Education PLC is now scheduled for bi-weekly 3-hour block. Dedicated time to transferring SIOP training to special designed instruction for students with IEPs			

4: English Learner Progress

Goal 4 (State your English Learner goal.):					
Objective	**Strategy**	**Activities**	**Measure of Success**	**Progress Monitoring**	**Funding**
Objective 1 EL Students will improve in Reading by 10% negating the decline from 21-22 to 22-23	Instructional practices are improved to better support EL students	Two day SIOP training with all staff to open the school year (Components 1-4)	-Evidence of instructional implementation -local assessments	-Classroom walk through tool	
		Monthly SIOP training with all staff on-going (Components 1-4)	-Evidence of instructional implementation -local assessments		
Objective 2 EL Students will improve in Math by 10% negating the decline from 21-22 to 22-23	Instructional practices are improved to better support EL students				

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					
Objective 2					

6: Postsecondary Readiness (High School Only)

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

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.	☒
Sheltered Instruction Observation Protocol professional learning and instructional practices for EL students and students with IEPs.	Title: "Effects of Sheltered Instruction Observation Protocol on Middle School English Language Learners' Content Knowledge and English Proficiency" Authors: Smith, J., Johnson, A., & Lee, M. Journal: Journal of Educational Research Year: 2018	☒
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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.

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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		☐
		☐
		☐

RA Jones MS 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:
    o State Assessment Results in reading and mathematics
    o State Assessment Results in science, social studies and writing
    o Achievement Gap
    o English Learner Progress
    o Quality of School Climate and Safety

    o State Assessment Results in science, social studies and writing
    o Achievement Gap
    o English Learner Progress
    o Quality of School Climate and Safety
    o Postsecondary Readiness
    o Graduation Rate

- The required goals for **high schools** include the following:
    o State Assessment Results in reading and mathematics

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.

In Reading, 72% of our students are Novice or Apprentice
In Math, 80% of our students are Novice or Apprentice

In Reading, 94% of our Disabled students are Novice or Apprentice
In Math, 94% of our Disabled students are Novice or Apprentice

In Reading, 88% of our EL students are Novice or Apprentice
In Math, 90% of our EL students are Novice or Apprentice

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 5: Design, Align, and Deliver Support – Continue and improve PLC protocol with an effective cyclical process for standards deconstruction, designing of assessment measures, collaborative lesson creation, and analysis of data; Ensuring formative, interim, and summative assessment results are used appropriately to determined tiered intervention needs specifically with the MTSS framework.

KCWP 6: Establish Learning Culture and Environment – Intentionally promote a safe, nurturing, and caring learning environment where students learn and are supported to meet their individual needs, which enables equity for academic, social, emotional, and physical needs and optimal opportunities for academic success.

Indicator Scores

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

Indicator	Status	Change
State Assessment Results in reading and mathematics	40.3 index	+2.0 index
State Assessment Results in science, social studies and writing	31.5 index	-4.2 index
English Learner Progress	12.8	-9.1
Quality of School Climate and Safety	61.0 index	-1.8 index
~~Postsecondary Readiness (high schools and districts only)~~		
~~Graduation Rate (high schools and districts only)~~		

1: State Assessment Results in Reading and Mathematics

Goal 1: JMS will increase READING proficiency on KSA from 28% to 55.3% by May 2027. JMS will increase MATH proficiency on KSA from 20% to 41.4% by May 2027.

Objective	Strategy	Activities	Measure of Success	Progress Monitoring	Funding
Objective 1: Increase READING proficiency on KSA from 28% to 35% by May 2024. Objective 2: Increase MATH proficiency on KSA from 20% to 25.4% by May 2024	KCWP 1: Design & Deploy Standards 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 aligned with KSA standards and ensure congruence between the standards, learning intentions, and assessment measures.	MVPA data, summative data, Lesson Plans (Jet Sets), PLC Agenda/Minutes	Walkthrough data, PDSA minutes	Amplify Reading (Title 1 23-24) Illustrative Math (Title 1 23-24)
	KCWP 2: Design & Deliver Instruction Sustain a systematic approach to designing and delivering instruction in reading and math by ensuring Tier 1 is intentionally highly effective and provided to all students in the classroom.	Teachers will participate in job-embedded PLCs using the DuFour PLC model.	Lesson Plans (Jet Sets), PLC Agenda/Minutes, Professional Learning Plan, Student Name and Claim	Walkthrough data, PDSA minutes	
		Teachers will participate in differentiated professional learning during the school day and/or extension of the school day on high yield instructional strategies.	Lesson Plans (Jet Sets), PLC Agenda/Minutes, Professional Learning Plan	Walkthrough data,	Professional Learning (Title 1 23-24)
		Teachers will effectively use an instructional process aligned to district guiding documents (Priority Standards, Learning Targets, and Success Criteria) and use the backward design process to plan for core instruction.	Lesson Plans (Jet Sets), PLC Agenda/Minutes, Professional Learning Plan	Walkthrough data,	

Goal 1: JMS will increase READING proficiency on KSA from 28% to 55.3% by May 2027. JMS will increase MATH proficiency on KSA from 20% to 41.4% by May 2027.

Objective	Strategy	Activities	Measure of Success	Progress Monitoring	Funding
		District and school coach will work collaboratively with teachers to design and deliver instruction and implement highly effective instruction through best practices and effective coaching models.	Lesson Plans (Jet Sets), PLC Agenda/Minutes, Professional Learning Plan	PDSA minutes, Walkthrough data,	
	KCWP 5: Design, Align, Deliver Support Processes	ILT will conduct weekly walkthroughs and provide immediate feedback to teachers	Increase proficiency on MVPA		
	Implement and sustain a continuous improvement process to design, align, and deliver support services that focus on student learning and academic purposes.	ILT will review walkthrough data weekly during ILT meetings and use data to identify specific coaching and professional learning needs.	Increase proficiency on MVPA	30-60-90 day ILT support	

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

Goal 2: JMS will increase SCIENCE proficiency on KSA from 11% to 34.2% by May 2027. JMS will increase SOCIAL STUDIES proficiency on KSA from 14% to 51.1% by May 2027. JMS will increase WRITING proficiency on KSA from 14% to 25.5% by May 2027.

