

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. Fifty-nine percent (59%) of students in the African American demographic group scored below proficiency on the Kentucky Summative Assessment (KSA) in Reading as opposed to 50% of the White demographic group.
2. Seventy-eight percent (78%) of students in the African American demographic group scored below proficiency on the Kentucky Summative Assessment (KSA) in Math as opposed to (61%) of the White demographic group.
3. Continue momentum of increase in ALL learners in the areas of Reading and 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. **KCWP 4: Review, Analyze, Apply Data Results**
School leadership will meet with grade level teams twice monthly or more to ensure that data is driving instruction and used to flexibly move students to target specific skills in the areas of both reading and math.
2. **KCWP 2: Design and Deliver Instruction** - Regular curriculum walkthroughs by administration and district instructional coach will take place and specific feedback given on what is observed and how improvements can be made in the area of instruction and engagement
3. **KCWP 6: Establishing Learning Culture and Environment** Ensure an inclusive and accessible environment for all students within a culture where learning and continued growth is the primary focus and the foundation for all actions by purposefully focusing on concepts within the Climate and Safety survey. Faculty meetings will also be used to address inclusivity and accessible environments within the school.

Indicator Scores

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

Indicator	Status	Change
State Assessment Results in reading and mathematics	53.9	4.4
State Assessment Results in science, social studies and writing	53.1	2.4
English Learner Progress		
Quality of School Climate and Safety	71.2	-1.1
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. <i>Six Sigma, Shipley, Baldrige, etc.</i>).	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.): Reading: By Spring of 2025, students scoring Proficient/Distinguished in reading will increase 20% from 31% to 51% as evidenced by KSA. Math: By Spring of 2025, students scoring Proficient/Distinguished in math will increase 20% from 22% to 42% as evidenced by KSA.					
Objective	Strategy	Activities	Measure of Success	Progress Monitoring	Funding
Objective 1: Reading: By Spring of 2025, students scoring Proficient/Distinguished in reading will increase 9% from 42% to 51% as evidenced by KSA.	KCWP 2: Design and Deliver Instruction Does our instructional program include consistent implementation of evidence-based instructional practices essential for academic, behavioral, and social-emotional competencies that are aligned to Kentucky Academic Standards and Current research? KCWP 1: Design and Deploy Standards Does our school continually assess, review, and revise school curricula to support the assurance that all students have the knowledge, skills, and dispositions for future success? KCWP 5: Design, Align and Deliver Support Has our school established a framework that organizes systems, data, and practices to promote positive,	Plan strategically in the selection of high yield instructional strategy usage within lessons. Model lessons and PD in high yield instructional strategies. Focus on the following strategies: Reading comprehension strategies Kagan cooperative learning strategies	Walk through data Lesson Plans	Weekly	PD Title I
		iReady – iReady diagnostics will be utilized three times yearly (could be full assessment or screener). Data will be analyzed by scale score and percentile and small group skill-based activities will be developed for small group reading instruction and for the 30 minute enrichment period	iReady Reports PLC minutes Lesson plans	iReady diagnostics – Fall, 2024, Winter, 2024, Spring, 2025 Monitoring – Weekly (PLCs)	PPA
		Student Progress Monitoring and goal setting -iReady scores will measure gains three times yearly (could be full assessment or screener); however students who do not meet the specified norm (measured by HCS cut points) at their grade levels in reading will be discussed for PLC monitoring or	-iReady reports -MTSS Progress Monitoring data -Senate Bill 9 Reading Improvement Plans (grades 1-3) -PA/Phonics Continuum	iReady diagnostics – Fall, 2023, Winter, 2023, Spring, 2024 Monitoring – Weekly (PLCs)	

