

## 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. On the 2022-2023 KSA, 77.66% of 3rd, 4th, and 5th grade students scored novice/apprentice in reading.
2. On the 2022-2023 KSA, 79.7% of 3rd, 4th, and 5th grade students scored novice/apprentice 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.

1. a. Teachers meet in instructional PLC's weekly to discuss the upcoming week's instruction and to make sure that activities teachers are preparing for instruction are rigorous in nature and cause students to use higher order thinking strategies. Grade level MTSS teams meet once every four weeks for discussion of student data and progress within the RtI process. Special education teachers, as well as interventionists attend these meetings to be a part of the MTSS discussion. b. Pacing guides that were established by district also show how the school is keeping up with and monitoring instruction. At the end of each grading period, teachers in each grade level turn in highlighted pacing guides/curriculum maps that show which standards were covered. In weekly instructional PLCs, school administrators monitor standards and pacing guides to ensure that grade levels are staying on track with standards and their implementation.
4. a. Assessments are tied to learning targets. Assessment folders of all formative and summative assessments are kept as well. These are checked periodically and examined for rigor and alignment to standards. b. MTSS PLC meetings take place to continuously discuss students, their learning and their progress. Instructional PLCs also take time to address how to teach and reach those students who are struggling to meet standards. While in instructional PLCs, teachers and staff also consider how to reach those students who are performing above grade level, asking themselves how they can challenge the students who are high performing. c. Students goal-set each six weeks for both reading and math.

**Indicator Scores**

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

Indicator	Status	Change
State Assessment Results in reading and mathematics	low	increased
State Assessment Results in science, social studies and writing	low	increased
English Learner Progress	n/a	n/a
Quality of School Climate and Safety	medium	increased
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
<p>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.</p>	<p>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 <a href="#">Kentucky's six (6) Key Core Work Processes</a> or another established improvement approach (i.e. <i>Six Sigma, Shipley, Baldrige, etc.</i>).</p>	<p>Describe the actionable steps the school will take to deploy the chosen strategy. There can be multiple activities for each strategy.</p>	<p>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.</p>	<p>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.</p>	<p>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.</p>

**1: State Assessment Results in Reading and Mathematics**

Goal 1 (State your reading and math goal.):					
<ul style="list-style-type: none"> <li>By 2026, Clay City Elementary will increase the percentage of students scoring proficient/distinguished in Reading from 22% to 32%.</li> <li>By 2026, Clay City Elementary will increase the percentage of students scoring proficient/distinguished in Math from 21% to 31%.</li> </ul>					
Objective	Strategy	Activities	Measure of Success	Progress Monitoring	Funding
Objective 1: Clay City Elementary will decrease the percentage of students scoring Novice on the 2023-2024 KSA by 3% in Reading.	<b>KCWP 2: Design and Deliver Instruction</b>	Title I and classroom teachers will provide research-based interventions for students who need additional support beyond Tier I instruction.	Lesson plan review for interventions Instructional PLCs PLCs for RtI discussion	NWEA MAP assessment data	Title I
	<b>KCWP 1: Design and Deploy Standards:</b>	Grades 1-5 are supported by interventionists and assistants in reading and in math. These interventionists go into classrooms to assist in small group instruction and station teaching.	Improvement on MAP assessment data throughout school year	NWEA MAP assessment data	Title I
		Clay City Elementary teachers will implement the new Into Reading curriculum, which is a High Quality Instructional Resource and a green light curriculum.	MAP assessment data Lesson Planning	NWEA MAP assessment data Walkthrough data	ESSERS
		ESS is implemented for those students who need additional services in reading, specifically targeting students in third grade and fourth grade. These are the students who have missed most of their	Instructional PLC discussions/planning process Walkthroughs Observations	NWEA MAP data ESS data tracking	ESS