Objective	Strategy	Activities	Measure of Success	Progress Monitoring	Funding
Objective 1 Increase SCIENCE proficiency on KSA from 11% to 16.8%, SOCIAL STUDIES proficiency on KSA from 14% to 23.3%, and WRITING proficiency on KSA from 14% to 20% by May of 2024.	KCWP 1: Design & Deploy Standards 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.	Science teachers will implement a science curriculum that aligns to NGSS standards and ensures congruence between the standards, learning intentions, and assessment measures.	Common Unit Data MVPA Data, Student Name and Claim PLC minutes Lesson Plans (Jet Sets)	Walkthrough data	
		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 assessment measures.	Common Unit Data MVPA Data, Student Name and Claim, PLC minutes Lesson Plans (Jet Sets)	Walkthrough data	
	KCWP 2: Design & Deliver Instruction Sustain a systematic approach to designing and delivering instruction in writing by ensuring Tier 1 is intentionally highly effective and provided to all students in the classroom.	Teachers will allow students to write for authentic purposes, analyze rich text, use rubrics and success criteria exemplars, collaborate with peers, and improve critical thinking skills that address on-demand writing prompts, extended response questions, lab reports, essays, and research papers.	Rubrics, Success Criteria, Student Work Sample, Student Name and Claim, PDSA Lesson Plans (Jet Sets)	PDSA minutes – Student Work Samples	
		Teachers will implement a school-wide standard writing plan to increase stamina.	MVPA Writing Data Common Unit assessments	PDSA Minutes Walkthrough 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 READING proficiency on KSA for African Americans from 23% to 33%, Hispanics from 27% to 35%, **English Learners from 12% to 22%, and Disability students from 6% to 16% by May 2024.** Objective 2: Increase MATH proficiency on KSA for African Americans from 11% to 21%, Hispanics from 18% to 25.4%, **English Learners from 10% to 20%, and Disability students from 6% to 16% by May 2024.**	KCWP 5: Design, Align, Deliver Support Processes Implement and sustain a continuous improvement process to design, align, and deliver support services that focus on language, literacy and math skills needed for Disabled students: Specifically Designed Instruction and English Learners, listening, reading, writing, and speaking in English for academic purposes.	Teachers will collaborate with co-teachers to implement evidence-based, Specifically Designed Instruction focused on the student's individual needs, providing structured opportunities for engaging students in academic discussions about the content using instructional tools strategically to clarify and anchor the content.	PLC minutes, observations, MVPA data, Lesson Plans (Jet Sets), Student Name and Claim	Data Dashboard; SpEd PLC minutes, Walkthrough Data	
		Teachers will collaborate with co-teachers and paras 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 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.	PLC minutes, observations, MVPA data, ACCESS data, Lesson Plans (Jet Sets)	Data Dashboard; EL PLC minutes, Walkthrough Data	Instructional Para 27,000 (Title 1) EL teacher 60,000 (Title 1)
		All Teachers will use the study-act protocol to analyze formative and	PDSA, student work samples, assessment	Study Act Protocol discussions with opportunities for next steps	

Objective	Strategy	Activities	Measure of Success	Progress Monitoring	Funding
		summative assessment and use data to readjust the curriculum (content and pacing) to meet student needs based on assessment results.	data, Student Name and Claim		

4: English Learner Progress

Goal 4: JMS will increase the English Learner indicator from 12.8 to 25.9 by May 2027.					
Objective	**Strategy**	**Activities**	**Measure of Success**	**Progress Monitoring**	**Funding**
Objective 1 Increase the English Learner indicator from 12.8 to 18.0 by May 2024	KCWP 5: Design, Align, Deliver Support Processes Implement and sustain a continuous improvement process to design, align, and deliver support services that focus on language, and literacy needed for English Learners, listening, reading, writing, and speaking in English for academic purposes.	Provide quality professional learning for all teachers centered around developing English language proficiency through curriculum, instruction, and assessment, and increase training regarding Sheltered Instruction Observation Protocol (SIOP) strategies for all teachers working with EL students.	Teacher efficacy Increased student proficiency, Jet Sets	Data Dashboard; EL PLC minutes, Walkthrough Data	
		EL teachers and general education teachers will collaborate with instructional paras 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 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.	PLC minutes, observations, MVPA data, ACCESS data, Lesson Plans (Jet Sets), Student Name and Claim	Data Dashboard; EL PLC minutes, Walkthrough Data	Instructional Para 27,000 (Title 1) EL teacher 60,000 (Title 1)

5: Quality of School Climate and Safety

Goal 5: JMS will increase the Quality of School Climate and Safety indicator from 61.0 to 67.8 by May 2027.					
Objective	**Strategy**	**Activities**	**Measure of Success**	**Progress Monitoring**	**Funding**
Objective 1 Increase the Quality of School Climate and Safety indicator from 61.0 to 65.0 by May 2024.	KCWP 5: Design, Align, Deliver Support Processes	Align and integrate school mental health, PBIS, and Rti, ensuring an interconnected MTSS framework.	Student data dashboards, PLC minutes, Referral data	CSIP monitoring and ILT will determine the next steps	
	Implement a continuous improvement process to design, align, and deliver support services focusing on the Multi-Tiered System of Support framework. KCWP 6: Establishing Learning Culture and Environment Develop a systemic 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.	PBIS team will meet monthly to ensure that school-wide expectations 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.	PBIS minutes, Intervention data, Student Name and Claim	CSIP monitoring and ILT will determine the next steps	
		Leadership will systemically monitor indicators that adversely affect student success and develop action items to remove those barriers.	Leadership PLC minutes, Student name and claim	CSIP monitoring and ILT will determine the next steps	

Goal 5: JMS will increase the Quality of School Climate and Safety indicator from 61.0 to 67.8 by May 2027.

Objective	Strategy	Activities	Measure of Success	Progress Monitoring	Funding
Objective 2 Increase teacher retention of renewal contract documentation from 62% to 84% by August 2024	KCWP 6: Establishing Learning Culture and Environment Develop a systemic approach to establishing a safe, supportive, 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.	Provide New Teacher induction and support throughout the year.	New teacher induction plan, monthly meeting minutes & Sign in sheets	CSIP monitoring and ILT will determine the next steps	
		Provide formal mentorship for new teachers with support from the university, district, and instructional coach.	Mentorship plan, observations, surveys	CSIP monitoring and ILT will determine the next steps	
		Continue Monday Morning Check-ins to obtain the teacher's voice. All administrators will respond to items needing follow-up by Friday.	Survey results,	CSIP monitoring and ILT will determine the next steps	
		Implement action teams to support shared decision-making and engagement in all areas of the school.	Action Team minutes,	CSIP monitoring and ILT will determine the next steps	

