

## 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. Decrease percentage of students with disabilities Novice in Reading
2. Decrease number of Novice in all GAP groups

### 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. Special education teachers and general education teachers will work together to help students with disabilities gain knowledge on their level and grade level. This will work by planning, working together, and inclusion of all students in learning.
2. Character education program will be implemented school wide. This will help with SEL, academic, and behavioral competencies of students.

### Indicator Scores

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

| Indicator   | Status | Change |
|---|--------|--------|
| State Assessment Results in reading and mathematics             | 62.9   | +8.2   |
| State Assessment Results in science, social studies and writing | 49.1   | +8.4   |
| English Learner Progress  | N/A    | N/A    |
| Quality of School Climate and Safety                            | 81.5   | +0.2   |
| Postsecondary Readiness (high schools and districts only)       |        |        |
| Graduation Rate (high schools and districts only)               |        |        |

Explanations/Directions

**Goal:** Schools should determine long-term goals that are three- to five-year targets for each required school level indicator. Elementary/middle schools must address state assessment results in reading and mathematics, state assessment results in science, social studies and writing, achievement gap, English learner progress, and quality of school climate and safety. High schools must address state assessment results in reading and mathematics, state assessment results in science, social studies and writing, achievement gap, English learner progress, quality of school climate and safety, postsecondary readiness, and graduation rate. Long-term goals should be informed by The Needs Assessment for Schools.

| Objective  | Strategy  | Activities   | Measure of Success  | Progress Monitoring   | Funding   |
|--|---|--|---|---|---|
| <p>Schools should determine short-term objectives to be attained by the end of the current academic year. Objectives should address state assessment results and/or aligned formative assessments. There can be multiple objectives for each goal.</p> | <p>Describe your approach to systematically address a process, practice, or condition that was identified as a priority during the Needs Assessment for Schools. There can be multiple strategies for each objective. The strategy can be based upon <a href="#">Kentucky's six (6) Key Core Work Processes</a> or another established improvement approach (i.e. <i>Six Sigma, Shipley, Baldrige, etc.</i>).</p> | <p>Describe the actionable steps the school will take to deploy the chosen strategy. There can be multiple activities for each strategy.</p> | <p>List the criteria that will gauge the impact of your work. The measures may be quantitative or qualitative but are observable in some way. Consider measures of input as well as outcomes for both staff and students.</p> | <p>Describe the process used to assess the implementation of the plan, the rate of improvement, and the effectiveness of the plan. Your description should include the artifacts to be reviewed, specific timelines, and responsible individuals.</p> | <p>List the specific federal, state, or local funding source(s) used to support each improvement initiative. If your school is a recipient of Title I, Part A funds, your CSIP serves as your annual plan and must indicate how Title I funds are utilized to carry out the planned activities.</p> |

