

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.

The percentage of students scoring Novice or Apprentice in Social Studies, KSA is 76%.

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.

PLCs
RTI

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

Indicator	Status	Change
State Assessment Results in reading and mathematics	74.8	1.8
State Assessment Results in science, social studies and writing	68.4	3.5
English Learner Progress	N/A	N/A
Quality of School Climate and Safety	84.1	5.0

1: Proficiency

Goal 1: East Heights Elementary will increase our percentage of proficient and distinguished students in both the areas of reading and math.

Reading will increase from 44% in 2024 to 69% by 2027 as indicated by state assessment results.

Math will increase from 47% in 2022 to 69.7% by 2027 as indicated by state assessment results.

Objective	Strategy	Activities to deploy strategy	Measure of Success	Progress Monitoring Date & Notes	Funding
Objective 1: Reading 62.1% of Third, Fourth and Fifth grade students will demonstrate proficiency in Reading by 05/2025 as measured by 2025 KSA.	KCWP1: Design and Deploy Standards	Instructional Coaching/Planning Teachers will plan weekly with the Instructional Coach for their reading instruction. This coaching/planning session will allow for vertical planning conversations among grade levels to make instructional decisions to close gaps/misconceptions throughout the year. It will also help to improve student transfer and take on individual ownership.	Reflections from observations; classroom implementation Principal, Instructional Coach, teachers		TITLE 1 \$40,000
	KCWP2: Design and Deliver Instruction	RTI A clearly defined RtI school-wide process with applicable checklist(s) and documentation tools, including such information as service frequency, intervention programs/strategies, and progress monitoring checks will be used. For reading, LLI will be the primary evidence based program utilized.	MAPs assessments, STAR assessments; Aimsweb; common formative assessments; LLI benchmarks; reading records Principal, Instructional Coach, Teachers		NONE
		Benchmarking Teachers will benchmark students to accurately and reliably identify each child's instructional and independent reading levels according to the F&P Text Level and document their progress through one-on-one formative and summative assessments. This will provide teachers with precise tools and texts to observe and quantify specific reading behaviors, and then interpret and use that data to plan meaningful instruction.	Benchmarking scores; student growth in MAP; Guided Reading running records Instructional Coach, Interventionists		NONE

		<p>Lexia & IXL All students will use the supplementary reading software several times per week. Lexia is a program that gives students differentiated literacy instruction for students of all abilities. This program provides explicit, systematic, personalized learning in the six areas of reading instruction, targeting skill gaps as they emerge, and providing teachers with the data and student-specific resources they need for individual or small-group instruction. Teachers will intervene when necessary to address student needs individually or through small groups. In IXL students will be assigned differentiated skill plans based on their individual needs.</p>	Lexia Progress Improvement MAP, STAR, classroom assessments Teachers, Instructional Coach		SBDM \$15,600
		<p>ESS Before School Certified teachers will meet with a small group of students who are not showing adequate growth on essential standards.</p>	Increased student achievement as measured by MAP, STAR, classroom assessments, and benchmarking scores Instructional Coach, Principal, ESS Teachers		NONE
		<p>FPC Coaching days Formative feedback of observations will be provided to teachers through instructional walkthroughs during portions of their reading block. Teachers will receive the feedback on the same day as the observation (3 days).</p>	Increased student achievement in reading as measured by MAP, STAR, classroom assessments, and benchmarking scores Instructional Coach, Principal	October 23, 2024 October 24, 2024	TITLE 1 \$9,600 PD \$3, 200
	KCWP4: Review, Analyze, and Apply Data	<p>Reading SMART Goals The school will set SMART goals for students in the area of reading. These will be monitored regularly and instructional decisions made as a result. Each grade level will set a SMART goal related to their students' needs. Intentional instructional decisions will be made as well as specific professional learning done to work on the areas identified in the goals.</p>	Increased student achievement in aspects of reading as measured by MAP, STAR, classroom assessments, and benchmarking scores Principal, Instructional Coach, Teachers		NONE
		<p>Reading Scrimmage Students in grades 3-5 will participate in a reading practice assessment (scrimmage) in a digital format. The purpose of giving the assessment will be determined by each grade level and could be related but are not limited to: practice</p>	Increased student achievement in reading as measured by MAP, STAR, classroom assessments, benchmarking scores, and KSA, Reading	3rd Grade: October 22, 2024 4th Grade: November 25, 2024 5th Grade:	NONE

