

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. 25% of our students scored novice in reading on the 23-24 KSA compared to the district average of 16%.

2. 61% of our students with disabilities are scoring novice in math on the KSA 23-24 assessment.

3. Students are not moving out of novice into apprentice comparing the previous years data.

4. 42% of our students scored novice in social studies on the 23-24 KSA assessment.

5. 49% of our African American students scored novice in math.

6. 83% of our African American students in grades 3-5 are scoring novice or apprentice in reading

7. 68% of our economically disadvantaged students in grades 3-5 scored novice/apprentice on the KSA 23-24 READING assessment.

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

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

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

Indicator Scores

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

Indicator	Status	Change
State Assessment Results in reading and mathematics	61.1	-0.8
State Assessment Results in science, social studies and writing	50.8	-6.2
English Learner Progress	*	*
Quality of School Climate and Safety	86.5	4.6
Postsecondary Readiness (high schools and districts only)	*	*
Graduation Rate (high schools and districts only)	*	*

1: State Assessment Results in Reading and Mathematics

Goal 1 (State your reading and math goal.): <ul style="list-style-type: none"> By May 2027, Jefferson will increase the percentage of students who will score proficient or above from 43% to 65.3% in reading on the Kentucky State Assessment. By May 2027, Jefferson will increase the percentage of students who will score proficient or above from 41% to 76% in math on the Kentucky State Assessment. 					
Objective	Strategy	Activities	Measure of Success	Progress Monitoring	Funding
Objective 1 By May of 2025, Jefferson will increase the percentage of students scoring proficient or above from 39% to 48% in reading .	KCWP 2: Design and Deliver Instruction	All Students (K-5) will utilize the Lexia Core 5 Reading Program according to their individualized target which will push students towards proficiency and beyond.	Lexia Reports, NWEA MAP Data from Fall to winter, winter to spring, BAS assessments	Classroom Teachers Instructional Coach/Principal March: June:	17,575.00 (Title I- for 2 years)
		All k-2 grade classrooms will implement UFLI to enhance students' foundational phonics skills	BAS assessments, MAP data from fall to winter, to winter to spring in reading	Classroom Teachers Instructional Coach/Principal March: June:	SBDM/Title 1 (1000)
		All 1st-5th grades students will utilize Accelerated Reader to enhance students independent reading	BAS assessments, MAP data from fall to winter, to winter to spring in reading	Classroom Teachers/Media Specialists Instructional Coach/Principal March: June:	Title I (\$5000)
		All K-5 classroom teachers will implement the Fountas and Pinnell curriculum to deliver their reading instruction to students.	BAS results, NWEA MAP Data from Fall to winter, and winter to spring	Classroom Teachers Instructional Coach/Principal March: June:	Title I Funds
		Teacher will receive coaching/feedback from F/P consultant, instructional coach, principal	BAS results, NWEA MAP Data from Fall to winter, and winter to spring	Classroom Teachers Instructional Coach/Principal March: June:	Title I Funds (7,500)
		Storyworks curriculum (grades 1-5) to use during shared reading instruction.	BAS results, NWEA MAP Data from Fall to winter, and winter to spring	Classroom Teachers Instructional Coach/Principal March: June:	Title I Funds=(5,000)
		Teachers will participate in professional development with the Fountas and Pinnell curriculum to enhance their delivery of instruction and student learning.	Classroom Observations, BAS results, NWEA MAP Data from Fall to winter, and winter to spring	Teachers Instructional Coach/Principal March: June:	0
	KCWP 4: Review, Analyze and Apply Data Results KCWP 2: Design and Deliver Instruction	Interventionists will target students that are on the bubble of scoring proficient & distinguished	BAS results, NWEA MAP Data from Fall to winter, and winter to spring	Classroom Teachers/Interventionists Instructional Coach/Principal March: June:	ESS (10,000)