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Objective	Strategy	Activities	Measure of Success	Progress Monitoring	Funding
		<p>educational experience due to the negative effects of the pandemic.</p> <p>Teachers will implement the online learning platform for reading, Waggle, as part of the Into Reading curriculum.</p>	<p>MAP assessment data</p> <p>NWEA MAP data for reading and math student performance</p> <p>Lesson Planning</p> <p>Instructional PLC discussions/planning process</p>	<p>Waggle progress tracked by classroom teachers</p>	<p>ESSERS</p>
<p>Objective 2: Clay City Elementary will decrease the percentage of students scoring Novice on the 2023-2024 KSA by 3% in Math.</p>		<p>Clay City Elementary teachers will implement the new Reveal Math curriculum, which is a High Quality Instructional Resource and a green light curriculum. Teachers will implement the online learning platform for math, Redbird, as part of the Reveal curriculum.</p> <p>CCE is a pilot school that continues to participate in coaching sessions with the Achievement Network (Tracy Glenn) and the KY</p>	<p>NWEA MAP data for reading and math student performance</p> <p>Lesson Planning</p> <p>Instructional PLC discussions/planning process</p>	<p>NWEA MAP assessment data</p> <p>NWEA MAP assessment data Walkthrough data</p>	<p>ESSERS</p>

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Objective	Strategy	Activities	Measure of Success	Progress Monitoring	Funding
		<p>Department of Education in regards to the Reveal Math curriculum.</p> <p>Administrators will use HQIR Walkthrough Tool for all math observations related to Reveal curriculum.</p> <p>Professional Learning for 2023-2024 to support teachers with revised curriculum. This is ongoing throughout the school year with Mrs. Diane Davis for math training and Mrs. Emily Brewer for reading training.</p>	<p>Walkthroughs/Observations</p> <p>HQIR Walkthrough tool</p> <p>NWEA MAP data for math</p> <p>Lesson Planning</p> <p>Instructional PLC discussions/planning process</p> <p>Walkthroughs</p> <p>Implementation of curriculums for reading and math</p> <p>Improved student performance in reading and in math</p>	<p>NWEA MAP data</p> <p>Student mastery of standards as evidenced in tracking form</p> <p>Infinite Campus gradebook</p> <p>Formative and Summative Assessment data</p> <p>Instructional PLC discussion about <i>how students are performing</i></p> <p>NWEA MAP assessment data</p> <p>Formative and Summative assessment data</p> <p>Improvement in math and reading data</p>	<p>ESSERS</p> <p>ESSERS</p>

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Objective	Strategy	Activities	Measure of Success	Progress Monitoring	Funding
	<p><b>KCWP 4: Review, Analyze, and Apply Data Results</b></p>	<p>Teachers will use data analysis sheets for tracking standard and target mastery for both reading and math.</p> <p>CCE teachers will observe in one another’s classrooms in the spring. The knowledge teachers can gain from their colleagues is far more extensive than anything learned in a book.</p> <p>Teachers will use data spreadsheets that include all student data from KSA, as well as NWEA MAP. RtI data will be included if students are in this interventional process. Teachers will use this data to determine the needs of students.</p> <p>Teachers will make use of the Look and Listen protocol during Instructional PLCs. Teachers will share student work samples, and the grade level team will review the work together to see what strategies are working with students and what strategies need to be improved.</p>	<p>Instructional PLC planning agendas and minutes</p> <p>Classroom observations/Coaching conferences with teachers</p> <p>Increase in student performance based on improvement in classroom instructional strategies</p>	<p>Data analysis tracking</p> <p>Feedback from classroom visits</p> <p>Spreadsheets will show growth throughout the school year.</p> <p>NWEA MAP assessment data improvement</p>	



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Objective	Strategy	Activities	Measure of Success	Progress Monitoring	Funding
	<p><b>KCWP 5: Design, Align, and Deliver Support Processes</b></p>	<p>Instructional PLC agendas will be geared toward DuFour’s Big 4 Questions:</p> <p>1. What do we expect students to learn? 2. How will we know they are learning? 3. How will we respond when they don’t learn? 4. How will we respond if they already know it?</p> <p>Based on teacher survey data completed by administration, teachers would like to have more strategies for classroom instruction. Administration will use <i>Teach Like a Champion</i> throughout the school year to share instructional strategies and teaching resources.</p>	<p>Increase in student achievement</p> <p>Increase in student performance based on improvement in classroom instructional strategies</p>	<p>Student growth</p> <p>Discussion of student data in instructional PLCs</p>	