Goal 1 (State your reading and math goal.): Reading: By Spring of 2025, students scoring Proficient/Distinguished in reading will increase 20% from 31% to 51% as evidenced by KSA. Math: By Spring of 2025, students scoring Proficient/Distinguished in math will increase 20% from 22% to 42% as evidenced by KSA.					
Objective	Strategy	Activities	Measure of Success	Progress Monitoring	Funding
	equitable and inclusive learning experiences for all students?	placed in the MTSS process			
		Admin Walkthroughs – Admin and/or ISD staff will participate in weekly walkthroughs providing feedback to individual teachers and conferencing to plan next steps. PLCs will determine areas of focus and goals based on that data.	Walk through data PLC minutes	Weekly	
		Orten Gillingham (comprehensive and morphology) instruction	-PA Continuums -Phonics Continuums -Morphology Continuums	Weekly	
		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. Pacing guides, HCS Curriculum Maps Lesson planning stored on team drives Alignment to resources (Magnetic Reading, Lexia, Ready Math, Reflex, etc.)	-Completed pacing guides -Lesson plans -PLC minutes	Quarterly	
		Walk-Throughs/Fidelity Checks – Admin will conduct walk-throughs, fidelity checks, mini-observations or	-Walk Through data -Fidelity check data -Mini-observation data	Weekly	

Goal 1 (State your reading and math goal.):
Reading: By Spring of 2025, students scoring Proficient/Distinguished in reading will increase 20% from 31% to 51% as evidenced by KSA.
Math: By Spring of 2025, students scoring Proficient/Distinguished in math will increase 20% from 22% to 42% as evidenced by KSA.

Objective	Strategy	Activities	Measure of Success	Progress Monitoring	Funding
		formal observations weekly (or a combination) to monitor implementation of strategies developed by PLCs.	-Lesson plans -Formal observation data		
		Ensure that students and staff have access to 21st Century technology resources and tools to enhance reading instruction and promote student engagement.	-Walk through data -Google Educator Certifications	Weekly	KETS Title 1
		Enrichment Period – After evaluating individual iReady results, teachers will group students by strand for the 30 minute enrichment period and assess according to the content delivered. Teachers will implement intervention programs (Lexia, iReady, etc.). Title I assistants will be used to reduce group size to aid teachers in delivering effective instruction.	iReady Reports Lesson Plans		
		iReady – All teachers will utilize iReady and related materials as part of the independent centers rotations in small group reading. Additionally, when visiting the computer lab, students will alternate between reading and math iReady.	iReady Reports Lesson Plans	Weekly lesson plan checks	Title I

Goal 1 (State your reading and math goal.):
Reading: By Spring of 2025, students scoring Proficient/Distinguished in reading will increase 20% from 31% to 51% as evidenced by KSA.
Math: By Spring of 2025, students scoring Proficient/Distinguished in math will increase 20% from 22% to 42% as evidenced by KSA.

Objective	Strategy	Activities	Measure of Success	Progress Monitoring	Funding
		Flexible small groups in reading instruction – For reading groups, students will be assessed as appropriate based on content during small group time to determine specific needed skills. Title I instructional assistants will be utilized to reduce group size to aid teachers in delivering effective instruction.	Lesson Plans PA/Phonic Continuums, standards assessments	Weekly lesson plan checks PA/Phonics Continuum	Title I
		Eagle Academy (after school program 21st CCLC) for qualified students	iReady data Teacher surveys	I Ready Benchmark diagnoses (fall, winter, spring)	21st CCLC funding
Objective 2 Math: By Spring of 2025, students scoring Proficient/Distinguished in math will increase 12% from 30% to 42% as evidenced by KSA.	KCWP 2: Design and Deliver Instruction Does our instructional program include consistent implementation of evidence-based instructional practices essential for academic, behavioral, and social-emotional competencies that are aligned to Kentucky Academic Standards and current research?	Plan strategically in the selection of high yield instructional strategy usage within lessons. Model lessons and PD in high yield instructional strategies. Focus on the following strategies: Math concrete to abstract strategies Kagan cooperative learning strategies	Walk through data	Weekly	PD Title I
		iReady – iReady diagnostics will be utilized three times yearly (could be full assessment or screener). Data will be analyzed by scale score and percentile and small group skill-based activities will be developed for small group math instruction and for the 30 minute enrichment period		Monitoring - Weekly	

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

Reading: By Spring of 2025, students scoring Proficient/Distinguished in reading will increase 20% from 31% to 51% as evidenced by KSA.