Goal 1 (State your reading and math goal.): <ul style="list-style-type: none"> By May 2027, Jefferson will increase the percentage of students who will score proficient or above from 43% to 65.3% in reading on the Kentucky State Assessment. By May 2027, Jefferson will increase the percentage of students who will score proficient or above from 41% to 76% in math on the Kentucky State Assessment. 					
Objective	Strategy	Activities	Measure of Success	Progress Monitoring	Funding
	KCWP 4: Review, Analyze and Apply Data Results	Fountas and Pinnell Benchmark Assessment System will be given to kindergarten twice (winter and spring), 1st gr.: (four) times (start of school, fall, winter, spring), and 2nd-5th grades: two to three times a year (depending on student performance level).	BAS results, NWEA MAP Data from Fall to winter, and winter to spring	Classroom Teachers/Interventionists Instructional Coach/Principal March: June:	Title I/SBDM (1000)
		Based upon Benchmark Assessment Data, teachers will provide guided reading instruction through small groups targeting individual reading behaviors.	BAS results, NWEA MAP Data from Fall to winter, and winter to spring	Classroom Teachers/interventionists Instructional Coach/Principal March: June:	0
		Targeted 1st Students will receive individualized instruction that addresses their above grade level/advanced needs based upon NWEA MAP	BAS results, NWEA MAP Data from Fall to winter, and winter to spring	Classroom Teachers/interventionists Instructional Coach/Principal March: June:	Title I (5000)
	KCWP 5: Design, Align and Deliver Support	Teachers will intentionally choose instructional goals based on the Literacy Continuum and responsive teaching to meet student's needs.	BAS results, NWEA MAP Data from Fall to winter, and winter to spring	Classroom Teachers Instructional Coach/Principal March: June:	0
		Classroom teachers and co-teachers will collaborate for guided reading instruction to meet with more student groups throughout the week.	BAS results, NWEA MAP Data from Fall to winter, and winter to spring	Teachers/Special Education Teachers/ Interventionists Instructional Coach/Principal March:I June:	0
		Tier II/ III students will receive additional intervention outside of their core instruction	BAS results, NWEA MAP Data from Fall to winter, and winter to spring	Classroom Teachers/Interventionists Special Education Teachers Instructional Coach/Principal March:Implemented June:Implemented	Title I Funds (100,000)
Objective 2 By May 2025, Jefferson will increase the percentage of students scoring proficient or above from 47% to 57% in math .	KCWP 2: Design and Deliver Instruction	Teachers will conduct peer observations of teachers that have mastered specific instructional practices that the teacher needs in order to improve teacher instructional practices	observations, PLC Meetings	Classroom Teachers Instructional Coach/Principal March: June:	

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

- By May 2027, Jefferson will increase the percentage of students who will score proficient or above from 43% to 65.3% in **reading** on the Kentucky State Assessment.
- By May 2027, Jefferson will increase the percentage of students who will score proficient or above from 41% to 76% in **math** on the Kentucky State Assessment.

Objective	Strategy	Activities	Measure of Success	Progress Monitoring	Funding
		Implementation of Number Talks, Problem Strings, Count Arouns during Calendar Math (K-5)	NWEA MAP assessment from fall to winter and winter to spring, Pre/Post Tests	Classroom Teachers Interventionists Instructional Coach/Principal March: June:	0
		Coaching and Feedback provided on implementation of MIF and Calendar in all grades.	Classroom observations, NWEA MAP assessment from fall to winter and winter to spring.	Classroom Teachers Interventionists Instructional Coach/Principal March: June:	0
	KCWP 4: Review, Analyze and Apply Data Results	Weekly PLC (LEAD Time) by grade level to review, analyze, and discuss next steps for students according to summative, formative assessments	NWEA MAP Data from Fall to winter, and winter to spring	Classroom Teachers Interventionists Instructional Coach/Principal March: June:	0
	KCWP 5: Design, Align and Deliver Support	Splash Learn, My Path Math, Prodigy computer based programs will be utilized to enhance student math achievement	NWEA MAP Data from Fall to winter, and winter to spring	Classroom Teachers Instructional Coach/Principal March: June:	Title I (7000)
		Tier II/III students will receive additional intervention outside of their math core instruction	NWEA MAP Data from Fall to winter, and winter to spring, JAG Assessments	Classroom Teachers Instructional Coach/Principal March: June:	Title I (100,000)