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: To ensure effective leadership, each leader will establish a professional development program tailored to address their professional growth plan to support the needs of English Learners and Disabled students. This involves training sessions with collaborative leadership groups, mentorship programs, and workshops focusing on cultural sensitivity, differentiated instruction, data-driven decision-making, and fostering a positive and inclusive school culture.
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: A review of the allocation of resources, including staff, time, and budget, with a lens toward identifying any disparities that might contribute to underperformance. This process involves data analysis, surveys, and discussions among stakeholders. Once inequities are identified, a plan to reallocate resources equitably to support the needs of English Learners and Disabled students will be created.
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: A thorough analysis of the school's learning culture, paying specific attention to the English Learners and Disabled students, was conducted. Identify Clarity as a systemic issue contributing to underperformance and develop tailored professional learning for teachers and walkthroughs for monitoring. Continued Professional learning progression includes culturally responsive teaching practices, fostering a growth mindset, and intervening with socio-emotional learning.
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: Utilize academic and non-academic data to pinpoint areas of need for the targeted subgroup(s). Incorporate evidence-based practices, such as differentiated instruction methods, personalized learning approaches, or targeted support programs, directly addressing the identified needs. Develop a monitoring system to ensure fidelity in implementing these evidence-based practices and regularly assess their effectiveness through ongoing data collection and analysis. The data analysis will include before-and-after academic performance data, student surveys, teacher feedback, or external evaluations. Fostering a collaborative environment involving all stakeholders—teachers, administrators, parents, students, and the community—is crucial for the success of any improvement plan. This collaboration ensures diverse perspectives are considered and increases the likelihood of sustainable, meaningful improvements for all subgroups.   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.	☒
Best practices to teach EL students	Vaugh, S., Martinez, L.R. Wanzek, J., Roberts, G. Swanson, E., & Fall, A-M. (2017). Improving content knowledge and comprehension for English language learners: Findings from a randomized control trial. *Journal of Educational Psychology,* 109(1), 22-34. Retrieved from https://www.meadowscenter.org/files/resources/Vaughn-2017.pdf Additional evidence based practices research can be found at Gersten, R.,& Baker, S. (2000). What We Know about Effective Instructional Practices for English Language Learners. *Exceptional Children*, 66(4), 454-470. Retrieved from https://doi.org/10.1177.001440290006600402	☒
Teacher Support: Teacher Efficacy and Explicit and Systematic Teaching Strategies	Brinson, Dana, and Lucy Steiner. "Building Collective Efficacy: How Leaders Inspire Teachers to Achieve." *Issue Brief*, Oct 2007, pp. 1-6.	☒

2023-2024 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. *Six Sigma, Shipley, Baldridge, 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 41% PD to 45% PD by May 2024. Objective 2: Increase MATH proficiency from 30% PD to 43% by May 2024.	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. 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).	Units/Lesson plans/canvas template will include desired components of instructional plan determined in the vertical PLC meetings. 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	PLC Systems Check-meeting agenda/minutes (Evaluating administrator) Monthly classroom walkthroughs and CEP Evaluation feedback by Administration Team (Administrators/Instructional Coach) Google Form for submissions for walkthroughs will reveal level of implementation/effectiveness of teaching strategies/best practices used (Administrators/Instructional Coach)	

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**
		Development and implementation of school-wide literacy plan	grade level appropriate tasks. Each course/content area will create a literacy plan and commit to implementation in daily lesson plans.	Literacy plan submitted and then monitored through: ● Walkthroughs ● Canvas lesson plans ● PLC data dives-writing protocols, evidence of effectiveness (PLC teacher members, Evaluating Administrators)	
		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 (Instructional Coach) PLC minutes (Evaluating Administrators)	
		Ensure regularly-scheduled curriculum meetings / PLCs (department and course) to review the alignment between standards, learning targets, and formative and	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. (Instructional Coach, PLC teacher team members, evaluating administrator)	

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
		summative assessment measures, and to increase collaboration in deconstructing standards and developing congruent learning targets. (KCAS, ACT 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 | Monitoring of Canvas lesson plans to ensure Learning Targets/Content and Language objectives are listed on Canvas lesson plans (Evaluating administrator)

Common formative and summative assessments submitted and standards indicated on assessments. (PLC teacher team members, Instructional Coach, evaluating administrator)

Sharing of resources within PLCs related to data trends/comparative scores (PLC teacher members)

Classroom walkthroughs and observations (Administrators/Instructional Coach) | |

5

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**
			Sheets (CERT, ACT, MPVA)		
		Develop and implement progress monitoring system to monitor standards mastery for each student *Implement data teaming methodologies, including collection and charting of data, analysis of strengths and obstacles to student learning (English, Math and Science) *Ensure that formative, interim, summative assessment results are used appropriately to determine individual student intervention needs. *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) *Identify interventions for	Meeting Minutes Mastery Connect Results Assessment alignment to standards during PLC work. Growth (CERT, ACT, MPVA, Teacher common summative assessments results) Teachers will monitor and identify student progress and provide needed interventions to students who qualify as Tier 2 or Tier 3 Increased opportunities for teachers to collaborate vertically and cross-curricular opportunities provided.	Data Analysis Notes/Red Standards Sheets (Instructional Coach, Evaluating Administrator, PLC teacher teams) Periodic moments through the month during PLC meetings where student work is analyzed, concerns identified (PLC teacher team members)	

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
		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, Identify/implement new intervention strategies for Reading and Math for all intervention groups for virtual and blended models	All teachers all participate in monthly PD opportunities relating to reading and writing/SIOP strategies.	Review of teacher Canvas lessons (Evaluating administrator) Walkthroughs: Identify intervention strategies (blended learning/intervention groups) utilized in all contents (literacy)and in math courses (Administrators/Instructional Coach) 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 8% PD to 22%, Social Studies	KCWP 1 Design & Deploy Standards	Develop and implement writing continuum specific to content which monitors mastery for each student.	Daily content/Language objectives in Canvas lesson plans	Walkthroughs/ observations (Administrators/	

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
<mark>39% PD to 48%</mark>, and Writing from 35% PD to 46% by May 2024.	KCWP 3: Design and deliver assessment literacy.	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. Provide opportunities for teachers to cross-curriculum collaborate to analyze student writing and identify effective feedback	Student opportunities to read, write, speak about content happen daily. PD/PLC agendas and minutes	Instructional Coach) Continuous monitoring of writing plan in PLC's. Monthly PD opportunities centered on literacy strategies in which attendance is mandatory (Instructional Coach) PLC Data analysis (PLC teacher team members, Instructional Coach, evaluating administrator) Writing protocols in which teachers bring samples to evaluate in order to identify areas of growth (PLC teacher team members, Instructional Coach, evaluating administrator) Attendance sheet for PD-mandatory makeup sessions for any missed. (Instructional Coach)	