1: State Assessment Results in Reading and Mathematics

| Goal 1 (State your reading and math goal.): <b>Reading:</b> By 2025, 70% of South Heights' students in grades 3-5 will score proficient/distinguished on the state assessment.<br><b>Math:</b> By 2025, 60% of South Heights' students in grades 3-5 will score proficient/distinguished on the state assessment |  |  |   |                               |   |
|--|--|--|---|-------------------------------|---|
| Objective  | Strategy   | Activities   | Measure of Success  | Progress Monitoring           | Funding                                     |
| Objective 1 By 2024, at least 70% of students will score at or above proficiency in Reading.   | <b>KCWP 1: Design and Deploy Standards-</b> Through development of curriculum maps and pacing guides using state standards, teachers will be able to execute standards through instructional objectives and learning trajectories.   | <b>Planning/Instruction:</b> K-5 ELA teachers will develop a comprehensive and rigorous plan in a combined effort to create more grade level readers and decrease novice readers. This plan will ensure no instructional gaps in the essential skills and content taught at each grade level. ELA teachers will participate in district PLCs that will provide learning opportunities of the Fountas and Pinnell Classroom. They will be provided time daily for lesson planning, to share effective strategies/activities and analyze student work. | Increase in Proficient and Distinguished readers; decrease in novice readers  |                               | District Funded                             |
|  |  | <b>Instruction:</b> ELA Teachers will implement 180 minutes daily of reading/language arts instruction using a variety of resources including FPC & StoryWorks Magazine (2-5) to include phonics, fluency, vocabulary, grammar, writing, comprehension instruction with whole group, small group, and one-on-one activities.   | Increase in Proficient and Distinguished readers; decrease in novice readers  |                               | District funded and Title I for Story Works |
|  | <b>KCWP 2: Design and Deliver Instruction-</b> Teachers and staff will implement appropriate literary strategies to increase student achievement in reading during Tier I instruction. Tier II and Tier III supports are designed to help students meet annual growth, in addition to catch up growth. | <b>ESS:</b> Targeted students will receive ESS services for additional reading instruction after school for 1 hour weekly during the school day. Fulltime interventionist teacher will provide this instruction  | Increased reading achievement   |                               | ESS \$12000                                 |
|  |  | <b>Lexia:</b> All students, K-5, will complete Lexia Literacy lessons for a minimum of 30 minutes daily to reinforce and support reading growth.   | Increased reading achievement   |                               | \$6000                                      |
|  |  | <b>KCWP 3: Design and Deliver Assessment Literacy-</b> Using a balanced assessment system, teachers will be able to inform their instruction and help  | <b>Supplemental Resources:</b> K-5 teachers have IXL and BrainPOP accounts for each student to provide learning opportunities to practice and reinforce needs skills. | Increased reading achievement |   |

| Goal 1 (State your reading and math goal.): <b>Reading:</b> By 2025, 70% of South Heights’ students in grades 3-5 will score proficient/distinguished on the state assessment.<br><b>Math:</b> By 2025, 60% of South Heights’ students in grades 3-5 will score proficient/distinguished on the state assessment |   |  |  |                     |                 |
|--|---|--|--|---------------------|-----------------|
| Objective  | Strategy  | Activities   | Measure of Success   | Progress Monitoring | Funding         |
|  | students self-regulate their own learning.  | <b>Assessment:</b> Grades 1-5 students will be administered the Benchmark Assessment System (BAS) 2x yearly to measures, comprehension, fluency, and accuracy. The data is used to place students in guided reading groups to further their abilities.   | Increase in Proficient and Distinguished readers; decrease in novice readers         |                     | \$0             |
|  |   | <b>Work Analysis:</b> Teachers in grades K-5 will analyze student work, including but not limited to the Reading Inventory Continuum, BAS, and other grade level common and formative assessments. Teachers will be responsible for keeping data to show progress and need for intervention, including but not limited to Sight Words, Fluency and comprehension checks. The students who lack progress in the areas are closely monitored through RTI time. | Mastery of Reading Skills  |                     | \$0             |
|  |   | <b>Assessment:</b> MAP is administered twice yearly to K-5 <sup>th</sup> grade students in the area of reading. Students’ mastery of reading skills is tracked using Lexia, and the Benchmark Assessment System (BAS). The results are analyzed and instructional strategies are implemented to best meet the needs of students.   | Increased reading achievement  |                     | \$0             |
|  |   | <b>Assessment:</b> K students’ mastery of reading skills is tracked using the Reading Continuum Inventory (RIC).<br><b>Assessment:</b> Students in grades 3-5 take common assessments, and the results are analyzed and instructional strategies are implemented to best meet the needs of students  | Increased reading achievement  |                     | \$0             |
| Objective 2 By 2024, at least 60% of students will score at or above proficiency in Math.  | <b>KCWP 1: Design and Deploy Standards-Through</b> development of curriculum maps and pacing guides using state standards, teachers will be able to execute standards through | <b>Instruction:</b> Teachers will implement at least 60 minutes daily of math instruction with MIF curriculum including pre-assessments, guided practice, reteach, extra practice, chapter reviews, and test preps.  | Increase Proficient and Distinguished scores in Math; decrease Novice scores in math |                     | District Funded |