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

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

- By 2027, Jefferson will increase the percentage of students scoring proficient in science from 34% to 49.7% on the Kentucky State Assessment.
- By 2027, Jefferson will increase the percentage of students scoring proficient in social studies from 24% to 70.3% on the Kentucky State Assessment.
- By 2027, Jefferson will increase the percentage of students scoring proficient in writing from 28% to 48.2% on the Kentucky State Assessment.

Objective	Strategy	Activities	Measure of Success	Progress Monitoring	Funding
Objective 1 By May 2025, Jefferson will increase the percentage of students scoring proficient and above from 35% to 40% in science.	KCWP 2: Design and Deliver Instruction KCWP 4: Review, Analyze and Apply Data Results KCWP 5: Design, Align and Deliver Support	Generation Genius/Mystery Science is used as an instructional resource/curriculum for all grades	NWEA Science MAP assessment progress from fall to winter and winter to spring, Formative/ Summative assessment, classroom observations	Classroom Teachers Instructional Coach/Principal March June:	District Funding
		Implementation of new Amplify curriculum in 4th grade	NWEA Science MAP assessment progress from fall to winter and winter to spring, Formative/ Summative assessment, classroom observations	Classroom Teachers Instructional Coach/Principal March: June:	District funding
		Collaboration with Media Specialists for K-3 science lessons that are embed within literacy.	Formative/Summative assessments, classroom observations	Classroom Teachers Instructional Coach/Principal March: June:	Title I (5,000)
		Media Specialists will address science and engineering practices during library instruction.	Formative/Summative assessments, classroom observations	Classroom Teachers Instructional Coach/Principal March: June:	Title I (5,000)
		After school clubs and activities that enhance science and engineering practices (STLP, Robotics, etc.)	Observations, Formative/Summative assessments	Classroom Teachers Instructional Coach/Principal March:I June:	Activity Fund (4,000) ESS (2,000)
Objective 2 By May 2025, Jefferson will increase the percentage of students scoring proficient or	KCWP 2: Design and Deliver Instruction KCWP 4: Review, Analyze and Apply Data Results	Teachers will use FPC curriculum resources to address and reinforce social studies content	Formative/Summative assessments, classroom observations	Classroom Teachers Instructional Coach/Principal March: June:	0

Goal 2 (State your science, social studies, and writing goal.): <ul style="list-style-type: none"> By 2027, Jefferson will increase the percentage of students scoring proficient in science from 34% to 49.7% on the Kentucky State Assessment. By 2027, Jefferson will increase the percentage of students scoring proficient in social studies from 24% to 70.3% on the Kentucky State Assessment. By 2027, Jefferson will increase the percentage of students scoring proficient in writing from 28% to 48.2% on the Kentucky State Assessment. 					
Objective	Strategy	Activities	Measure of Success	Progress Monitoring	Funding
above from 30% to 43.5% in social studies.	KCWP 5: Design, Align and Deliver Support	Create a master schedule ensures that standards will be taught across all grade levels	Formative/Summative assessments, classroom observations	Classroom Teachers Instructional Coach/Principal March: June:	0
		TCM purchased and implemented for 5th grade	Formative/Summative assessments, classroom observations	Classroom Teachers Instructional Coach/Principal March: June:	0
		SAVVAS curriculum purchased and implemented to address 5th SS standards	Formative/Summative assessments, classroom observations	Classroom Teachers Instructional Coach/Principal March: June:	0
		Students will attend the Live Henderson Area Arts Alliance and Preston Arts that is Social Studies Content Based	Formative/Summative assessments, classroom observations	Classroom Teachers Instructional Coach/Principal March: June:	District Funding
Objective 3 By May 2025, Jefferson will increase the percentage of students who will score proficient or above from 25% to 33% in writing.	KCWP 2: Design and Deliver Instruction KCWP 4: Review, Analyze and Apply Data Results KCWP 5: Design, Align and Deliver Support	Writing strategies for constructed responses implemented in grades 2-5 and will use common writing structure (RACE) for short answer and extended responses	Classroom Observations Writing samples Formative/Summative Assessments Classroom Observations Lesson plans	Classroom Teachers Instructional Coach/Principal March: June:	0
		Teachers will meet monthly to reflect and discuss student writing samples during LEAD time	Monthly Writing Samples LEAD Agendas/Notes MAP Assessments fall to winter, winter to spring	Classroom Teachers Instructional Coach/Principal March: June:	0
		K/1 implementation of research based writing structures	Classroom observations LEAD Time Notes/Agendas Lesson plans	Classroom Teachers Instructional Coach/Principal March: June:	Title I (2,000)
		Implementation of No Red Ink program in grade 5	Classroom observations Lesson Plans	Classroom Teachers Instructional Coach/Principal March: June:	Title I (2,000)