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 24% to 31%, English Learners plus Monitored 6% to 9.1%,and Disability 16% to 27.8% by May 2024. Objective 2: Increase the math proficiency for African American 13% to 23.1%, English Learners plus Monitored 7% to 12.4%, and Disability 4% to 20.5% by May 2024.	KCWP 4 Review, Analyze, and Apply Data	Develop and implement progress monitoring system to monitor standards mastery for each student in our Gap Groups * Implement data teaming methodologies, including collection and charting of data, analysis of strengths and obstacles to student learning (English, Math and Science) * Ensure that formative, interim, summative assessment results are used appropriately to determine individual student intervention needs. * 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	Increased academic progress on (CERT, Read 180, CASE, summative assessments) Teacher efficacy: teachers determine/adjust/ reteach utilizing instructional practices/interventions provided based on data	PLC Data analysis- track progress of identified groups by teacher/class on summative assessments, CASE, and CERT-review data sheets (RED STANDARDS SHEETS) (PLC teacher team members, Instructional Coach, evaluating administrator) Leadership Team reviews PLC minutes -An administrator attends PLC meetings - walk-thrus	

Objective	Strategy	Activities	Measure of Success	Progress Monitoring	Funding
		support. (English, Math and Science) (Gap: Special Education, LEP) * 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			
	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,	Student goal sheets created in core courses Teachers track GAP group	Walkthroughs (Instructional Coach, evaluating administrator) Leadership team reviews goal sheets (Instructional	

Objective	Strategy	Activities	Measure of Success	Progress Monitoring	Funding
		reading, and science for all GAP groups *Goal setting for students with teacher training to support	students in their class	Coach, evaluating administrator) PLC Data analysis-focus on TSI students (PLC teacher team members, Instructional Coach, evaluating administrator) Analysis of student goal sheets by teachers (PLC teacher team members)	

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 **29.9** to 36SIO 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	SIOP/PD feedback surveys (Instructional Coach, Administrators) Walkthroughs (Instructional Coach, Administrators) Data analysis in PLC's on CASE, CERT/KASA (PLC teacher team members, Instructional Coach, evaluating administrator)	

Goal 4: Increase the English Learner indicator from **23.8** to 33.8 by 2027.					
Objective	**Strategy**	**Activities**	**Measure of Success**	**Progress Monitoring**	**Funding**
			meeting benchmarks in CERT	Completed Red Standards Sheets (PLC teacher team members, Instructional Coach) Impact Survey Results (Administrators, Instructional Coach)	

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 63.6 to 64.6 by 2024.	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 (Evaluating Administrator) PLC Agenda and minutes (Instructional Coach, evaluating administrator) Walkthroughs (Instructional Coach, evaluating administrator)	

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**
		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 PBIS rewards system Decrease in behavior incidents	Tableaux data analysis (Administrators) Panorama data analysis-attendance (Administrators, Guidance Counselors, attendance clerks) SEL Panorama Survey results (Administrators, Guidance Counselors)	

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 **71.8 to 73.8 by 2024**.	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. -design plan for counselors to meet with all seniors for	Desired Student Outcome: More proactive planning for college, career, and life, and greater user understanding. Increase in number of students taking	Counselor student logs (Administrators, Guidance Counselors) Data analysis-Industry Certification for targeted groups (Administrators, College and Career coach, Business teachers)	

Goal 6: Increase our Postsecondary Readiness Indicator from **67.8** to **77.8** by 2027.					
Objective	**Strategy**	**Activities**	**Measure of Success**	**Progress Monitoring**	**Funding**
		planning for post-secondary options. - Create at-risk tracking sheet created by counselors to monitor student progress towards -counselors will meet individually with students when scheduling classes to ensure at-risk groups are taking courses that will help them achieve postsecondary success	and passing industry certification tests Increase in the number of spec ed, AA, and EL students meeting benchmarks Increased number of Spec ed, AA, and EL students taking AP courses and/or dual enrollment courses.		

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 91.3 to 93.1 by 2024.	KCWP 4: Review, Analyze, and Apply Data	Develop and implement progress monitoring system to monitor standards mastery for each student *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 *Ensure that formative, interim, summative assessment results are used appropriately to determine individual student intervention needs. *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	Increased graduation rate for students with disabilities, EL population, and african-american population. Increased academic progress on (CERT, Read 180, CASE, summative assessments) Increased number of earned credits-SWS/Credit Recovery Increased number of students utilizing remediation opportunities when earning an	Daily data and behavior tracker will be compiled monthly for monitoring purposes. (Administrators, Guidance Counselors) Red data sheet analysis (PLC teacher team members, Instructional Coach) PLC minutes/data analysis of formative and summative assessments (PLC teacher team members, Instructional Coach, evaluating administrator) SWS/CR/Remediation data analysis (Administrators, guidance counselors, SWS/CR teacher(s))	

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

Objective	Strategy	Activities	Measure of Success	Progress Monitoring	Funding
		and Science) (Gap: Special Education, LEP) *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.	At-risk tracking sheets created by counselors by grade level to identify at-risk students and provide intervention strategies Increased attendance rate	Administrator meeting notes (Administrators) Counselor meeting minutes (Counselors, Administrators) Admin/counselor PLC weekly meetings to identify at-risk students/discuss strategies (Counselors, Administrators)	

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

Objective	Strategy	Activities	Measure of Success	Progress Monitoring	Funding
		Provide and discuss this data with the Special Ed PLC and the ELL PLC.	for EL, AA, and Spec. education students	Special Ed/EL PLC minutes (Administrators) Attendance data analysis (Administrators, counselors, attendance clerks)	
		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. *Provide behavior‑specific praise and reinforcement *Groups, supports, check in/check out *Ensure that all available resources are deployed to assist students in need *Develop social emotional supports for all students	Increased placement of students in PBIS interventions: - check in-check out - behavior rewards - counseling	PBIS meeting minutes (PBIS administrator, PBIS team members) PBIS data analysis (PBIS administrator, PBIS team members, teachers) Tableaux Data analysis (PBIS administrator, PBIS team members, administrators, Counselors, teachers)	

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 intervention strategies used to decrease attendance rates and suspension rates. All of leadership team attended SIOP Training during a Fall SLC to learn innovative instructional 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-Strategic scheduling based on student needs, Review SEL data/survey results and create intervention strategies, monitor graduation rate/identify at-risk students, complete credit checklists, provide tools/strategies to staff to support socio-emotional 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 the evidence-based practice to ensure 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 evidence.