Math: By Spring of 2025, students scoring Proficient/Distinguished in math will increase 20% from 22% to 42% as evidenced by KSA.

Objective	Strategy	Activities	Measure of Success	Progress Monitoring	Funding
		Student Progress Monitoring and goal setting -iReady scores will measure gains three times yearly (could be full assessment or screener); however students who do not meet the specified norm (measured by HCS cut points) at their grade levels in math will be discussed for PLC monitoring or placed in the MTSS process	-iReady reports -MTSS Progress Monitoring data -Common Assessments	iReady diagnostics – Fall, 2023, Winter, 2023, Spring, 2024 Monitoring – Weekly (PLCs)	
		Admin Walk Throughs – Admin and/Or ISD staff will participate in weekly walk throughs providing feedback to individual teachers and conferencing to plan next steps. PLCs will determine areas of focus and goals based on that data.	Walk through data PLC minutes	Weekly	
	KCWP 1: Design and Deploy Standards Does our school continually assess, review, and revise school curricula to support the assurance that all students have the knowledge, skills, and dispositions for future success?	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. ☐ Pacing guides, HCS Curriculum Maps ☐ Lesson planning stored on team drives Alignment to resources(Ready Math, Reflex, etc.)			
		Walk-Throughs/Fidelity Checks –	-Walk Through data	Weekly	

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

Reading: By Spring of 2025, students scoring Proficient/Distinguished in reading will increase 20% from 31% to 51% as evidenced by KSA.

Math: By Spring of 2025, students scoring Proficient/Distinguished in math will increase 20% from 22% to 42% as evidenced by KSA.

Objective	Strategy	Activities	Measure of Success	Progress Monitoring	Funding
		Admin will conduct walk-throughs, fidelity checks, mini-observations or formal observations weekly (or a combination) to monitor implementation of strategies developed by PLCs.	-Fidelity check data -Mini-observation data -Lesson plans -Formal observation data		
		Ensure that students and staff have access to 21st Century technology resources and tools to enhance math instruction and promote student engagement.	-Walk through data -Google Educator Certifications	Weekly	KETS Title 1
	KCWP 5: Design, Align and Deliver Support Has our school established a framework that organizes systems, data, and practices to promote positive, equitable and inclusive learning experiences for all students?	Enrichment Period – After evaluating individual iReady results, teachers will group students by strand for the 30 minute enrichment period and assess according to the content delivered. Teachers will implement intervention programs (iReady, etc.). Title I assistants will be used to reduce group size to aid teachers in delivering effective instruction.	iReady Reports Lesson Plans		Title 1
		iReady – All teachers will utilize iReady and related materials as part of the independent centers rotations in small group math. Additionally, when visiting the computer lab, students will alternate between reading and math iReady.	iReady Reports Lesson Plans	Weekly lesson plan checks	Title I
		Flexible small groups in math	Lesson Plans	Weekly lesson plan checks	Title I

Goal 1 (State your reading and math goal.):
Reading: By Spring of 2025, students scoring Proficient/Distinguished in reading will increase 20% from 31% to 51% as evidenced by KSA.
Math: By Spring of 2025, students scoring Proficient/Distinguished in math will increase 20% from 22% to 42% as evidenced by KSA.

