

Christian County Middle School 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.

Our main concerns are:

- Reduce novice in Reading and Math for all students
- Reduce Novice in Social Studies as the index declined nearly 9 points from the previous year
- Reduce number of students with an IEP scoring novice in Reading and Math

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

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

KCWP 1: Design and Deploy Standards

- Ensure monitoring measures are in place to support high fidelity in teaching to the standards, by way of peer observations, formal and informal observations, classroom data, and standards mastery checks.
- Determine if assignments/activities/assessments reflect the learning targets students have had the opportunity to learn.
- Monitoring systems are in place to ensure the intended curriculum is being implemented with a high level of fidelity (e.g., complete document is consistently used by all staff, the intent of the standard is preserved).

KCWP 2: Design and Deliver Instruction

- Ensure congruency is present between standards, learning targets, and assessment measures.
- Teachers utilize evidence-based instructional practices (e.g., modeling, discussion, questioning, feedback) to ensure cognitive engagement.
- Implement formal and informal processes that teachers and students utilize to gather evidence to directly improve the learning of students assessed.

Indicator Scores

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

Indicator	Status	Change
State Assessment Results in reading and mathematics	Low (47.7)	Increase (+ 0.7)
State Assessment Results in science, social studies and writing	Low (45.0)	Decline (-2.5)
English Learner Progress	N/A	N/A
Quality of School Climate and Safety	Medium (66.9)	Increase (+3.2)
Postsecondary Readiness (high schools and districts only)	N/A	N/A
Graduation Rate (high schools and districts only)	N/A	N/A

Explanations/Directions

<p>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.</p>					
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 Kentucky's six (6) Key Core Work Processes or another established improvement approach (i.e. <i>Six Sigma, Shipley, Baldrige, etc.</i>).</p>	<p>Describe the actionable steps the school will take to deploy the chosen strategy. There can be multiple activities for each strategy.</p>	<p>List the criteria that will gauge the impact of your work. The measures may be quantitative or qualitative but are observable in some way. Consider measures of input as well as outcomes for both staff and students.</p>	<p>Describe the process used to assess the implementation of the plan, the rate of improvement, and the effectiveness of the plan. Your description should include the artifacts to be reviewed, specific timelines, and responsible individuals.</p>	<p>List the specific federal, state, or local funding source(s) used to support each improvement initiative. If your school is a recipient of Title I, Part A funds, your CSIP serves as your annual plan and must indicate how Title I funds are utilized to carry out the planned activities.</p>

1: State Assessment Results in Reading and Mathematics

Goal 1 (State your reading and math goal.):					
<ul style="list-style-type: none"> • Reading: 62.1% of CCMS students will be proficient on Reading KSA by 2027. • Math: 45.7% of CCMS students will be proficient on Math KSA by 2027. 					
Objective	Strategy	Activities	Measure of Success	Progress Monitoring	Funding
Objective 1 Reading – Increase the number of students scoring proficient and distinguished in reading from 35% to 37% by May 2025.	KCWP 1 : Design and Deploy Standards	Through the PLC process, teachers are studying all parts of the standards using Kentucky Academic Standards.	Improved collaboration in PLC	<ul style="list-style-type: none"> • Map - Fall • Unit Common Assessments • Masteryconnect - Fall, Winter, Spring 	Title 1 General
		Teachers are making sure the text and tasks provided by the HQIR align to the rigor of the standard and ensuring that unit assessments align with the rigor of the standards. <ul style="list-style-type: none"> • Aligned and rigorous instruction, including Tier 2-3 instruction • Aligned formative and summative assessments 	Data analysis shows increased mastery of standards		
		Reading teachers attend district ELA cohorts around the study of standards and the HQIR.	Classroom observations through data and feedback to ensure expectations and fidelity.		
Objective 2	KCWP 2: Design and Deliver Instruction	Teachers are planning and reflecting on standards aligned lessons that meet diverse student needs.	Data analysis shows increased mastery of standards	<ul style="list-style-type: none"> • Classroom observation tool - Domain 3 • Unit Common Assessments • Masteryconnect - Fall, Winter, Spring • Formative assessment during skills based intervention 	Title 1 General ESS
		Through PLC, teachers are learning Cognitive Engagement Strategies they can use in the classroom to improve student engagement and student discourse.	Increased student cognitive engagement observed		
		Teachers will design and deliver skills based reading intervention through various supplemental resources.	Data analysis shows increased mastery of standards on unit assessments and benchmarks		
Objective 2 Math – Increase the number of students scoring proficient and distinguished in math from 27% to 33% by May 2025.	KCWP 1 : Design and Deploy Standards	Through the PLC process, teachers are studying all parts of the standards using Kentucky Academic Standards.	Improved collaboration in PLC	<ul style="list-style-type: none"> • Map - Fall • Unit Common Assessments • Masteryconnect - Fall, Winter, Spring 	Title 1 General
		Teachers are making sure the math tasks provided by the HQIR align to the rigor of the standard and ensuring that unit assessments align with the rigor of the standards. <ul style="list-style-type: none"> • Aligned and rigorous instruction, including Tier 2-3 instruction 	Data analysis shows increased mastery of standards		