Goal 1 (State your reading and math goal.): **Reading:** By 2025, 70% of South Heights’ students in grades 3-5 will score proficient/distinguished on the state assessment.  
**Math:** By 2025, 60% of South Heights’ students in grades 3-5 will score proficient/distinguished on the state assessment

| Objective | Strategy  | Activities   | Measure of Success   | Progress Monitoring | Funding        |
|-----------|---|--|--|---------------------|----------------|
|           | instructional objectives and learning trajectories.   | Teachers will instruct 30 minutes daily using Everyday Calendar Counts Calendar Math through the use of manipulatives and Activboards  |  |                     |                |
|           |   | <b>Supplemental Resources:</b> K-5 teachers have Reflex and BrainPOP accounts for each student to provide learning opportunities that allows for practice and reinforcement of needs skills.   | Increased math achievement   |                     | Ttile 1 \$5000 |
|           | <b>KCWP 2: Design and Deliver Instruction-</b> Teachers and staff will implement appropriate literary strategies to increase student achievement in reading during Tier I instruction. Tier II and Tier III supports are designed to help students meet annual growth, in addition to catch up growth | <b>Assessment:</b> MAP is administered twice yearly to K-5 <sup>th</sup> grade students in the area of math. Results are analyzed and small groups are developed to better meet students mathematical needs. The results will be analyzed changes in instruction will be made to best meet students’ academic needs in mathematics | Increase Proficient and Distinguished scores in Math; decrease Novice scores in math |                     | \$0            |
|           |   | <b>Work Analysis:</b> Teachers will give 2 to 4 (depending on grade level) district common assessments to allow for timed practice and to determine mastery of content. The student score data will be analyzed to decide re-teaching strategies and design instruction.   | Increase Proficient and Distinguished scores in Math; decrease Novice scores in math |                     | \$0            |
|           | <b>KCWP 3: Design and Deliver Assessment Literacy-</b> Using a balanced assessment system, teachers will be able to inform their instruction and help students self-regulate their own learning   |  |  |                     |                |

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

| Goal 2 (State your science, social studies, and writing goal.): By 2024, South Heights will improve the percentage of students scoring P/D in the separate academic indicator subjects as follows. |   |  |  |                     |                 |
|--|---|--|--|---------------------|-----------------|
| Science: 60%   |   | Social Studies: 45%  |  | Writing: 55%        |                 |
| Objective  | Strategy  | Activities   | Measure of Success   | Progress Monitoring | Funding         |
| Objective 1 By 2025, the percentage of students scoring P/D in Science will increase to at least 60%.  | <b>Design and Deploy Standards-</b><br>A variety of planning occurs to ensure Science standards are covered K-5.  | <b>Science:</b> Science teachers from each elementary school collaborated to create a district wide “Science Plan” for grades K-5. The plan is divided into four marking periods and follows “Mystery Science” units and Bringing Science Alive.           | Students will enter each grade level with more science and engineering experience. This will translate into an increase in % P/D in Science on the KSA test. |                     | District funded |
|  |   | <b>Science:</b> At the conclusion of each Science Unit, the teacher will administer a TCT from the bank. Each grade level administers a minimum of 2 TCTs each school year.  | Students will enter each grade level with more science and engineering experience. This will translate into an increase in % P/D in Science on the KSA test. |                     | District Funded |
|  | <b>Design and Deliver Instruction-</b><br>Teachers deliver science instruction a minimum of 2xs per week. Fourth grade teachers deliver science instruction daily | <b>Science:</b> A master schedule was created to include science integration for grades K-5.   | Students will enter each grade level with more science and engineering experience. This will translate into an increase in % P/D in Science on the KSAtest   |                     | \$0             |
|  |   | <b>Science:</b> The teacher will use Mystery Science Units, Bring Science Alive and other resources to address NGSS.   | Increased science knowledge that will increase % of P/D on the KSA test.   |                     | District Funded |
|  | <b>Review, Analyze, and Apply Data Results-</b> Data from TCTs are used to inform instruction at grades K-5.  | <b>STEAM Lab</b> —The media center has been transformed into a STEAM lab. Weekly, students participate in STEAM activities during their scheduled “library” time. The lab is also available for additional class use as an extension of classroom lessons. | Increased % of P/D scores on the science KSA.  |                     | \$0             |
|  |   | <b>Science:</b> TCTs are analyzed by the teachers to help find gaps and reinforce science instruction.   | Increased % of P/D scores on the science KSA.  |                     | \$0             |
| Objective 3:By 2025, the percentage of students  | <b>Design and Deploy Standards-</b>   | <b>Writing:</b> The Curriculum committee collaborated to create a school wide “Writing Plan”. This plan chunks grade   | Students will enter each grade level as better writers. This will  |                     | \$0             |