Objective	Strategy	Activities	Measure of Success	Progress Monitoring	Funding
		instruction – For math groups, students will be assessed as appropriate based on content during small group time to determine specific needed skills. Title I instructional assistants will be utilized to reduce group size to aid teachers in delivering effective instruction.	Fast Facts data Unit assessments		
		Eagle Academy (after school program 21st CCLC) for qualified students	iReady data Teacher surveys	iReady Benchmark diagnoses (fall, winter, spring)	21st CCLC funding

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

Goal 2 (State your science, social studies, and writing goal.): Science: By Spring of 2025, students scoring Proficient/Distinguished in science will increase 20% from 14% to 34% as evidenced by KSA. Social Studies: By Spring of 2025, students scoring Proficient/Distinguished in social studies will increase 20% from 24% to 44% as evidenced by KSA. Writing: By Spring of 2025, students scoring Proficient/Distinguished in writing (combined) will increase 20% from 37% to 50% as evidenced by KSA.					
Objective	Strategy	Activities	Measure of Success	Progress Monitoring	Funding
Objective 1 Science: By Spring of 2024, students scoring Proficient/Distinguished in science will increase 14% from 20% to 34% as evidenced by KSA.	KCWP 1: Design and Deploy Standards Does our school continually assess, review, and revise school curricula to support the assurance that all students have the knowledge, skills, and dispositions for future success?	Teachers will participate in Science PLCs at the district level	Lesson plans	Weekly lesson plan checks	
		Plan strategically in the selection of high yield instructional strategy usage within lessons. Model lessons and PD in high yield instructional strategies. Focus on the following strategies: <ul style="list-style-type: none">Pacing guidesKagan cooperative learning strategies Alignment to resources (Discovery Education and Mystery Science curriculum)	Lesson plans Pacing guides PLC minutes	Weekly lesson plan checks	DODEA Grant
		Determine if assessments reflect the learning targets students have had the opportunity to learn	-Common Assessment Data -Unit assessment data	Student work PLC minutes	

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

Science: By Spring of 2025, students scoring Proficient/Distinguished in science will increase 20% from 14% to 34% as evidenced by KSA.

Social Studies: By Spring of 2025, students scoring Proficient/Distinguished in social studies will increase 20% from 24% to 44% as evidenced by KSA.

Writing: By Spring of 2025, students scoring Proficient/Distinguished in writing (combined) will increase 20% from 37% to 50% as evidenced by KSA.

Objective	Strategy	Activities	Measure of Success	Progress Monitoring	Funding
Objective 2 Social Studies: By Spring of 2025, students scoring Proficient/Distinguished in social studies will increase 14% from 30% to 44% as evidenced by KSA.	KCWP 2: Design and Deliver Instruction Does our instructional program include consistent implementation of evidence-based instructional practices essential for academic, behavioral, and social-emotional competencies that are aligned to Kentucky Academic Standards and current research?	Plan strategically in the selection of high yield instructional strategy usage within lessons. Model lessons and PD in high yield instructional strategies. Focus on the following strategies: <ul style="list-style-type: none"> • Pacing guides • Kagan cooperative learning • strategies Alignment to resources (SS curriculum)	Lesson plans Pacing guides PLC minutes	Weekly lesson plan checks	
Objective 3: Writing: By Spring of 2025, students scoring Proficient/Distinguished in writing (combined) will increase 9% from 41% to 50% as evidenced by KSA.	KCWP 1: Design and Deploy Standards Does our school continually assess, review, and revise school curricula to support the assurance that all students have the knowledge, skills, and dispositions for future success?	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. <ul style="list-style-type: none"> • Pacing guides • Lesson planning stored on team drive Alignment to resources (Magnetic Reading, iReady Teacher Toolbox, school writing plan)	Lesson plans Pacing guides PLC minutes	Weekly lesson plan checks	
	KCWP 2: Design and Deliver Instruction Does our instructional program include consistent implementation of evidence-based instructional	Plan strategically in the selection of high yield instructional strategy usage within lessons. Model lessons and PD in high yield instructional strategies. Focus on the following	Lesson plans Pacing guides PLC minutes Walk Through Data 12, 22, 30 point	Weekly lesson plan checks	

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

Science: By Spring of 2025, students scoring Proficient/Distinguished in science will increase 20% from 14% to 34% as evidenced by KSA.