Boone Co HS 2023-2024
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 (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. *Teaching and Teacher Education 26,* 997-1005. Boughoulid, M. (2020). The SIOP Model as an empowering teaching method for English language learners: A study case. *European Journal of English Language Teaching*, 6 (2), 39-53. SIOP Study	☒
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:** https://ies.ed.gov/ncee/wwc/PracticeGuide/29	☐

Evidence-based Activity	Evidence Citation	Uploaded in eProve
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	

Conner HS 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

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.

Greatest area of weakness was in Science, Social Studies and Writing. We are considered TSI for students with disabilities in the area of Science, Social Studies and 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.

We will focus on Key Elements Design and Deploy Standards, Design and Deliver Instruction, Design and Deliver Assessment, and Review, Analyze and Apply Data. Our teachers will gain a deeper understanding of social studies and science standards. We will increase engagement, rigor of instructional practices, and relevance of content through deeper learning experiences. We will create stimulus based assessments that assess skills required by the standards. We will use PLC's to analyze assessments including CERT, MVPA, and Unit test.

Indicator Scores

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

Indicator	Status	Change
State Assessment Results in reading and mathematics	68.7	1
State Assessment Results in science, social studies and writing	51.7	-5.4
English Learner Progress	19.4	
Quality of School Climate and Safety	64.5	-0.7
Postsecondary Readiness (high schools and districts only)	88.7	-2.5
Graduation Rate (high schools and districts only)	98.8	1.2

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.): Increase READING proficiency from **52.1%** PD to 67.3% PD by May 2027. Increase MATH proficiency from **52%** PD to 67.6% by May 2027.					
Objective	Strategy	Activities	Measure of Success	Progress Monitoring	Funding
Objective 1 Increase READING proficiency from 52.1% PD to 61.2% PD by May 2024. Objective 2 Increase MATH proficiency from 52% PD to 61.6% by May 2024.	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/Common Assessments	Leadership/Instructional Coach	

Goal 1 (State your reading and math goal.): Increase READING proficiency from **52.1%** PD to 67.3% PD by May 2027. Increase MATH proficiency from **52%** PD to 67.6% by May 2027.

Objective	Strategy	Activities	Measure of Success	Progress Monitoring	Funding
		All students will be assessed with CERT, MVPA, 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/MVPA/Common Assessment/Data Sheet	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 /Intervention/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. Students will be referred to Tiered interventions through Panorama 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 needs. Classroom interventions will be used through differentiated and targeted	Student success of exiting the program/student credits earned	Teacher/ESS Coordinator/School Leadership	

Goal 1 (State your reading and math goal.): Increase READING proficiency from **52.1%** PD to 67.3% PD by May 2027. Increase MATH proficiency from **52%** PD to 67.6% by May 2027.

Objective	Strategy	Activities	Measure of Success	Progress Monitoring	Funding
		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 and/or Delta 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	
	Design and Deliver Instruction	Teachers will increase academic engagement, rigor of instructional practices, and relevance of content through deeper learning experiences though inquiry learning, QFT, Kagan, and SIOP strategies	Walkthroughs/ Teacher proficiency	Walkthroughs	

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

Goal 2 (State your science, social studies, and writing goal.): Increase the Proficiency of Science 14% PD to 55.8%, Social Studies 39% PD to 54.8%, and Writing from 43% PD to 66.9% by May 2027.					
Objective	**Strategy**	**Activities**	**Measure of Success**	**Progress Monitoring**	**Funding**
Objective 1 Increase the Proficiency of Science 14% PD to 50.3%, Social Studies 39% PD to 48.3%, and Writing from 43% PD to 60.7% by May 2024.	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. They will gain a deeper understanding of the C3/Inquiry model and how it is expected to be taught	Reflected in Common Assessments	Social Studies Department	
	KCWP 2: Design & Deliver Instruction	Science teachers will develop deeper understanding of how the science practices are assessed by KSA and make sure students receive instruction that matches how they will be assessed. 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	

Goal 2 (State your science, social studies, and writing goal.): Increase the Proficiency of Science 14% PD to 55.8%, Social Studies 39% PD to 54.8%, and Writing from 43% PD to 66.9% by May 2027.					
Objective	Strategy	Activities	Measure of Success	Progress Monitoring	Funding
		Teachers will increase academic engagement, rigor of instructional practices, and relevance of content through deeper learning experiences though inquiry learning, Storylines, QFT, Kagan, and SIOP strategies	Walkthroughs/ Teacher proficiency	Walkthroughs	
		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	
	Design and Deliver Assessment Literacy	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	
		PLC's will create stimulus based assessments that assess skills required by the standards. Create common constructed response questions that require students to write an argument requiring synthesis of multiple sources varying in type. Create common rubrics to give students feedback on argumentative writing within each content.	Reflected in classroom instruction and assessments	Teachers and Instructional coach	

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 Social Studies, Science and Writing proficiency for Disability 13% to 22.1% by May 2023.	Design and Deploy Standards	Special Education teachers will gain a deeper understanding of grade level social studies, science, math, and ELA content.	Reflected in classroom instruction	Leadership/Instructional coach	
		Teachers will post standards and learning targets in classroom, use during instruction, and tie all assessment and instruction to standards	Walkthrough	Walkthrough	
	Design and Deliver Instruction	Co-teaching model to be used in all collaborative classrooms	Reflected in classroom instruction	Teachers and instructional coach	
		Special Education teachers will be developing new practices for teaching vocabulary, fluency and comprehension that directly affect tier 1 performance of students with IEPS	Reflected in classroom instruction	Teachers and Instructional coach	
		Instructional strategies – teachers and students will practice/model annotation and critical thinking strategies and weekly integration of context clues and inferencing. Teachers will continue to incorporate Kagan structures and other high yield research based cooperative learning strategies to	Reflected in classroom instruction	Teachers and Instructional coach	

Objective	Strategy	Activities	Measure of Success	Progress Monitoring	Funding
		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.			
	Review, Analyze and Apply Data	PLC's will analyze assessments including CERT, MVPA, and unit data identifying common misconceptions, identifying student gaps/weaknesses, and develop a plan for remediation of those skills.	PLC minutes	Teachers/Instructional coaches	

4: English Learner Progress

Goal 4 (State your English Learner goal.): 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)	Design, Align and Delivery 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 (State your climate and safety goal.): Increase the Quality of School Climate and Safety indicator from **63.8** 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 63.8 to 66 by 2024.	Design, Align, and Deliver 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 (State your postsecondary goal.): 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 91 by 2024.	Design, Align, and Deliver 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		
	Design and 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	
	Design, Align and Deliver Support	Use YouScience to guide students in exploration of various career paths. Counsel students in choosing appropriate courses and sequencing to guide students in pathway completion as it relates to the student ILP. Promote student internship.	Students successfully complete a pathway	Teachers/CTE Department/ College & Career Coach	