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 May 2025, Jefferson will improve the percentage of students within the following gap groups scoring proficient or above in READING on the state assessments as follows. African Americans from 17% to 25%; Economically disadvantaged from 32% to 44.0%; Students with disabilities from 13% to 20.0%.	KCWP 2: Design and Deliver Instruction KCWP 4: Review, Analyze and Apply Data Results KCWP 5: Design, Align and Deliver Support	Create a master schedule that is efficient/effective for co teaching with gen. ed teacher/sped teacher which allows for intentional targeted instruction for all students.	Master Schedule Lesson Plans Feedback from teachers	Classroom Teachers/Special Ed Teachers Instructional Coach/Principal March: June:	0
		Students (K-5) will utilize the Lexia Core 5 Reading Program according to their individualized target.	Lexia Reports, NWEA MAP Data from Fall to winter, winter to spring, BAS assessments	Classroom Teachers Instructional Coach/Principal March: June:	Title I
		All k-2 grade classrooms will implement UFLI to enhance students' foundational phonics skills	BAS assessments, MAP data from fall to winter, to winter to spring in reading	Classroom Teachers Instructional Coach/Principal March: June:	SBDM/Title 1 (1000)
		All 1st-5th grades students will utilize Accelerated Reader to enhance students independent reading	BAS assessments, MAP data from fall to winter, to winter to spring in reading	Classroom Teachers/Media Specialists Instructional Coach/Principal March: June:	Title I (\$5000)
		Based upon Benchmark Assessment Data, teachers will provide small group instruction targeting individual reading behaviors	BAS results, NWEA MAP Data from Fall to winter, and winter to spring	Classroom Teachers Instructional Coach/Principal March: June:	Title I
		Classroom teachers and co-teachers will collaborate for guided reading (small group) instruction to meet with more student groups throughout the week.	BAS data, NWEA MAP fall to winter and winter to spring, classroom observations	Classroom Teachers/Special Education Instructional Coach/Principal March: June:	0