Goal 1 (State your reading and math goal.):

- By 2026, Clay City Elementary will increase the percentage of students scoring proficient/distinguished in Reading from 22% to 32%.
- By 2026, Clay City Elementary will increase the percentage of students scoring proficient/distinguished in Math from 21% to 31%.

Objective	Strategy	Activities	Measure of Success	Progress Monitoring	Funding
			Instructional PLC minutes/agendas  Lesson Plans		Title I  ESSERS

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

Goal 2 (State your science, social studies, and writing goal.):					
<ul style="list-style-type: none"> <li>By 2026, Clay City Elementary will increase the percentage of students scoring proficient/distinguished in Science from 25% to 35%.</li> <li>By 2026, Clay City Elementary will increase the percentage of students scoring proficient/distinguished in Social Studies from 19% to 29%.</li> <li>By 2026, Clay City Elementary will increase the percentage of students scoring proficient/distinguished in Writing from **% to 20%.</li> </ul>					
Objective	Strategy	Activities	Measure of Success	Progress Monitoring	Funding
Objective 1: Clay City Elementary will decrease the percentage of students scoring Novice on the 2023-2024 KSA by 3% in Science.	<b>KCWP 2: Design and Deliver Instruction</b>	STEM Lab implementation at CCE Students will be engaged with work focused on Science Technology Engineering and Math (STEM). In the lab, students are able to work on projects and experiments designed to develop critical thinking and problem solving skills. STEM teacher will collaborate with regular education science teachers for planning purposes for Reveal Math connection.	Increase in student mastery after formal and informal classroom assessments	Lesson Planning Student growth in formative and summative assessments by classroom teacher	SBDM  Title I  ESSER
		School uses Amplify Science curriculum for K-5. Amplify Science is a K-5 science curriculum that blends hands-on investigations, literacy-rich activities, and interactive digital tools to empower students to think, read, write, and argue like real scientists and engineers. This is a greenlight curriculum, per the highly qualified instructional resource review.	Increase in student mastery after each grading period	Lesson Planning  Amplify Curriculum Guide  Classroom observations	Title I

Goal 2 (State your science, social studies, and writing goal.):					
<ul style="list-style-type: none"> <li>By 2026, Clay City Elementary will increase the percentage of students scoring proficient/distinguished in Science from 25% to 35%.</li> <li>By 2026, Clay City Elementary will increase the percentage of students scoring proficient/distinguished in Social Studies from 19% to 29%.</li> <li>By 2026, Clay City Elementary will increase the percentage of students scoring proficient/distinguished in Writing from **% to 20%.</li> </ul>					
Objective	Strategy	Activities	Measure of Success	Progress Monitoring	Funding
Objective 2: Clay City Elementary will decrease the percentage of students scoring Novice on the 2023-2024 KSA by 3% in Social Studies.	<b>KCWP 2: Design and Deliver Instruction</b>	Teachers will plan differentiated activities for social studies based on formative assessment done in class. Small group instruction will focus on individual student learning.	Lesson Plans Walkthrough Evidence	Lesson Planning Evidence from classroom visits	
		The district has selected a Social Studies Curriculum Team to go through the Highly Qualified Instructional Resource Review process. Two Clay City Elementary teachers are participating in this curriculum team as they work through the Model Curriculum Framework Process to select a new Social Studies curriculum.	Walkthrough Evidence Implementation of sample curriculums to determine effectiveness District Curriculum meetings/agendas/minutes	Walkthrough Evidence Implementation of sample curriculums to determine effectiveness District Curriculum meetings/agendas/minutes	ESSERS
		Social Studies teachers will continue the implementation of the use of Edulastic, an online social studies learning platform that is in a testing format in preparation for the KSA.	Lesson Plans Walkthrough Evidence	Lesson Planning Evidence from formative assessments	FREE
Objective 3: Clay City Elementary will decrease the percentage of students scoring Novice on the 2023-2024 KSA by 3% in Writing.	<b>KCWP 2: Design and Deliver Instruction</b>	All grade levels will implement a daily writing block. During this time, all students will be training to write using the SPAT technique, focusing on Situation, Purpose, Audience, and Task.	Writing Samples Lesson Plans	Lesson Planning Classroom walkthroughs	
		<b>KCWP 5: Design, Align, and Deliver Support</b>	Teachers will receive professional learning throughout the school year that focuses on writing instruction. Teachers will also be given time to observe other teachers as they teach writing to students.	Teacher feedback Student feedback Increase in student achievement	Professional Learning Teacher Feedback from PD