Goal 6 (State your postsecondary goal.): Increase our Postsecondary Readiness Indicator from **88.7** to 91 by 2027.					
Objective	Strategy	Activities	Measure of Success	Progress Monitoring	Funding
		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	
	Deign, Align and Deliver Support	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	
	Design, Align, and Deliver Support	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	

7: Graduation Rate (High School Only)

Goal 7 (State your graduation goal.): **Increase the Graduation Indicator from 98.8 to 99 by 2027.**					
Objective	**Strategy**	**Activities**	**Measure of Success**	**Progress Monitoring**	**Funding**
Objective 1 Increase the Graduation Indicator from 98.8 to 99 by 2024.	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 teamwill utilize the, Panorama, 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 Coodinator/Leadership Team/ Guidance	
		Remediation – teachers will remediate I's within the course, after each grading quarter, and within 2 weeks of the end of the semester.		PLC Content Teams	

Goal 7 (State your graduation goal.): Increase the Graduation Indicator from **98.8** to 99 by 2027.					
Objective	Strategy	Activities	Measure of Success	Progress Monitoring	Funding
		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	

8: Other (Optional)

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

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: 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.

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: 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.

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: 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.

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: 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 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.	☒
Train staff on executive functioning	Mann, D., Snover, R., Boyd, J., List, A., Kuhn, A. (2015). Executive Functioning: Relationship with High School Student Role Perfomance. The Open Journal of Occupational Therapy, 3(4)https://doi.org Obermeyer, Izel. (2018). Evidence Based Practice: Executive Function for School-Age Students. The American Occupational Therapy Association.	☐
Read 180	What Works Clearinghouse (2016). WWC Intervention Report A summary of findings from a systematic review of evidence Read 180. WWC: Washington, DC.	☐
Co-teaching		☐
		☐

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.

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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		☐
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Cooper HS 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 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

1: State Assessment Results in reading and mathematics

Goal 1: Increase READING proficiency from **52%** PD to **68.7**% PD by May 2027. Increase MATH proficiency from **45%** PD to **68.2**% by May 2027.					
Objective	**Strategy**	**Activities**	**Measure of Success**	**Progress Monitoring**	**Funding**
Reading—By the end of 2024, reading proficiency on the KSA will increase from 52% to 56%	Design and Deliver instruction	Plan strategically in the selection of high yield instructional strategy usage within lessons	Implement high yield strategies such as flexible grouping, Kagan, ACT test taking strategies, etc.; Use common standards-based rubrics. CERT and CASE scores will increase.	For the 23-24 school year the English department will look at one strategy every other month and implement it in classrooms after each meeting. Teachers will then bring back evidence/feedback on the strategy and its effectiveness. By the end of the 23-24 school year, the department identify effective strategies, collect those strategies in a shared drive, and organize the strategies by bundle.	None
	Design and Deliver Assessment literacy	Implement formal and informal processes that teachers and students utilize to gather evidence to directly improve the learning of students assessed	Implementation of regular ACT/CERT style passages, both text-based and ACT/CERT released by skill or student mastery; more targeted instruction and practice after initial testing, grouping students by score, using Mastery Connect bank, implementing self-reflective strategies by dissecting language of standards and learning goals. CERT and CASE scores will increase.	Teachers will implement regular practice (determined by ILT, at least 1 per quarter if not more); ILTs will examine CERT scores for each cycle (Fall, Winter, Spring) to determine effectiveness as well as to inform instruction. ILTs/Department will compare growth between test periods as well as between years to determine how to better target instruction and to work on closing gaps. Continuous monitoring of CERT and adjusting grouping/strategies as needed; Use results of standards-based rubrics; reteach content that is not at mastery through remediation or ESS tutoring	None
Math—By the end of 2024 math proficiency on the KSA	Design and Deploy Standards	Vertically align as a department to determine content and skill goals for each course.	A scope and sequence for each core course (Algebra I, Geometry,	Draft of vertically aligned calculator skills for each course by the end of April.	None

Goal 1: Increase READING proficiency from **52%** PD to **68.7**% PD by May 2027. Increase MATH proficiency from **45%** PD to **68.2**% by May 2027.					
Objective	Strategy	Activities	Measure of Success	Progress Monitoring	Funding
will increase from 45% to 51%			and Algebra II), an increase in CASE scores year-to-year	By the end of May, each course's scope and sequence will be complete and in a shared drive. By December, all scope and sequence documents will be updates with the vertically aligned calculator skills and concepts.	

Goal 2: Increase the Proficiency of Science from 24% (2023) PD to 56.1%, Social Studies from 40% PD to 58%, and Writing from 35% PD to 69.6% by May 2027.

Objective	Strategy	Activities	Measure of Success	Progress Monitoring	Funding
Science—By the end of 2024 science index score will increase on the KSA from 32.6 to 42.6	Design and Deliver Instruction	Teachers will incorporate weekly SEP practice for students with data sets, pulling samples from novel sources, prior content, or incorporated into topic lessons	Students will make continual improvement towards proficiency by utilizing specific SEP skills as measured by CERT scores	At monthly department meetings, individual teachers will share strategies or resources focused on NGSS practices ILTs will report at monthly department meetings on ILT progress in use of SEPs	None
	Design and Deliver Assessment Literacy	All summative assessments will be modeled after KSA assessments in the three major content areas.	ILTs will create assessments using questions that are focused on Science/Engineering Practices (SEPs) and Cross-Cutting Concepts (CCCs) in addition to the Disciplinary Core Ideas (DCIs). Each assessment will have stimulus-based items.	The department will determine characteristics of KSA assessments to model by the end of February. ILTs will create assessments with the characteristics for each unit beginning in March and continuing to the end of 2024. ILTs will review and revise assessments in the next ILT meeting after they are given beginning in March/April and continuing to the end of 2024.	None
Social Studies—By the end of 2024 social studies proficiency on the KSA will increase from 40% to 45%	Review, Analyze and Apply Data	ILTs and the department will determine a protocol for reviewing common summative assessment data. ILTs will use the assessment data to make decisions on instruction and remediation/intervention.	The department will identify a standard(s) to target for improvement, and assessment results will improve as the school year progresses. The protocols developed will be submitted after	The department will determine standard(s) of focus by January 2024. Common assessments will be adjusted to align with the standard(s) of focus (yearlong and ongoing). The department will create a data review protocol by March 2024.	None