| Goal 2 (State your science, social studies, and writing goal.): By 2024, South Heights will improve the percentage of students scoring P/D in the separate academic indicator subjects as follows. |  |   |  |                     |         |
|--|--|---|--|---------------------|---------|
| <b>Science: 60%</b>  |  | <b>Social Studies: 45%</b>  |  | <b>Writing: 55%</b> |         |
| Objective  | Strategy   | Activities  | Measure of Success   | Progress Monitoring | Funding |
| scoring P/D in Writing will increase to least 53%.   | A variety of planning occurs to ensure Writing standards are covered K-5.  | level standards into the most necessary foundational knowledge needed at each level to develop quality writers. The plan maps out expectations for both paragraph/On Demand Writing, as well as constructed response (ER and SA | translate into an increase in % P/D in Writing on the KSA test   |                     |         |
|  |  | <b>Writing:</b> ELA pacing guides were created in grades 3-5 with the input of teachers across the district. These pacing guides include the writing standards and when specific pieces should be taught and assessed.          | Students will enter each grade level as better writers. This will translate into an increase in % P/D in Writing on the KSA test.          |                     | \$0     |
|  | <b>Design and Deliver Instruction-</b><br>K-4th grade teachers deliver explicit writing instruction a minimum of 3xs per week. Fifth grade teachers deliver writing instruction 4 days weekly. | <b>Writing:</b> With paragraph writing, teachers use Writing revolution. This is outlined in the school writing plan, with examples.  | Students will enter each grade level as better writers. This will translate into an increase in % P/D in Writing on the KSA test.          |                     | \$0     |
|  |  | <b>Writing:</b> Lesson plan expectations and master schedule require writing instruction to occur a minimum of 3x per week in grades K-4. Writing instruction occurs 4x weekly in 5 <sup>th</sup> grade.                        | Students will enter each grade level as better writers. This will translate into an increase in % P/D in Writing on the KSA test           |                     | \$0     |
|  |  | <b>Writing:</b> Teachers in grades 2-5 provide weekly modeling of constructed responses using CUBES. Student is required to complete one independently the same week, after modeling. Students re-write answers to proficiency. | Students will enter each grade level as better writers. This will translate into an increase in % P/D in Writing on the KSA test           |                     | \$0     |
|  | <b>Review, Analyze, and Apply Data Results-</b> Writing is collected and analyzed at the classroom, school, and district level to help improve and inform instruction                          | <b>Writing:</b> Analysis of common writing assessments (grades 3-5) occurs each marking period (1-3). Writing and scoring practices are compared across grade levels.   | District analysis of the ELA DCA (grades 3-5) occurs each marking period (1-3). Writing and scoring practices are compared across district |                     | \$0     |
|  |  |   |  |                     |         |

| Goal 2 (State your science, social studies, and writing goal.): By 2024, South Heights will improve the percentage of students scoring P/D in the separate academic indicator subjects as follows. |   |  |   |                     |         |
|--|---|--|---|---------------------|---------|
| <b>Science: 60%</b>  |   | <b>Social Studies: 45%</b>   |   | <b>Writing: 55%</b> |         |
| Objective  | Strategy  | Activities   | Measure of Success                                  | Progress Monitoring | Funding |
| Objective 3 By 2025, the percentage of students scoring P/D in Social Studies will increase to at least 45%.   | <b>Design and Deploy Standards-</b><br>A variety of planning occurs to ensure Social Studies standards are covered K-5.   | <b>Social Studies:</b> Using the KAS standards, History Alive, and other social studies resources, the fifth grade teachers will collaborate to create a school wide “Social Studies Plan”. This plan chunks grade level standards into the most necessary foundational knowledge needed at each level to develop an understanding of the social studies content. The plan is divided into four marking periods. | Increased % of P/D scores on the social Studies KSA |                     | \$0     |
|  |   | <b>Social Studies:</b> Teachers meet weekly to plan the social studies content to be taught.   | Increased % of P/D scores on the social Studies KSA |                     | \$0     |
|  | <b>Design and Deliver Instruction-</b><br>K-4 teachers deliver social studies instruction a minimum of 2xs per week. Fifth grade teachers deliver social studies instruction daily. | <b>Social Studies</b> Fifth grade teachers use a spiral review to keep concepts familiar to students throughout the school year. Students frequently answer an open-ended question daily on a topic previously covered.  | Increased % of P/D scores on the social Studies KSA |                     | \$0     |
|  |   | <b>Social Studies</b> Teachers will administer short summative assessments at the end of each marking period to ensure understanding of the social studies content.  | Increased % of P/D scores on the social Studies KSA |                     | \$0     |
|  |   |  |   |                     |         |