Social Studies: By Spring of 2025, students scoring Proficient/Distinguished in social studies will increase 20% from 24% to 44% as evidenced by KSA.

Writing: By Spring of 2025, students scoring Proficient/Distinguished in writing (combined) will increase 20% from 37% to 50% as evidenced by KSA.

Objective	Strategy	Activities	Measure of Success	Progress Monitoring	Funding
	practices essential for academic, behavioral, and social-emotional competencies that are aligned to Kentucky Academic Standards and current research?	strategies: <ul style="list-style-type: none">• Pacing guides• 4 Square Writing• Kagan cooperative learning strategies• On Demand Writing 12, 22, 30 point checklists• Peer Editing	checklist 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 By Spring of 2025, the percent of students with disabilities scoring novice in reading will decrease from 45% to 40% or below.	KCWP 1: Design and Deploy Standards Does our school continually assess, review, and revise school curricula to support the assurance that all students have the knowledge, skills, and dispositions for future success?	Specially Designed Instruction based on IEP At a Glance – special education teachers will work with students on the caseload and keep routine data on progress of students with disabilities: <ul style="list-style-type: none"> • iReady • Unit assessments • PA/Phonics Continuums • Common Assessments 	Completed IEP At a Glance forms (from Sped PLCs)	Bi-weekly	
		Ensure instructional modifications are made based upon the immediate feedback gained from formative assessments	Formative assessment data	Bi-weekly	
Objective 2 By 2025, the percent of students with disabilities scoring novice in math will decrease from 49% to 45% or below.	KCWP 1: Design and Deploy Standards Does our school continually assess, review, and revise school curricula to support the assurance that all students have the knowledge, skills, and dispositions for future success?	Specially Designed Instruction based on IEP At a Glance Need – special education teachers will work with students on the caseload and keep routine data on progress of students with disabilities: <ul style="list-style-type: none"> • iReady • Unit assessments • Fast Facts data • Reflex Data 	Completed IEP At a Glance forms (from Sped PLCs)	Bi-weekly	

Objective	Strategy	Activities	Measure of Success	Progress Monitoring	Funding
		<ul style="list-style-type: none"> Common Assessments 			
		Ensure instructional modifications are made based upon the immediate feedback gained from formative assessments	Formative assessment data	Bi-weekly	
Objective 3 By 2025, the percent of Hispanic students scoring novice in reading will decrease from 49% to 45% or below.	KCWP 1: Design and Deploy Standards Does our school continually assess, review, and revise school curricula to support the assurance that all students have the knowledge, skills, and dispositions for future success?	All teachers will keep routine data on progress of students	<ul style="list-style-type: none"> iReady Unit assessments PA/Phonics Continuums Common Assessments 	Bi-weekly	
		Ensure instructional modifications are made based upon the immediate feedback gained from formative assessments	Formative assessment data	Bi-weekly	
Objective 4: By 2025, the percent of Hispanic students scoring novice in math will decrease from 62% to 50% or below.	KCWP 1: Design and Deploy Standards Design and Deploy Standards Does our school continually assess, review, and revise school curricula to support the assurance that all students have the knowledge, skills, and dispositions for future success?	All teachers will keep routine data on progress of students	<ul style="list-style-type: none"> iReady Unit assessments PA/Phonics Continuums Common Assessments 	Bi-weekly	
		Ensure instructional modifications are made based upon the immediate feedback gained from formative assessments	Formative assessment data	Bi-weekly	