		with digital format, formative assessment, stamina, etc. The results of these assessments will be analyzed and used as next steps for instruction.	Principal, Instructional Coach, Teachers	October 28, 2024		
		Analysis of KSA Data & Released Items Staff will analyze KSA data at the student level, grade level, and school level. This will help determine priorities for instruction, intervention, and student support. Released items will be analyzed as they become available comparing student work samples and analyzing the school breakdown data for multiple choice items.	Increased student achievement on KSA Reading Instructional Coach, Principal, Teachers	November 4, 2024	NONE	
		Countdown to KSA Plan Utilizing data from Winter MAP assessment, scrimmages, classroom formative assessments, and teacher observation regarding mastery of essential standards, 3rd, 4th, and 5th grade will create an action plan to target essentials from February through the remainder of the school year. This will include weekly Edcite Assessments in a subject area which will be reviewed by teachers with students. Prizes will be given to students scoring 70% or higher. Extended response, short answer, and test-taking strategies will be employed as a part of this process.	Increased student achievement in all areas on the KSA	January 6, 2024	Student Activity \$250	
	KCWP6: Establishing Learning Culture and Environment	Grade Level PLCs, Professional Learning, PLC Coaching Guide Professional learning communities (PLCs) will be utilized to empower our educators to work collaboratively in recurring cycles of collective inquiry and action research to achieve better results for the students they serve. Each team will utilize the PLC Coaching Guide to grow their team. Professional learning will be embedded based on need and conversations will always focus around student achievement. Each grade level will set a SMART goal and work in actionable steps to achieve them, celebrating small victories.	Increased student achievement in reading as measured by MAP, STAR, classroom assessments, benchmarking scores, and KSA, Reading Principal, Instructional Coach, Teachers		NONE	
		Vertical Planning (Primary & Intermediate) Kindergarten, 1st, 2nd grades and then 3rd, 4th, and 5th grades will meet several times a year to vertically plan, discuss standards/expectations alignment, and to learn from each other to improve student achievement.	Increased student achievement in reading as measured by MAP, STAR, classroom assessments, benchmarking scores, and KSA, Reading Principal, Instructional Coach, Teachers		NONE	
		Accelerated Reading K-5 use of the Accelerated Reading program will be monitored on a weekly and bi-monthly basis through AR report print-out analysis and follow-up discussions	% of AR Goals met; STAR reading growth			SBDM Library \$4,500

		with grade level teams and individual teachers as needed. Students will receive recognition for their success.	Media Specialist, Principal, teachers		
		Title 1 Family Reading Night This event will incorporate all stakeholders together in a partnership toward improved reading in our students. It will be in a Trunk-or-Treat format with fun activities for students. In addition parents will be introduced to grade-level expectations for reading and be provided with something they can take home and utilize to help their child. Title 1 and assessment information will be distributed to parents as well.	Increased student achievement in Reading Title 1 Liaison, Principal, Instructional Coach, Teachers	October 25, 2024	FRC
		KSA Talks Beginning in January, the Principal/School Staff will conduct KSA talks with 3rd, 4th, and 5th grade students on a rotating schedule. These will be centered around the significance of KSA.	Increased student achievement in reading and math as measured by MAP assessment growth and KSA Principal, Staff		None
		Goal-Setting Students will work with their teachers after Fall MAP testing to create personal reading and math MAP goals. They will identify specific behaviors students need to work on and how to improve those. Students will be rewarded for demonstrating reading growth as grade levels designate following Winter and Spring MAP assessments. These will be announced rewards scheduled in advance. Teachers will also set class and grade level goals that are interconnected with students. These will all connect to our overall school goals.	Increased student achievement in reading and math as measured by MAP assessment growth and KSA Principal, Staff		Student Activity \$3000
Objective 2: Math 60.7% of Third, Fourth and Fifth grade students will demonstrate proficiency in Math by 05/2025 as measured by 2025 KSA.	KCWP1: Design and Deploy Standards	Instructional Coaching & Teacher-Led Professional Learning Teachers will work with the Instructional Coach and the District Math Coach to build mathematical reasoning in their students. This coaching will allow for vertical alignment among grade levels to make instructional decisions to close gaps/misconceptions throughout the year. The District Math Coach and Instructional Coach will model Math is Figureoutable during whole group instruction.	Reflections from observations; classroom implementation Principal, Instructional Coach, District Math Coach, teachers		TITLE 1
	KCWP2: Design and Deliver Instruction	RTI A clearly defined Rtl school-wide process with applicable checklist(s) and documentation tools, including such information as service frequency, intervention programs/strategies, and progress monitoring checks will be used. For math, Moving with Math will be the primary evidence based program utilized.	MAPs assessments, Aimsweb; common formative assessments Principal, Instructional Coach, Teachers		SBDM \$12,000