### 3: Achievement Gap

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

| Objective   | Strategy   | Activities  | Measure of Success   | Progress Monitoring | Funding |
|---|--|---|--|---------------------|---------|
| Objective 1 By 2025, at least 40% of students will score at or above proficiency in Reading | <b>Design and Deliver Instruction</b> -High quality Tier I instruction is provided to all gap students in all content areas. | <b>Instruction:</b> All students, including gap students, receive Tier 1 reading instruction, free of any other pullout disruptions.  | Increased percentage of students scoring P/D on Spring 2024 KSA.<br>Decrease in percentage of students scoring novice on Spring 2024 KSA |                     | \$0     |
|   |  | <b>Instruction:</b> Teachers will participate in various reading professional learning opportunities throughout the school year led by Heinemann (FPC), District Reading Coach and Instructional Coaches.   | Walk through data  |                     | \$0     |
|   |  | <b>Instruction:</b> District walkthroughs for Special Education teachers conducted by District Reading Coach, Special Education Director, and other District Office Staff, Feedback will be provided and coaching will be offered (if needed) to improve reading instruction. | Walk through data will show growth based on feedback and coaching suggestions  |                     | \$0     |
|   |  | <b>Instruction:</b> Special Education teachers and Regular classroom teachers will have a common weekly PLC time. In addition, special education teachers will have a weekly common planning time to allow for profession growth.   | Cohesiveness of lesson plans for students with disabilities.   |                     | \$0     |
|   |  | <b>Instruction (support):</b> All students, K-5, will do the Lexia Literacy Program for a minimum of 30 minutes daily to reinforce and support the components of reading.   | Increased reading achievement  |                     | \$0     |
|   |  |   |  |                     |         |

| Objective   | Strategy  | Activities  | Measure of Success   | Progress Monitoring | Funding         |
|---|---|---|--|---------------------|-----------------|
| <p>Objective 2 By 2025, at least 25% of students will score at or above proficiency in Math</p> | <p><b>Design and Delivery Assessment Literacy-</b>A combination of formative and summative assessments are used to guide instruction.</p>   | <p><b>Special Education:</b> Students with disabilities participate in all common assessments. Each student will have a testing buddy to provide accommodations.</p>  | <p>Increased percentage of students scoring P/D on Spring 2024 KSA.<br/>Decrease in percentage of students scoring novice on Spring 2024 KSA</p> |                     | <p>\$0</p>      |
|   | <p><b>Design, Align, and Deliver Support-</b>Support services help provide opportunities to our students who need additional assistance</p> | <p><b>Rtl:</b> Services will be provided school wide to all Tier II and Tier III students. Retired certified teachers will provide small group reading instructions to the Tier II students. Classroom teachers will provide small group reading instruction to all Tier III students. These small groups will include all identified gap students. Tier III students will be progressed monitored weekly using Aimsweb. Tier II students will be progressed monitored biweekly using essential learning checks appropriate to their individual need. Both Tiers will be monitored and concerns will be discussed weekly.</p> | <p>Increased reading achievement</p>   |                     | <p>\$0</p>      |
|   |   | <p><b>Gap Students:</b> All gap students receive Tier 1 math instruction, free of any other pullout disruptions.</p>  | <p>Greater achievement in math</p>   |                     | <p>\$0</p>      |
|   |   | <p><b>Instruction:</b> Teachers will participate in various math professional learning opportunities throughout the school year led by District Math Coach and Instructional Coaches.</p>   | <p>Greater achievement in math</p>   |                     | <p>\$0</p>      |
|   |   | <p><b>Rtl:</b> Services will be provided school wide to all Tier II and Tier III students. Retired Certified teachers will provide small group math instructions to the Tier III students. Classroom teachers will provide small group math instruction to all Tier II students. These small groups will include all identified gap students. Tier III students will be progressed monitored weekly using AIMS web. Tier II students will be progressed monitored biweekly using essential learning checks appropriate to</p>   | <p>Greater achievement in math</p>   |                     | <p>\$15,000</p> |