4: English Learner Progress

Goal 4 (State your English Learner goal.):					
By Spring of 2026, the English Learner Progress Indicator will increase from 59.3 (high) to 69.3 (very high)					
Objective	Strategy	Activities	Measure of Success	Progress Monitoring	Funding
Objective 1: By 2025, the English Learner Progress status/level will increase from 60.5/High to 65/Very High.	KCWP 2: Design and Deliver Instruction Does our instructional program include consistent implementation of evidence-based instructional practices essential for academic, behavioral, and social-emotional competencies that are aligned to Kentucky Academic Standards and current research?	Ensure that curricular delivery and assessment measures provide for all pertinent information needs for students. <i>(To include but not limited to: EL Academy, Technology, GRREC, Cooperative Learning Strategies, Orton-Gillingham, Fluency, PLCs, ESS, MTSS, I-Ready, Common Assessments, Professional Learning, Educational/Technology Resources, Classroom Visits, Thoughtful Education) Carousel of Ideas (Elementary Curriculum)</i>	-State Assessment Results -ACCESS Test Results -MODEL Assessment -I-Ready Results -PLC Agendas -Professional Learning Opportunities -Walkthroughs -Data/Monitoring Forms	Fall 2024: State Assessment Score Release, School Report Card, Quarterly: District Assessment Data	Title I Title II Title III ESS District Instructional Funds

5: Quality of School Climate and Safety

Goal 5 (State your climate and safety goal.):					
By 2026, the Quality of School Climate and Safety indicator score will increase from 70.1 (low) to 77 (high).					
Objective	Strategy	Activities	Measure of Success	Progress Monitoring	Funding
Objective 1 Safety: By 2025 the Safety Index score will increase 9 points from 68.0 to 77.0.	KCWP 6: Establish Learning Culture and Environment Has our school intentionally designed the learning environment to be inclusive and accessible for all students within a culture where learning and continued growth is the primary focus and foundation for all actions?	Using the baseline data from CloseGap, identify students who do not feel connected, and create an action plan	Monthly Leadership Meeting	Monthly	
		Develop and build social/emotional skills for all students using Harmony SEL during designated 15 minute “Behavior Core” time.	Leadership SEL walk throughs	Monthly	
		Conduct morning check-ins based on SEL colored cups (primary) and the online Close Gap system (intermediate).	Monthly check in data in spreadsheets	Monthly	
		Identify and support students who have increased social and emotional needs as reflected by scores on universal screener	-Monthly check in data in spreadsheets at - Leadership Meetings and PLCs		
		PBIS initial training and reviewing of PBIS and CHAMPs expectations of staff.	-PLC agendas and minutes -Staff meeting agendas and minutes		
Objective 2 Climate: By 2025 the Climate Index score will increase 5.7 points from 74.3 to 80.0.	KCWP 6: Establish Learning Culture and Environment Has our school intentionally designed the learning environment to be inclusive and accessible for all students within a culture where learning and continued growth is the primary focus and foundation	Tier 2 and 3 small group and individual implementation of Second Steps/ Why Try SEL programs	Behavior MTSS teacher walkthroughs		
		Leadership Team will analyze and discuss student data at weekly leadership meetings.	Minutes		
		Certified staff will bring student concerns to weekly PLCs	PLC agendas/minutes	Bi-weekly	
		Leadership Team and certified staff	PLC agendas/minutes	Bi-weekly	

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

By 2026, the Quality of School Climate and Safety indicator score will increase from 70.1 (low) to 77 (high).

Objective	Strategy	Activities	Measure of Success	Progress Monitoring	Funding
	for all actions?	will work collaboratively to create individualized plans for students based on the determined needs			

6: Postsecondary Readiness (High School Only)

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

8: Other (Optional)

Goal 8 (State your separate goal.): N/A					
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.	<input checked="" type="checkbox"/>
		<input type="checkbox"/>
		<input type="checkbox"/>
		<input type="checkbox"/>
		<input type="checkbox"/>

Special Considerations for Comprehensive Support and Improvement (CSI) Schools

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

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

Turnaround Team:
<div>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</div> <div>Response:</div>
Identification of Critical Resources Inequities:
<div>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.</div> <div>Response:</div>

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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