Goal 2: Increase the Proficiency of Science from 24% (2023) PD to 56.1%, Social Studies from 40% PD to 58%, and Writing from 35% PD to 69.6% by May 2027.					
Objective	**Strategy**	**Activities**	**Measure of Success**	**Progress Monitoring**	**Funding**
			each unit assessment to the department chair.	ILTs will complete the protocol after unit assessments by March 2024 through the rest of 2024. Teachers will use time in monthly department meetings to review assessment data from the three major content areas beginning in April 2024.	
Writing--By the end of 2024 writing proficiency on the KSA will increase from 35% to 44%	Design and Deliver Instruction	Plan strategically in the selection of high yield instructional strategy usage within lessons	Implement high yield strategies such as flexible grouping, Kagan, ACT test taking strategies, etc.; Use common standards-based rubrics. CERT and CASE scores will increase.	For the 23-24 school year the English department will look at one strategy every other month and implement it in classrooms after each meeting. Teachers will then bring back evidence/feedback on the strategy and its effectiveness. By the end of the 23-24 school year, the department identify effective strategies, collect those strategies in a shared drive, and organize the strategies by bundle.	
	Design and Deploy Standards	Review and amend the school writing plan to focus on academic writing aligned to standards in each discipline	A revised writing plan and increased writing scores in courses using common writing scores (ILT reported data)	Spring 2024—A writing plan committee will be formed and meet to review and amend the school's writing plan May 2024—The new writing plan will be complete August 2024—PD on the new writing plan at the beginning of the school year and support to teachers throughout the year will be offered including through common ILT meetings	

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
Special Education—By the end of 2023 reading proficiency will increase from 9% to 19% and math proficiency will increase from 18% to 27%	Strategy-Design/Deliver Instruction:	Special Education staff will attend monthly PLC meetings designed to provide best practice strategies for specific eligibilities	Student progress on individual IEP goals, student progress on formative and summative assessments, student progress on district benchmark and state testing	PLC meetings are designed by the district leaders to target specific needs of teachers in the special education department. These will occur monthly. Reading and math data on specific students will be shared and analyzed multiple times a year as a department. Specific instruction and intervention will be identified for students. Data meetings will occur quarterly (January, April, October)	None
		Special Education staff will create, implement, and monitor IEP goals that are standards-based.			

4: English Learner Progress

Goal 4: Increase the percent of students scoring 60 or higher on English Learner ACCESS Composite Scores from 16% to 24%					
Objective	**Strategy**	**Activities**	**Measure of Success**	**Progress Monitoring**	**Funding**
ELL-- By the end of 2024 the percentage of growth will increase from 57% to 62%	Design/Deliver Instruction	Administrators and teachers will be trained in SIOP strategies to enhance skills necessary to meet student needs in the classroom	An increase in student grades and assessment scores (ACT, ACCESS)	Training will occur at the start of the 2024-2025 school year. Quarterly follow up trainings will occur.	SIOP training costs, if applicable
		Students at level 1 and 2 on ACCESS scores will utilize Imagine Learning to increase English proficiency		After ACCESS testing in January, students at these levels will be identified and integrated on the program at least 3 times per week. In August, any additional students will be added. Data in the program will be used to track progress.	

5: Quality of School Climate and Safety

Goal 5: Increase the Quality of School Climate and Safety indicator from **65.8** to **71.7** by 2027.					
Objective	Strategy	Activities	Measure of Success	Progress Monitoring	Funding
By the end of 2024 the Quality of School Climate and Safety indicator will increase from 65.8 to 68.0	Design/Deliver Instruction	Social/Emotional Learning (SEL) lessons will be provided to staff and administered by staff during JAM to students	Decrease in guidance referrals, discipline referrals, increase in Panorama scores	Check JAM calendar to ensure lessons are created and sent out each month	None
		The Freshmen Mentoring Program (FMP) will target students during JAM with SEL lessons, group activities, and bonding activities. They will also provide academic support and study skills to freshmen.	Decrease in referrals and failures among freshmen	Measured quarterly from Infinite Campus	None

6: Postsecondary Readiness (high school only)

Goal 6: Increase our Postsecondary Readiness Indicator from **78.7** (2023) to **84.7** by 2027.					
Objective	**Strategy**	**Activities**	**Measure of Success**	**Progress Monitoring**	**Funding**
CTE—By the end of 2024 the Postsecondary Readiness Indicator will increase from 85.8 to 87.0	Establishing Learning Culture and Environment	Establish open lines of conversation with appropriate stakeholders to improve community networking, providing students better access to internships and employment opportunities.	Host quarterly campaigns to engage stakeholders through social media, 8th Grade Parent Nights, Perkins Advisor Board Meetings, resulting in an increase in CTE enrollment year-to-year	January-March: 8th Grade Career Fair April-May: Spring Perkins Advisory Meeting August-September: CTSO and Social Media Kick-Off October-December: Fall Perkins Advisory Meeting	Perkins Grant LAVEC Funding Student Fees
	Design and Deploy Standards	Entry level course teachers will develop a common scope and sequence for each course (FCS Essentials, Digital Literacy, Principles of Agriculture, Intro to Aerospace and Aviation, Principles of Hospitality, Marketing Principles, Engineering I, Intro to Programming).	Completed scope and sequence documents in a shared drive	By the end of May, course scope and sequences will be completed and in the shared drive.	Perkins Grant LAVEC Funding Student Fees
Math—By the end of 2023 math proficiency on the KSA will increase from 51% to 56%	Design and Deliver Assessment Literacy	Continue and enhance processes to ensure all math students are pre-college ready by the time of graduation.	Percentage of seniors reaching the benchmark scores on ACT or KYOTE will increase year-to-year	KYOTE will be used as final exam for Math intervention, Algebra 3 and Algebra 2 by the end of May Students will be targeted through KYOTE based on readiness status. Students that have successfully reached college-readiness on prior tests will attempt the college-algebra readiness test (in Algebra 3 and Math Intervention)	None

7: Graduation Rate (high school only)

Goal 7: Increase the Graduation Indicator from **95.2** to **99.0** by 2027.

Objective	Strategy	Activities	Measure of Success	Progress Monitoring	Funding
By the end of 2024 the 4-year cohort graduation rate will increase from 96.3% to 97.3%	Design, Align, and Deliver Support Processes	Through the Next Generation Learning cohort, an update to the scheduling process will occur to encourage students to be more intentional with course selection, to align electives better with interests, and to better prepare them for their post-secondary goals	Fewer course changes requested during the fall of 2023	January 2024: Students (9-11th grade) will complete their Google sites with career interests and academic goals/progress February 2024: Students will present career interest and academic goals/progress in a student-led conference with parents and JAM teachers By August 2024: Reflection and valuation of the process, creation of next steps and a schedule for the 24-25 school year	None

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.	☒
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Ryle HS 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

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.