		<p>IXL, Amplify, & Happy Numbers All students will use the supplementary math software to practice math skills and develop math fluency. IXL provides differentiated skill plans for students of all abilities. Amplify Desmos Math combines and connects conceptual understanding, procedural fluency, and application. Lessons are designed with the Proficiency Progression, a model that provides teachers with clear instructional moves to build from students' prior knowledge to grade-level learning. Happy Numbers builds an individualized math dialogue and responds to students just the way you would: unpacking concepts step-by-step, scaffolding learning, and providing immediate feedback based on student inputs. Individualized pacing means those who demonstrate mastery progress more quickly, and those who need more instruction receive it. As a result, students spend most of their time in productive struggle mode (also known as the Zone of Proximal Development), which leads to the greatest learning gains. And to ensure students never get stuck, targeted feedback helps them correct any mistake — students experience mistakes as opportunities for learning.</p>	<p>IXL reports, MAP, Reflex Math reports, Happy Numbers reports, classroom assessments</p> <p>Teachers, Instructional Coach</p>		<p>SBDM \$6000</p>
		<p>ESS Daytime - Intervention A certified, retired teacher will meet with small groups of students who are not showing adequate growth on essential standards through the RTI Program. Students will be provided intensive, small-group instruction in order for students to have additional opportunities to master essential skills in math. Interventions will be tailored to need. Progress will be monitored.</p>	<p>Increased student achievement in math as measured by MAP, classroom assessments, and progress monitoring data</p> <p>Instructional Coach, Principal, ESS Math Teacher</p>		<p>ESS \$12,000</p>
		<p>Math Resources Teachers will utilize the following resources with students to enhance their instruction and to better build strategic thinkers:</p> <ul style="list-style-type: none"> - Problem Strings for each grade level - I have...You need - Rich Tasks - Count arounds - As close as it gets - Lessons & Activities for Building Powerful Numeracy by Pamela Weber Harris 			
<p>KCWP4: Review, Analyze, and Apply Data</p>		<p>Math SMART Goals The school will set math SMART goals for students. These will be monitored regularly and instructional decisions made as a result.</p>	<p>Increased student achievement in aspects of math as measured by MAP, classroom assessments, scrimmage scores</p>		<p>NONE</p>