Goal 2 (State your science, social studies, and writing goal.):

- By 2026, Clay City Elementary will increase the percentage of students scoring proficient/distinguished in Science from 25% to 35%.
- By 2026, Clay City Elementary will increase the percentage of students scoring proficient/distinguished in Social Studies from 19% to 29%.
- By 2026, Clay City Elementary will increase the percentage of students scoring proficient/distinguished in Writing from \*\*% to 20%.

Objective	Strategy	Activities	Measure of Success	Progress Monitoring	Funding

### 3: Achievement Gap

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

Objective	Strategy	Activities	Measure of Success	Progress Monitoring	Funding
<p>Objective 1: Clay City Elementary will decrease the percentage of students with an IEP scoring Novice on the 2023-2024 KSA by 3% in Reading.</p>	<p><b>KCWP 2: Design and Deliver Instruction</b></p>	<p>Special education teachers will collaborate with regular education teachers in grades K-5 to implement co-teaching in the regular classroom, based on student needs in IEPs. Title I teachers, as well as school interventionists, will also collaborate in planning for co-teaching groups. As part of the collaborative process, small group learning will take place in classrooms, allowing students to work in small groups of 5-6.</p>	<p>Student growth on progress monitoring data</p> <p>Lesson Planning</p> <p>Classroom observations</p>	<p>Increase in student mastery</p>	<p>Title I</p>
		<p>Special education teachers will work with school administration to disaggregate students' individual education plans to determine specific student needs and least restrictive learning environments.</p>	<p>Lesson Planning</p> <p>Student progress on IEP progress monitoring/NWEA MAP</p>	<p>Student progress on IEP progress monitoring/NWEA MAP</p>	
		<p>Special education teachers will receive training from CKEC on the UFLI. It follows a carefully developed scope and sequence designed to ensure that students systematically acquire each skill</p>	<p>Lesson Planning</p> <p>Classroom observations</p>	<p>Increase in student mastery</p> <p>Student progress on IEP progress monitoring/NWEA MAP</p>	

Objective	Strategy	Activities	Measure of Success	Progress Monitoring	Funding
	<p><b>KCWP 2: Design and Deliver Instruction</b></p>	<p>needed and learn to apply each skill with automaticity and confidence. The program is designed to be used for core instruction in the primary grades or for intervention with struggling students in any grade.</p> <p>CCE special education teachers will continue the implementation of the use of the updated version of SRA. The SRA reading mastery program is a basal reading program designed for intervention of K-5. It is a direct instruction that is designed to provide explicit, systematic instruction in English language reading. The goal of this reading program is to use a strict controlled sequence of tasks to promote reading success.</p>	<p>Lesson Planning</p>		<p>SPED Funding</p>
		<p>Central Kentucky Educational Cooperative, or CKEC, will visit CCE to share professional learning with all teachers on specially designed instruction and the co-station teaching model. The co-op will visit instructional PLCs to check in on the progress being made throughout the school year, and they will do classroom visits to assist with station teaching.</p>	<p>Feedback from professional learning</p> <p>Classroom walkthroughs</p> <p>Instructional PLCs</p> <p>Improvement on MAP data and KSA data</p>	<p>Classroom walkthroughs</p> <p>Surveys to determine effectiveness of station teaching model</p> <p>Improvement on MAP and KSA data</p>	<p>Free</p>