		JAG Time (tier II) provided for k-5 students. Additional time outside of the core that is targeted toward essential reading skills that were not mastered	Formative and summative assessments, STAR data, NWEA MAP fall to winter and winter to spring, classroom observations	Classroom Teachers/Intervention Teacher Instructional Coach/Principal March: June:	District Funded (Interventionist)
		Additional reading instruction provided for tier III students that does not conflict with their core reading instructional.	Formative and summative assessments, STAR data, NWEA MAP fall to winter and winter to spring, classroom observations	Classroom Teachers/Intervention Teacher Instructional Coach/Principal March:Implemented June:Implemented	Title I (100,000)
Objective 2 By May 2025, Jefferson will improve the percentage of students within the following gap groups scoring proficient or above in MATH on the state assessments as follows. African Americans from 29.0% to 35.0%; Economically disadvantaged from 42.0% to 50.0%; Students with disabilities from 6% to 15%.	KCWP 2: Design and Deliver Instruction KCWP 4: Review, Analyze and Apply Data Results KCWP 5: Design, Align and Deliver Support	Create a master schedule that is efficient/effective for co teaching with gen. ed teacher/sped teacher which allows for intentional targeted instruction for all students.	Master Schedule Lesson Plans Feedback from teachers	Classroom Teachers/Special Ed. Teachers Instructional Coach/Principal March: June:	0
		Splash Learn, My Path Math, Prodigy computer based programs will be utilized to enhance student math achievement	Reports,NWEA MAP Data from Fall to winter, winter to spring	Classroom Teachers Instructional Coach/Principal March: June:	Title I (5000)
		JAG Time (tier II) provided for k-5 students. Additional time outside of the core that is targeted toward essential reading skills that were not mastered	NWEA MAP Data from Fall to winter, winter to spring, Formative and Summative Data	Classroom Teachers Instructional Coach/Principal March: June:	0
		Additional math instruction provided for tier III students that does not conflict with their core reading instructional.	NWEA MAP Data from Fall to winter, winter to spring, Formative and Summative Data	Classroom Teachers/Intervention Teacher Instructional Coach/Principal March: June:	Title I (100,000)

4: English Learner Progress

Goal 4 (State your English Learner goal.): By May 2027 , Jefferson will improve the percentage of students scoring proficient on the WIDA ACCESS Assessment from 60.9% in 2023 to 65%.					
Objective	Strategy	Activities	Measure of Success	Progress Monitoring	Funding
Objective 1 By May 2025 , 80% of our English Learners at Jefferson will increase one performance level on the WIDA ACCESS assessment.	KCWP 2: Design and Deliver Instruction KCWP 4: Review, Analyze and Apply Data Results KCWP 5: Design, Align and Deliver Support	Targeted ELL students will utilize Imagine Learning (60mins) weekly.	Imagine Learning Program Reports	Teachers Instructional Coach/Principal March: June:	District Funding
		ELL teachers will use ELD Curriculum during ELL resource time.	BAS data, NWEA MAP assessment from fall to winter and winter to spring	Teachers Instructional Coach/Principal March: June:	District Funding
		ELL instructor or Assistant co-teaches with general education during core instruction.	BAS data, NWEA MAP assessment from fall to winter and winter to spring	Teachers Instructional Coach/Principal March: June:	0
		ELL students receive guided reading instruction that targets students' specific needs.	BAS data, NWEA MAP assessment from fall to winter and winter to spring	Teachers Instructional Coach/Principal March: June:	0
		Targeted ELL students may receive tier II/III instruction in the areas of reading and/or math.	BAS data, Growth on their monthly STAR Reading Assessment, NWEA MAP assessment from fall to winter and winter to spring	Teachers/Interventionists Instructional Coach/Principal March: June:	Title I Funding (100,000)
Objective 2 By May 2024 , Jefferson will improve the percentage of students scoring proficient on the WIDA ACCESS assessment from 60.9% to 62%.	KCWP 2: Design and Deliver Instruction KCWP 4: Review, Analyze and Apply Data Results KCWP 5: Design, Align and Deliver Support	Targeted ELL students will utilize Imagine Learning (60mins) weekly.	Imagine Learning Program Reports	Teachers Instructional Coach/Principal March: June:	District Funding
		ELL teachers will use ELD Curriculum during ELL resource time.	BAS data, NWEA MAP assessment from fall to winter and winter to spring	Teachers Instructional Coach/Principal March: June:	District Funding
		ELL students receive guided reading instruction that targets students' specific needs.	BAS data, NWEA MAP assessment from fall to winter and winter to spring	Teachers Instructional Coach/Principal March: June:	0