		Each grade level will set a SMART goal related to their students' needs. Intentional instructional decisions will be made as well as specific professional learning done to work on the areas identified in the goals.	Principal, Instructional Coach, Teachers		
		Math Scrimmage Students in grades 3-5 will participate in a math practice assessment (scrimmage) in a digital format. The purpose of giving the assessment will be determined by each grade level and could be related but are not limited to: practice with digital format, formative assessment, stamina, etc. The results of these assessments will be analyzed and used as next steps for instruction.	Increased student achievement in math as measured by MAPs, common assessments, KSA Teachers, Instructional Coach, and Principal		NONE
		Analysis of KSA Data & Released Items Staff will analyze KSA data at the student level, grade level, and school level. This will help determine priorities for instruction, intervention, and student support. Released items will be analyzed as they become available comparing student work samples and analyzing the school breakdown data for multiple choice items.	Increased student achievement in all areas on the KSA, Math, Chapter Assessments, formative assessments, improved fluency, use of strategies Instructional Coach, Principal, Teachers	November 4, 2024	NONE
	KCWP6: Establishing Learning Culture and Environment	Title 1 Family Math Night This event will incorporate all stakeholders together in a partnership toward improved math in our students. During this event, parents will be introduced to grade-level expectations for math and be provided with something they can take home and utilize to help their child.	Increased student achievement in Math on MAP Assessments and KSA Title 1 Liaison, Principal, Instructional Coach, Teachers		Title 1 \$1000

2: Separate Academic Indicator

Goal 2: East Heights Elementary will increase our percentage of proficient and distinguished students in our separate academic indicators.

Social Studies will increase from 36% to 70.5% by 2027 as indicated by state assessment results.

Writing will increase from 36% to 60.4% by 2027 as indicated by state assessment results.

Science will increase from 30% to 53.9% by 2027 as indicated by state assessment results.

Objective	Strategy	Activities to deploy strategy	Measure of Success	Progress Monitoring Date & Notes	Funding
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Objective 1: Social Studies 39.4% of fifth grade students will demonstrate proficiency in Social Studies by 05/2025 as measured by 2025 KSA.	KCWP4: Review, Analyze, and Apply Data	Social Studies SMART Goals The school will set reading SMART goals for students in the area of social studies. These will be monitored regularly and instructional decisions made as a result.	Increased student achievement in aspects of social studies as measured by classroom assessments, and scrimmage scores Principal, Instructional Coach, Teachers		NONE
		Analysis of KSA Data Staff will analyze KSA data at the student level, grade level, and school level. This will help determine priorities for instruction, intervention, and student support.	Increased student achievement in all areas on the KSA Instructional Coach, Principal, Teachers	November 4, 2024	NONE
Objective 2: Writing 55.1% of fifth students will demonstrate proficiency in Writing by 05/2025 as measured by 2025 KSA.	KCWP1: Design and Deploy Standards	Writing Mini-Lessons (Grades K-5) Staff will utilize interactive writing and writing mini lessons to provide meaningful, systematic writing lessons. Professional learning and collaborative planning time will be provided.	Increased student achievement over time on KSA Instructional Coach, Teachers Intervention Team, Principal		(See PD funding above)
		KCWP3: Design and Deliver Assessment Literacy	School-Wide Criteria for Success Grades Kindergarten through 2nd have developed common writing expectations utilizing 5 stars. Each star outlines a criteria (capitalization, punctuation, finger spaces, neat, makes sense/on topic).	Increased student achievement in Writing common assessments and KSA Principal, Instructional Coach, Primary Teachers	
	KCWP4: Review, Analyze, and Apply Data	Analysis of KSA Data Staff will analyze KSA data at the student level, grade level, and school level. This will help determine priorities for instruction, intervention, and student support.	Increased student achievement in all areas on the KSA Instructional Coach, Principal, Teachers	November 4, 2024	NONE

		Writing SMART Goals The school will set reading SMART goals for students in the area of writing. These will be monitored regularly and instructional decisions made as a result.	Increased student achievement in aspects of writing as measured by classroom assessments, and scrimmage scores Principal, Instructional Coach, Teachers		NONE
Objective 3: Science 52.4% of fourth grade students will demonstrate proficiency in Science by 05/2025 as measured by 2025 KSA.	KCWP1: Design and Deploy Standards	Essential Science Standards & Pacing Guide Staff will identify essential standards - those skills that students must have before they progress to the next grade level. These priorities will be the focus of instruction. Science staff will also work together to develop a pacing guide based on these priorities. Gaps/misconceptions will be identified and targeted utilizing programs such as Amplify, Generation Genius, and Mystery Science.	Increased student achievement in Science as measured by classroom assessments and KSA Teachers, Principal, Instructional Coach		NONE
	KCWP4: Review, Analyze, and Apply Data	Analysis of KSA Data Staff will analyze KSA data at the student level, grade level, and school level. This will help determine priorities for instruction, intervention, and student support.	Increased student achievement in all areas on the KSA Instructional Coach, Principal, Teachers	November 4, 2024	NONE

3: Gap

Goal 3: East Heights Elementary will improve the percentages of students within the following gap groups scoring proficient or above on state assessments by 2027.