Objective	Strategy	Activities	Measure of Success	Progress Monitoring	Funding
		<p>CCE special education teachers and assistants will implement the use of Great Leaps. Great Leaps is a research-based tool and intervention that helps to build reading fluency through one-on-one work between teacher and a student.</p>	<p>Lesson Planning</p>	<p>Increase in student mastery</p>	<p>SPED funding</p>
		<p>Progress monitoring will take place in the Goal Monitoring tab in Infinite Campus. This can be accessed by the Director of Special Education, Principal, and Assistant Principal at any time.</p>	<p>Google Drive</p>	<p>Increase in student mastery</p>	<p>Free</p>
	<p><b>KCWP 4: Review, Analyze, and Apply Data</b></p> <p><b>KCWP 5: Design, Align, and Deliver Support Processes</b></p>	<p>Exceptional Child Educators are involved in instructional PLC meetings for collaboration amongst grade levels.</p> <p>Clay City Elementary will attend and participate in training from the Central Kentucky Educational Cooperative, or CKEC, in regards to the <i>Jim Shipley &amp; Associates Training</i>. This training specializes in the design and delivery of Baldrige-based consulting and training for all levels of educational systems. The co-op will offer training workshops and personalized follow-up coaching during the</p>	<p>Increase in student mastery based on Progress Monitoring data</p> <p>Lesson Plans reflective of PDSA</p> <p>Instructional PLCs focus on PDSA and grade-level school continuous improvement</p>	<p>Increase in student mastery based on Progress Monitoring data</p> <p>Teacher Feedback</p> <p>NWEA MAP data</p> <p>KSA data</p>	<p>Free</p> <p>Free</p>



Objective	Strategy	Activities	Measure of Success	Progress Monitoring	Funding
		<p>school year to support implementation of a systems approach in the education setting. Clay City Elementary will implement this in the spring semester with our fifth grade team as a pilot, as we look ahead to full school-wide implementation in 2024-2025.</p>			
<p>Objective 2: Clay City Elementary will decrease the percentage of students with an IEP scoring Novice on the 2023-2024 KSA by 3% in Math.</p>	<p><b>KCWP 2: Design and Deliver Instruction</b></p>	<p>Special education teachers will collaborate with regular education teachers in grades K-5 to implement co-teaching in the regular classroom, based on student needs in IEPs. Title I teachers, as well as school interventionists, will also collaborate in planning for co-teaching groups. As part of the collaborative process, small group learning will take place in classrooms, allowing students to work in small groups of 5-6.</p>	<p>Student growth on progress monitoring data</p> <p>Lesson Planning</p> <p>Classroom observations</p>	<p>Increase in student mastery</p>	
		<p>Central Kentucky Educational Cooperative, or CKEC, will visit CCE to share professional learning with all teachers on specially designed instruction and the co-station teaching model. The co-op will visit instructional PLCs to check in on the progress being made throughout the school year, and they will do classroom visits to assist with station teaching.</p>	<p>Feedback from professional learning</p> <p>Classroom walkthroughs</p> <p>Instructional PLCs</p> <p>Improvement on MAP data and KSA data</p>	<p>Classroom walkthroughs</p> <p>Surveys to determine effectiveness of station teaching model</p> <p>Improvement on MAP and KSA data</p>	<p>Free</p>