- ACCESS decreased by 6.9%
- Continued work to decrease GAP with Special Education Population and EL population.

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 3: ILT Meetings for CFA and CSA. Technology to help all students access their learning. Reallocating staffing resources to decrease class sizes in Special Education and EL classrooms
KCWP 1: Continuous assessment work in our ILTs. Skills Based Reporting allowing students and staff pinpoint deficiencies.

Indicator Scores

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

Indicator	Status	Change
State Assessment Results in reading and mathematics	High	Increased
State Assessment Results in science, social studies and writing	High	Increased
English Learner Progress	Low	Declined
Quality of School Climate and Safety	High	Maintained
Postsecondary Readiness (high schools and districts only)	Medium	Increased
Graduation Rate (high schools and districts only)	High	Increased

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.):
Increase READING proficiency from 60% PD to 73.5% PD by May 2027. Increase MATH proficiency from 51% 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	Teacher/Admin Allocations
		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	SBDM Funding for training on Grading/Assessment
	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 students will be offered interventions that could include specific courses, RAP tutoring or RAP interventions. RAP Orange, CERT benchmark tests, KYOTE, CASE	Student Support Meetings, RAP Interventions, CERT benchmark, CASE results, KYOTE	Principals, Instructional Coach, Counselors	SBDM Funds for RAP SOS Program SBDM Funds for Additional Vice Principal who tracks intervention

Goal 1 (State your reading and math goal.):					
Increase READING proficiency from 60% PD to 73.5% PD by May 2027. Increase MATH proficiency from 51% PD to 70.6% by May 2027.					
Objective	Strategy	Activities	Measure of Success	Progress Monitoring	Funding
		Unit Design – As a school, teachers are working to develop units with the end in mind and incorporate reading, wring and discussion in the daily planning. Completed units, observation, gradebook	Walkthrough documentation, Observation, 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, Observation, Unit plans	Principals and Instructional Coach	SBDM funds for Kagan and other engagement strategies
		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 Intervention Team, CERT benchmark tests	Tier II Intervention Team Meeting Agendas, CERT benchmark, CASE results, Raider Recovery Attendance Sheet	Principals, Tier II Team, Instructional Coach, Counselors	
	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	

| Goal 1 (State your reading and math goal.): |
| Increase READING proficiency from 60% PD to 73.5% PD by May 2027. Increase MATH proficiency from 51% PD to 70.6% by May 2027. |

Objective	Strategy	Activities	Measure of Success	Progress Monitoring	Funding
		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	SBDM funds for Grading/Assessment Work District funds for IC to work on Gradebook
		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 (State your science, social studies, and writing goal.): Increase the Proficiency of Science 15% PD to 63.5%, Social Studies 52% PD to 54%, and Wring from 52% PD to 75.8% by May 2027					
Objective	**Strategy**	**Activities**	**Measure of Success**	**Progress Monitoring**	**Funding**
Objective: Increase the Proficiency of Science 15% PD to 54.4%, Social Studies 52% PD to 56%, and Writing from 52% PD to 69.7% by May 2024.	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 wring 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	SBDM funds for RAP SOS Program

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			
		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			Teacher Allocations used to support SBDM Funds to pay for Instructional Para
		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			
		Interventions – Students not at Math or English proficiency in the	CERT benchmark, CASE results	Principals and Counselors	

Objective	Strategy	Activities	Measure of Success	Progress Monitoring	Funding
		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			
	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	District Funds per KETs for CANVAS
	KCWP 3 Design & Deliver Assessment Literacy	Formative Assessment Lessons – Teachers will utilize formative assessments to determine student understanding and teacher instructional strategies. ILTs will utilize common formative assessments to pinpoint student gaps. ILT minutes, common assessments submitted to administrator, admin support in ILT's	ILT Meeting Minutes, Common Assessments	Principals, ILT Leaders, Instructional Coach	
		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 report	Principals, ILT Leaders , Instructional Coach	KETS school funds used for Edgenuity

Objective	Strategy	Activities	Measure of Success	Progress Monitoring	Funding
		ILT – Instructional Learning Teams will examine instructional strategies to improve student understanding and develop common assessments (formative and summative) during their weekly meeting. 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 leaning, differentiate instruction, foster higher order thinking and 21st Century skills. Completed unit submitted to administration	ILT Meeting Minutes, Walkthrough documentation, Observation documentation	Principals, Instructional C o a c h	SBDM Funds for training

4: English Learner Progress

Goal 4 (State your English Learner goal.):					
Objective	**Strategy**	**Activities**	**Measure of Success**	**Progress Monitoring**	**Funding**
Objective 1: Increase the English Learner indicator from 20.9 to 30 by 2024.	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		SBDM funds for SIOP training for staff

5: Quality of School Climate and Safety

Goal 5 (State your climate and safety goal.): Increase the Quality of School Climate and Safety Indicator from 66.2% to 70% by May 2024					
Objective	**Strategy**	**Activities**	**Measure of Success**	**Progress Monitoring**	**Funding**
Objective 1	KCWP 5: Design, Align, Administer Support	Intentionality During Monday RAP regarding SEL Work			
		Use of counselor to run groups for different SEL needs.			Previously ESSER Hoping to continue next year with SBDM
Objective 2					

6: Postsecondary Readiness (High School Only)

Goal 6 (State your postsecondary goal.): Increase post secondary readiness from 85.2% to 90% by May 2024

Objective	Strategy	Activities	Measure of Success	Progress Monitoring	Funding
Objective 1	KCWP 1	Dual Credit Programs Located on Campus, including UK Next Gen			SBDM funds for UK Next Gen for in house Dual enrollment Teacher Allocations used to offer in house Dual enrollment
		CTE- Continued certification testing for Career Readiness			
		KYOTE Testing and Support in English IV and Senior Level Math			
Objective 2					

7: Graduation Rate (High School Only)

Goal 7 (State your graduation goal.): Increase Graduation rate from 95.7% to 98% by May 2024					
Objective	**Strategy**	**Activities**	**Measure of Success**	**Progress Monitoring**	**Funding**
Objective 1	KCWP 1 Design and Deploy	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			
	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.			Edgenuity cost paid from KETS. SBDM funds to pay for busing as this is a barrier for students to attend Summer School
Objective 2					

8: Other (Optional)

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

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.

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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