Students with disabilities will increase in reading from 27% to 45.5% by 2027.

Students with disabilities will increase in math from 19% to 50.6% by 2027.

Objective	Strategy	Activities to deploy strategy	Measure of Success	Progress Monitoring Date & Notes	Funding
Objective 1: Students with disabilities in reading will increase from 31% to 37.5% by	KCWP2: Design and Deliver Instruction	Data Analysis Ensure item analysis methods are occurring within PLCs to evaluate instructional effectiveness and determine if instructional adjustments are needed, and if so, what those adjustments are.	Increased student achievement as measured by MAP, benchmarking scores, and KSA		NONE

5/2025 as measured by 2025 KSA.			Instructional Coach, Principal, Teachers		
		Expectations/Specially Designed Instruction Students with disabilities will be held to the same grade level expectations as their peers with as much teaching in the regular classroom as possible with support for their needs. Students with co-teach services will receive SDI as appropriate in order to access grade-level standards.	Increased student achievement as measured by MAP, STAR, benchmarking scores, and KSA Instructional Coach, Principal, Teachers		NONE
	KCWP3: Design and Deliver Assessment Literacy	Assessment Performance Ensure that effective communication regarding assessments and student performance are shared with appropriate stakeholders to guide instructional planning, student grouping, etc. Students will take part in creating their own MAP goals.	Increased student achievement as measured by MAP, benchmarking scores, and KSA BAC, Principal, Teachers		NONE
		Special Education Accommodations The principal will create a SpED plan to help special education students advocate for and more effectively use their accommodations this school year. These actions will include but not be limited to the following: <ul style="list-style-type: none"> - Assigned testing buddies work with the same student(s) throughout the school year and for state testing - Testing buddies receive coaching on how to teach students to use their accommodations - Testing buddies meet with students monthly to review accommodations and practice (System to monitor these meetings will include a meeting description form that is turned into principal.) - Train students several strategies to attack the test such as reading the questions first, chunking the text, etc. Then, ensure their testing buddy trains them to utilize these strategies during testing. - Utilize accommodations flip book when testing buddy is practicing accommodations with students 	Increased student achievement as measured by MAP, STAR, progress on IEP goals, benchmarking scores, and KSA BAC, Principal, Teachers, Testing Buddies		NONE
KCWP4: Review, Analyze, and Apply Data	PLCs Create a fluid and systematic functionality enabled by solid academic planning, schedule creation, and collegial participation in PLCs to enhance and promote a culture of/for learning including special education teachers.	Increased student achievement as measured by MAP, STAR, benchmarking scores, and KSA Reading Instructional Coach, Principal, Teachers		NONE	