Objective	Strategy	Activities	Measure of Success	Progress Monitoring	Funding
		<p>CCE special education teachers will continue the implementation of the use of the updated version of SRA. The SRA reading mastery program is a basal reading program designed for intervention of K-5. It is a direct instruction that is designed to provide explicit, systematic instruction in English language reading. The goal of this reading program is to use a strict controlled sequence of tasks to promote reading success.</p>	<p>Lesson Planning</p>	<p>Increase in student mastery</p>	<p>SPED Funding</p>
	<p><b>KCWP 4: Review, Analyze, and Apply Data</b></p>	<p>Exceptional Child Educators are involved in instructional PLC meetings for collaboration amongst grade levels.</p>	<p>Increase in student mastery based on Progress Monitoring data</p>	<p>Increase in student mastery based on Progress Monitoring data</p>	<p>Free</p>
	<p><b>KCWP 5: Design, Align, and Deliver Support Processes</b></p>	<p>Clay City Elementary will attend and participate in training from the Central Kentucky Educational Cooperative, or CKEC, in regards to the <i>Jim Shipley &amp; Associates Training</i>. This training specializes in the design and delivery of Baldrige-based consulting and training for all levels of educational systems. The co-op will offer training workshops and personalized follow-up coaching during the school year to support implementation of a systems approach in the education setting.</p>	<p>Lesson Plans reflective of PDSA  Instructional PLCs focus on PDSA and grade-level school continuous improvement</p>	<p>Teacher Feedback  NWEA MAP data  KSA data</p>	<p>Free</p>

Objective	Strategy	Activities	Measure of Success	Progress Monitoring	Funding
		Clay City Elementary will implement this in the spring semester with our fifth grade team as a pilot, as we look ahead to full school-wide implementation in 2024-2025.			
		Clay City Elementary Principal and Assistant Principal will attend sessions on Transformational Leadership offered by the KY Department of Education. Topics will include the leadership concepts of self-awareness, characteristics of high-trust organizations, servant leadership values, developing a personal leadership platform, collecting and interpreting data to support school transformation and the role of instructional leadership for transformational change. Sessions will occur three times over the remainder of the 2023-2024 school year.	Implementation of techniques/strategies learned as a result of the training, presented to staff in PLCs and staff meetings	Surveys from staff in regards to effectiveness of strategies shared with them	Free

**4: English Learner Progress**

Goal 4 (State your English Learner goal.):					
Objective	Strategy	Activities	Measure of Success	Progress Monitoring	Funding
Objective 1					

Goal 4 (State your English Learner goal.):

Objective	Strategy	Activities	Measure of Success	Progress Monitoring	Funding
Objective 2					

**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: Clay City Elementary will increase the climate survey results from 79.2% to 80% during the 2023-2024 school year.	<b>KCWP 6: Establishing Learning Culture and Environment</b>	Students will participate in PBIS Rewards to motivate students for positive behavior through a point system. PBIS assemblies will take place each six week grading period in order to recognize students for outstanding behavior.	PBIS Rewards points  PRIDE Award Winners	behavior tracking within PBIS Rewards	Title I
Objective 2: Clay City Elementary will increase the safety survey results from 73% to 74% during the 2023-2024 school year.	<b>KCWP 6: Establishing Learning Culture and Environment</b>	In morning meetings with the whole school, at least one time per week students will review safety expectations and behaviors with teachers.	Google Surveys related to safety	tracking data through Google surveys	

**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:** Clay City Elementary will ensure that school leadership develops the skills and dispositions to achieve accelerated, meaningful, and sustainable increases in student achievement for our disability population in several different ways. These ways include:

- a. **PLC data analysis after NWEA MAP assessment cycles:** Each grade level, K-5, will spend time in PLCs with administration and special education teachers to disaggregate test data for reading and for math. The data will be broken down carefully and time will be spent with teachers to determine areas of strength and areas of growth within the assessments. Teachers will use the data to drive classroom instruction and small group instruction for all students.
- b. **Exceptional Child Educators will meet, at a minimum, of one time weekly to evaluate students with IEPs and their academic progress toward goals.** Teachers will work with administration to determine what needs of these students are being met and what needs are not being met, as well as what strategies for instruction that can be implemented to improve student learning.
- c. **One-on-one conferencing with each teacher, reflecting upon NWEA MAP assessment data:** Principal and Assistant Principal will meet with each homeroom teacher, grades K-5, to discuss data from the MAP assessment in reading and in math. Teachers will be responsible for sharing out their plans for the upcoming grading periods based on the MAP assessment data.
- d. **Walkthroughs:** Principal and Assistant Principal will each conduct a minimum of 5 walkthroughs each weekly. Immediate feedback will be given to teachers from administration, focusing on areas of strength and one area of improvement. Walkthroughs will target student engagement, questioning, and assessment. There will be a district-created walkthrough tool for reading and the Achievement Network walkthrough tool for math.
- e. **Central Kentucky Educational Cooperative, or CKEC, will visit CCE to share professional learning with all teachers on specially designed instruction and the co-station teaching model.** The co-op will visit instructional PLCs to check in on the progress being made throughout the school year, and they will do classroom visits to assist with station teaching.
- f. **Clay City Elementary will attend and participate in training from the Central Kentucky Educational Cooperative, or CKEC, in regards to the *Jim Shipley & Associates Training*.** This training specializes in the design and delivery of Baldrige-based consulting and training for all levels of educational systems. The co-op will offer training workshops and personalized follow-up coaching during the school year to support implementation of a systems approach in the education setting. Clay City Elementary will implement this in the spring semester with our fifth grade team as a pilot, as we look ahead to full school-wide implementation in 2024-2025.
- g. **Special education teachers will work with school administration to disaggregate students' individual education plans to determine specific student needs and least restrictive learning environments.**

**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 administrative team at Clay City Elementary worked to identify the use of resources and any possible resource inequities found within the school. The use of staffing was determined to be appropriate for the needs of the school, with interventionists working with each grade level from first through fifth grade. Paraeducators, funded through ESSERS and Title I funding, work in first grade to allow time for small group stations and co-teaching. Class sizes at the school are fairly equitable, with second grade having the largest student numbers/population in the school. Time is an issue for many teachers to be able to teach core subjects in a ninety minute time block daily, free of interruptions. Scheduling is difficult in this aspect, since time has to be provided for lunch, special classes, and bathroom breaks, as well as special programs and school-wide events. The administrative team has worked with special education staff to disaggregate students' individual learning needs and individual education plans, and as a result of this work, co-teaching is taking place in more classrooms on a regular basis. Unfortunately, after this 2023-2024 school year, the ESSERS funding will no longer exist, so two of our interventionist positions and two paraeducator positions will no longer serve the school. This is a great resource inequity for our school, as the people needed for scheduling and small group station teaching/co-teaching are valuable, but we will not be able to afford these positions after this year. Student attendance is also a concern for our school. Student attendance is extremely low for our population. The lack of student attendance contributes greatly to overall student performance in the educational setting.

**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:** In reviewing the learning culture related to the disability population in grades 3-5 at Clay City Elementary, the main cause of underperformance for this group was the Covid-19 pandemic and the continuing effects of this time period. Student attendance has never recovered since the pandemic and is a great concern for our school. Overall attendance for the 2022-2023 school year was 89.14%. Research shows the importance of attendance for students to be able to progress and move forward academically. If students are not at school, they cannot learn. Attendance continues to be a concern this school year, with our current attendance for the school year at 88.8% as of December 11, 2023. CCE works hard to recognize those students who have good attendance weekly and monthly at our school in an effort to improve this concern.