| Objective   | Strategy | Activities   | Measure of Success | Progress Monitoring | Funding |
|-------------|----------|--|--------------------|---------------------|---------|
|             |          | their individual need. Both Tiers will be monitored and concerns will be discussed weekly. |                    |                     |         |
| Objective 3 |          |  |                    |                     |         |
|             |          |  |                    |                     |         |
|             |          |  |                    |                     |         |
|             |          |  |                    |                     |         |

4: English Learner Progress

| Goal 4 (State your English Learner goal.): By Spring break 2024, ALL ELL students will make gains on KSA |   |   |                    |                     |                 |
|--|---|---|--------------------|---------------------|-----------------|
| Objective  | Strategy  | Activities  | Measure of Success | Progress Monitoring | Funding         |
| Objective 1 ELL students will score 50% on KSA and WIDA test   | ELL teacher will work on program that helps reading level of ELL students | Family connection Meetings, Parent Conference, Writing Celebration, Family Education Evening, Phone/Teams Conferences, PTA Family Fun Events, Volunteering, Principal Teams Coffee or Brown Bag Meetings and Parent led grade level meetings. | Test scores        |                     | District funded |
|  |   |   |                    |                     |                 |
|  |   |   |                    |                     |                 |
|  |   |   |                    |                     |                 |
|  |   |   |                    |                     |                 |
| Objective 2  |   |   |                    |                     |                 |
|  |   |   |                    |                     |                 |
|  |   |   |                    |                     |                 |
|  |   |   |                    |                     |                 |

5: Quality of School Climate and Safety

| Goal 5 (State your climate and safety goal.): By 2024, we will score 90% on the QSCS |                                 |  |                    |                     |         |
|--|---------------------------------|--|--------------------|---------------------|---------|
| Objective  | Strategy                        | Activities   | Measure of Success | Progress Monitoring | Funding |
| Objective 1<br>Students will score 90% on the QSCS.                                  | Check and connect with students | Each student will be connected to an adult in the building | KSA score          |                     | \$0     |
|  |                                 |  |                    |                     |         |
|  |                                 |  |                    |                     |         |
|  |                                 |  |                    |                     |         |
| Objective 2  |                                 |  |                    |                     |         |
|  |                                 |  |                    |                     |         |
|  |                                 |  |                    |                     |         |
|  |                                 |  |                    |                     |         |

6: Postsecondary Readiness (High School Only)

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



7: Graduation Rate (High School Only)

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

8: Other (Optional)

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

## Addendum for Schools Identified for Targeted or Comprehensive Support

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

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

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

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

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| <b>Components of Turnaround Leadership Development and Support:</b>  |
| <p><b>Consider:</b> 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?</p> <p><b>Response:</b></p>  |
| <b>Identification of Critical Resources Inequities:</b>  |
| <p><b>Consider:</b> Describe the process used to review the allocation and use of resources (people, time, and money), any resource inequities that were identified that may contribute to underperformance, and how identified resource inequities will be addressed.</p> <p><b>Response:</b></p>   |
| <b>Additional Actions That Address the Causes of Consistently Underperforming Subgroups of Students</b>  |
| <p><b>Consider:</b> 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.</p> <p><b>Response:</b></p>   |
| <b>Targeted Subgroups and Evidence-Based Interventions:</b>  |
| <p><b>Consider:</b> 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?</p> <p><b>Response:</b></p> |
| <p>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.</p>   |

### 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:

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

## 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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