	KCWP6: Establishing Learning Culture and Environment	Title 1 Family Reading Night This event will incorporate all stakeholders together in a partnership toward improved reading in our students. It will be in a Trunk-or-Treat format with fun activities for students. In addition parents will be introduced to grade-level expectations for reading and be provided with something they can take home and utilize to help their child. Title 1 and assessment information will be distributed to parents as well.	Increased student achievement in Reading Title 1 Liaison, Principal, Instructional Coach, Teachers	October 25, 2024	Title 1 see above
Objective 2: Students with disabilities in math will increase from 24% to 32.9% by 5/2025 as measured by 2025 KSA.	KCWP2: Design and Deliver Instruction	Data Analysis Ensure item analysis methods are occurring within PLCs to evaluate instructional effectiveness and determine if instructional adjustments are needed, and if so, what are those adjustments.	Increased student achievement in math as measured by MAP assessment growth, progress on IEP goals, and KSA Instructional Coach, Principal, Teachers		NONE
		Expectations/Specially Designed Instruction Students with disabilities will be held to the same grade level expectations as their peers with as much teaching in the regular classroom as possible with support for their needs. Students with co-teach services will receive SDI as appropriate in order to access grade-level standards.	Increased student achievement in all areas as measured by MAP assessment growth, progress on IEP goals, and KSA Principal, Teachers		NONE
	KCWP3: Design and Deliver Assessment Literacy	Scrimmage Testing All students will participate in scrimmage assessments in the areas of reading and math (3-5), science (4), on-demand (5), and social studies (5). Students will receive immediate feedback after submission as well as teachers will develop actionable instructional next steps based on the data.	Increased student achievement as measured by KSA Teachers, Principal, Instructional Coach		NONE

4: EL

Goal 4: By 2025, East Heights will increase the percentage of EL students that demonstrate growth from 4.5% to 9.5% as measured by the Access Test.

Objective	Strategy	Activities to deploy strategy	Measure of Success	Progress Monitoring Date & Notes	Funding
<p>Objective 1: By 2025, East Heights will ensure that all students increase one performance level as measured by the ACCESS Test.</p>	<p>KCWP2: Design and Deliver Instruction</p>	<p>Imagine Learning All ELL students will utilize Imagine Learning for 60 minutes per week to work on their reading skill development.</p>	<p>Increased student achievement as measured by Access scores ELL Teacher, ELL Assistant, Classroom Teachers</p>		<p>District Funded</p>
		<p>Engage in Academic Conversations EL teachers will specifically target the engagement of EL students in academic conversations. It was added to their PSPs. This is to ensure that students are not only developing well in social language and focus support in academic language. There will be a focus on speaking louder, annunciating words clearly, using more detail, and complete sentences.</p>	<p>Increased student achievement as measured by Access scores ELL Teacher, ELL Assistant, Classroom Teachers</p>		<p>NONE</p>
		<p>Writing Focus There will be focus on the connection between reading, writing, and speaking. The ELL teacher will focus on working through students' struggle of encoding and decoding words, sounding out words, and using context clues when reading and writing.</p>	<p>Increased student achievement as measured by Access scores ELL Teacher, ELL Assistant, Classroom Teachers</p>		<p>NONE</p>

5. Quality of School Climate and Safety

Goal 5: By 2027, East Heights will increase the score on the Quality of School Climate and Safety Survey from 77.6 (HIGH) to 90 (VERY HIGH).

<p>Objective 1: By 2025, East Heights will increase their score on the Quality of School Climate and Safety Survey from 89.1 to 89.5 as measured by the survey.</p>	<p>KCWP2: Design and Deliver Instruction</p>	<p>Guidance Lessons The Guidance Counselor will present lessons focusing on self-regulation of emotions instead of hurtful/negative behaviors.</p>	<p>Increased QSCSS score Principal, Guidance Counselor</p>		NONE
		<p>Flock Lesson/Monthly Character Focus Two to three times a quarter, students will participate in flocks (K-5 heterogeneously grouped students) and do a character education lesson, utilizing the Character Strong curriculum.</p>	<p>Increased QSCSS score Staff</p>		NONE
	<p>KCWP6: Establishing Learning Culture and Environment</p>	<p>Attendance Attendance data will be discussed monthly within the RTI team and interventions will be implemented.</p>	<p>Increased QSCSS score Teachers, Staff, Principal, Instructional Coach, FRC</p>		NONE
		<p>Staff Discussion Staff will review the meaning of the OSCSS questions with students. This will help them to better understand the questions prior to taking the survey.</p>	<p>Increased QSCSS score Teachers, Staff, Principal, Instructional Coach</p>		NONE
		<p>KSA Talks Staff will visit the classroom of grades 3-5 each month to discuss topics related to expectations, scoring, survey, etc. (Jan.-May)</p>	<p>Increased QSCSS score Principal, Instructional Coach</p>		NONE