**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:** In our Clay City Elementary CSIP for the 2023-2024 school year, there are many important evidence-based practices shared that specifically target our disability population of students which contributed to the TSI identification. These practices include:

1. **SRA:** CCE special education teachers will implement the use of SRA. The SRA reading mastery program is a basal reading program designed for intervention of K-5. It is a direct instruction that is designed to provide explicit, systematic instruction in English language reading. The goal of this reading program is to use a strict controlled sequence of tasks to promote reading success. The SRA math program helps students gain a solid understanding and confidence in fundamental math skills. It is a direct instruction that is designed to provide explicit, systematic instruction in mathematics.
2. **Co-Teaching:** Researchers have highlighted various benefits of co-teaching as an instructional strategy. According to the New Mexico Department of Education, for instance, co-teaching has the potential to: further a philosophy of inclusion by reducing the stigma, as well as increasing understanding and respect of students with special needs and creating a heterogeneous classroom community, improve instruction for all students of all abilities, reduce the instructional fragmentation student with special needs might

experience if they were removed from the classroom and ensure that their teacher/s know the general curriculum being addressed in the classroom, and foster a sense of support amongst teachers.

3. Central Kentucky Educational Cooperative, or CKEC, will visit CCE to share professional learning with all teachers on specially designed instruction and the co-station teaching model. The co-op will visit instructional PLCs to check in on the progress being made throughout the school year, and they will do classroom visits to assist with station teaching.
4. Clay City Elementary will attend and participate in training from the Central Kentucky Educational Cooperative, or CKEC, in regards to the *Jim Shipley & Associates Training*. This training specializes in the design and delivery of Baldrige-based consulting and training for all levels of educational systems. The co-op will offer training workshops and personalized follow-up coaching during the school year to support implementation of a systems approach in the education setting. Clay City Elementary will implement this in the spring semester with our fifth grade team as a pilot, as we look ahead to full school-wide implementation in 2024-2025.
5. Waggle is a supplemental English Language Arts digital solution for Grades 1–5 that offers adaptive, personalized, guided practice and instruction, while also providing ongoing formative assessment. *Waggle* leverages the latest findings in educational research and learning science to maximize student proficiency and growth. The intelligent adaptive engine analyzes multiple data points (academic and behavioral) to provide students with the most appropriate learning experience at the right time. Embedded hints and feedback support student mastery and retention of essential knowledge and skills, while also helping students develop higher order thinking and problem-solving skills and a growth mindset. *Waggle* also fosters persistence and engages students in productive struggle. The system empowers teachers by providing flexibility and real-time data to support instructional decision making.
6. Redbird Math is an online platform through McGraw Hill that provides the latest in adaptive instruction, gamification, and digital project-based learning. It is designed to meet the requirements of national and state math standards. Student focus is achieved through an emphasis on the major math criteria, and coherence amongst standards is developed by illuminating connections between concepts and utilizing mathematical structure. The three components of rigor, conceptual understanding, procedural skill and fluency, and application, are integrated into the overall student learning experience.

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
SRA Reading and SRA Math	Guinn, T. (2009). The effectiveness of SRA corrective reading and SRA connecting math programs as reading and math intervention programs for students with disabilities. Tennessee State University ProQuest Dissertations Publishing: Nashville, TN.	<input checked="" type="checkbox"/>
Co-Teaching Model	Hanover Research (2012). The effectiveness of the co-teaching model. Hanover: Washington, D.C.	<input type="checkbox"/>
Station Teaching	Beninghof, A. (2020). Co-teaching that works: structures and strategies for maximizing student learning. Jossey-Bass: San Francisco, CA.	<input type="checkbox"/>
Continuous Classroom Improvement: Shipley Systems Approach	Shipley, J. (2021). Continuous classroom improvement. Jim Shipley and Associates: North Redington Beach, FL.	<input type="checkbox"/>
Houghton Mifflin Waggle Online Learning Platform for Reading	Houghton Mifflin (2023). <a href="https://www.hmhco.com/research/waggle-research-evidence-base">https://www.hmhco.com/research/waggle-research-evidence-base</a> .	<input type="checkbox"/>
McGraw Hill Redbird Online Learning Platform for Math	McGraw-Hill (2023). <a href="https://www.mheducation.com/prek-12/explore/redbird.html">https://www.mheducation.com/prek-12/explore/redbird.html</a> .	<input type="checkbox"/>

## Special Considerations for Comprehensive Support and Improvement (CSI) Schools

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

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

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

## 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.	<input checked="" type="checkbox"/>
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