Goal 4 (State your English Learner goal.): By May 2027 , Jefferson will improve the percentage of students scoring proficient on the WIDA ACCESS Assessment from 60.9% in 2023 to 65%.					
Objective	Strategy	Activities	Measure of Success	Progress Monitoring	Funding
		Targeted ELL students may receive tier II/III instruction in the areas of reading and/or math.	BAS data, Growth on their bi monthly STAR Reading Assessment, NWEA MAP assessment from fall to winter and winter to spring	Teachers/Interventionists Instructional Coach/Principal March:I June:	Title I (100,000)
		ELL instructor or Assistant co- teachers with general education during core instruction.	BAS data, NWEA MAP assessment from fall to winter and winter to spring	Teachers Instructional Coach/Principal March: June:	0

5: Quality of School Climate and Safety

Goal 5: By May 2027, Jefferson students in grades 3-5 will increase their score on the Quality of School Climate and Safety Survey from an 81.9 to 83 on the Kentucky State Assessment.					
Objective	Strategy	Activities	Measure of Success	Progress Monitoring	Funding
Objective 1 By May 2024, Jefferson students in grades 3-5 will increase their score from 89.4 to 92 on the Climate portion of the Quality of School Climate and Safety Indicator on the 2024 Kentucky Summative Assessment.	KCWP 2: Design and Deliver Instruction KCWP 4: Review, Analyze and Apply Data Results KCWP 5: Design, Align and Deliver Support	Student led JEFFE news that deals with current events, birthday, introduces staff members, jokes, weather, recognizes students and teachers	Monthly Behavior Reports, PBIS data, feedback from students/teachers	Teachers/STLP Coach Instructional Coach/Principal March: June:	SBDM Funds (2000)
		FriDAYYYY Assembly where we celebrate student and their successes and come together as a family to close out the week	Monthly Behavior Reports, PBIS data, feedback from students/teachers	Teachers Instructional Coach/Principal March: June:	0
		Implementation of PBIS/ CHAMPS expectations/procedures daily	Monthly Behavior Reports, PBIS data, feedback from students/teachers	Teachers/ALL STAFF Instructional Coach/Principal March: June:	SBDM (2000)
		Jeffe's General Store-students visit monthly to cash in their PBIS points that have been earned throughout the weeks for experiences and/or prizes.	Monthly Behavior Reports, PBIS data, feedback from students/teachers	Teachers Instructional Coach/Principal March: June:	Activity Fund/SBDM Funds(5000)
		implementation of PBIS App with teachers and parents	Monthly Behavior Reports, PBIS data, feedback from students/teachers	Teachers Instructional Coach/Principal March: June:	District Funded
		SAM to help with discipline and build connections with students and families	Monthly Behavior Reports, PBIS data, feedback from students/teachers	Teachers Instructional Coach/Principal March: June:	District Funded
		Leader of the Month Assemblies that are connected to Character Strong/Leader of the year Assembly	Monthly Behavior Reports, PBIS data,	Teachers Instructional Coach/Principal March: June:	Activity Funds (1000)
		Daily calls home and/or Home Visits for students that are absent and have not called in or have chronic attendance issues to build school/home relationship	Daily/Monthly/Quarterly attendance reports	Teachers Instructional Coach/Principal/SAM/FRC March: June:	0

Goal 5: By May 2027, Jefferson students in grades 3-5 will increase their score on the Quality of School Climate and Safety Survey from an 81.9 to 83 on the Kentucky State Assessment.					
Objective	Strategy	Activities	Measure of Success	Progress Monitoring	Funding
		Monthly Birthday Celebration Ships for students	Monthly Feedback from Students/Families	SAM/FRC/Principal March: June:	Sponsored by Pittsburg Tank and Tower
Objective 2 By May 2024, Jefferson students in grades 3-5 will increase their score from 83.5 to 85 on the Safety portion of the Quality of School Climate and Safety Indicator on the 2024 Kentucky Summative Assessment.	KCWP 2: Design and Deliver Instruction KCWP 4: Review, Analyze and Apply Data Results KCWP 5: Design, Align and Deliver Support	Character Strong program that promotes students feeling safe at school.	Monthly Behavior Reports, PBIS data,	Teachers Instructional Coach/Principal March: June:	District Funded
		School counselor will implement Sources of Strength Curriculum into lessons.	Monthly Behavior Reports, PBIS data, Weekly Lesson Plans	Guidance Counselor Instructional Coach/Principal March: June:	0
		Students and staff will practice safety drills monthly (expectations and procedures).	feedback from staff safety reports/reflections	All staff Instructional Coach/Principal March: June:Implemented	0
		Conduct safety surveys with students in January and analyze data to identify areas to increase a sense of safety.	Feedback from surveys/reflections	Teachers Instructional Coach/Principal March: June:	0
		SAM to help with safety, student behavior, safety concerns, and attendance concerns	Monthly Behavior Reports, PBIS data,	Teachers Instructional Coach/Principal March: June:	District Funded

6: Postsecondary Readiness (High School Only)

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

7: Graduation Rate (High School Only)

Goal 7 (State your graduation goal.):					
Objective	Strategy	Activities	Measure of Success	Progress Monitoring	Funding
Objective 1					
Objective 2					

8: Other (Optional)

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

Addendum for Schools Identified for Targeted or Comprehensive Support

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

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

Special Considerations for Targeted Support and Improvement (TSI) including Additional Targeted Support and Improvement (ATSI) Schools

TSI schools (including ATSI schools) must embed their subgroup(s) plan for improvement within their CSIPs. TSI stakeholders, including the principal and other school leaders, teachers, and parents, should carefully consider what must be done to ensure the subgroup(s) perform(s) at high levels in the state accountability system. In addition to identifying strategies and activities within the CSIP that address the specific needs of underperforming groups, provide narrative information regarding the additional requirements for TSI schools in the following chart:

Components of Turnaround Leadership Development and Support:
Consider: How will you ensure that school leadership has or develops the skills and disposition to achieve accelerated, meaningful, and sustainable increases in student achievement for underperforming subgroups? Response:
Identification of Critical Resources Inequities:
Consider: Describe the process used to review the allocation and use of resources (people, time, and money), any resource inequities that were identified that may contribute to underperformance, and how identified resource inequities will be addressed. Response:
Additional Actions That Address the Causes of Consistently Underperforming Subgroups of Students
Consider: Describe the process used to review the learning culture related to your targeted subgroup(s) and any additional actions that were determined to address the causes of underperformance. Response:
Targeted Subgroups and Evidence-Based Interventions:
Consider: Identify the areas of need revealed by the analysis of academic and non-academic data that will be addressed through CSIP activities for your targeted subgroup(s). What evidence-based practice(s) will the school incorporate that specifically targets the subgroup(s) achievement that contributed to the TSI identification? How will we monitor the evidence-based practice to ensure it is implemented with fidelity? Response:
Complete the table on the next page to document the evidence that supports the Activities outlined in this plan. Additional rows may be added to accommodate additional pieces of evidence.

TSI/ATSI Evidence-based Practices

The Every Student Succeeds Act (2015) created new expectations for evidence-based decision making at school and district levels. More specific information regarding evidence-based practices (EBP) and requirements can be found on the Kentucky Department of Education’s [Evidence-based Practices website](#). While evidence documentation in the CSIP is only required for schools identified for Targeted Support and Improvement (TSI) including Additional Targeted Support and Improvement (ATSI) and Comprehensive Support and Improvement (CSI), KDE encourages all school leaders to review evidence related to new programs, practices, or interventions being implemented in the school. In addition to documenting the evidence below, TSI, ATSI and CSI schools are expected to upload a description of their evidence review process, the findings of their evidence review, and a discussion of the local implications into the CIP.

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

Complete the table below to document the evidence that supports the Activities outlined in this plan. Additional rows may be added to accommodate additional pieces of evidence.

Evidence-based Activity	Evidence Citation	Uploaded in CIP
Train staff to implement inductive teaching strategies.	Hattie, J. (2009). Visible Learning: a synthesis of over 800 meta-analyses relating to achievement. Routledge: New York, NY.	<input checked="" type="checkbox"/>
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Special Considerations for Comprehensive Support and Improvement (CSI) Schools

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

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

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

CSI Evidence-based Practices

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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.

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