Goal 1 (State your reading and math goal.): <ul style="list-style-type: none"> • Reading: 62.1% of CCMS students will be proficient on Reading KSA by 2027. • Math: 45.7% of CCMS students will be proficient on Math KSA by 2027. 					
Objective	Strategy	Activities	Measure of Success	Progress Monitoring	Funding
		<ul style="list-style-type: none"> • Aligned formative and summative assessments 			
	KCWP 2: Design and Deliver Instruction	Teachers are planning and reflecting on standards aligned lessons that meet diverse student needs.	Data analysis shows increased mastery of standards	<ul style="list-style-type: none"> • Classroom observation tool - Domain 3 • Unit Common Assessments • Mastery Connect - Fall, Winter, Spring • Ongoing teacher coaching Plan for PDSA 	Title 1 General ESS
		Schoolwide process for using Plan, Do, Study, Act (PDSA) within Professional Learning Communities (PLCs) to ensure: <ul style="list-style-type: none"> • Congruence between standards, learning targets, tasks, and assessments with fidelity in instructional delivery 	Progress toward annual objective monitored through disaggregated student data		
		Through PLC, teachers are learning Cognitive Engagement Strategies they can use in the classroom to improve student engagement and student discourse.	Increased student cognitive engagement observed		

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

<p>Goal 2 (State your science, social studies, and writing goal.):</p> <ul style="list-style-type: none"> • Science: 46.1 % of CCMS students will be proficient or above on KSA by 2027. • Social Studies: 62.1 % of CCMS students will be proficient or above on KSA by 2027. • Writing: 47.5% % of CCMS students will be proficient or above on KSA by 2027. 					
Objective	Strategy	Activities	Measure of Success	Progress Monitoring	Funding
<p>Objective 1</p> <p>Science – Increase the number of students scoring proficient and distinguished in science from 18% to 20% by May 2025.</p>	<p>KCWP 1 : Design and Deploy Standards</p>	<p>Through the PLC process, teachers are studying all parts of the standards using Kentucky Academic Standards (KAS) and NGSS.</p>	<p>Improved collaboration in PLC</p>	<ul style="list-style-type: none"> • Classroom observation using Science Early Implementation tool 	<p>General</p>
		<p>Teachers will reference the Standards Implementation Guide found in KAS.</p>	<p>Increase usage of Open SciEd</p>		
	<p>KCWP 2: Design and Deliver Instruction</p>	<p>Teachers are studying and implementing at least two Open SciEd units this year.</p>	<p>Increase usage of Open SciEd</p>	<ul style="list-style-type: none"> • Classroom observation using Domain 3 and Science Early Implementation tool • Unit Common Assessments • Mastery Connect - Fall, Winter, Spring 	<p>Title 1 General</p>
		<p>Teachers are building lessons that include the phenomena, inquiry, and the three dimensions for instruction & assessment.</p>	<p>Students show mastery of standards by applying knowledge to CER’s, TCT and storylines.</p>		
<p>Objective 2</p> <p>Social Studies – Decrease the number of students scoring Novice in social studies from 56% to 46% by May 2025.</p>	<p>KCWP 1 : Design and Deploy Standards</p>	<p>Through the PLC process, teachers are studying all parts of the standards using Kentucky Academic Standards.</p>	<p>Improved collaboration in PLC</p>	<ul style="list-style-type: none"> • Classroom observation using Domain 3 and Inquiry Guide 	<p>General</p>
		<p>Aligning 24 Essential Documents with Social Studies standards.</p>	<p>Unit pacing</p>		
	<p>KCWP 2: Design and Deliver Instruction</p>	<p>Teachers are following the Social Studies inquiry model to ensure there is a compelling question driving the unit along with supporting questions, opportunities to analyze text, and respond.</p>	<p>Students show understanding of the standard(s) by applying all parts of inquiry to answer the compelling question.</p>	<ul style="list-style-type: none"> • Classroom observation using Domain 3 and Inquiry Guide • Unit Common Assessments • Mastery Connect - Fall, Winter, Spring 	<p>General</p>
		<p>Teachers are utilizing Document Based Questions (DBQ’s) to allow students to read, analyze, and respond from various perspectives.</p>	<p>Reduce novice in ERQ’s.</p>		

Goal 2 (State your science, social studies, and writing goal.):					
<ul style="list-style-type: none"> ● Science: 46.1 % of CCMS students will be proficient or above on KSA by 2027. ● Social Studies: 62.1 % of CCMS students will be proficient or above on KSA by 2027. ● Writing: 47.5% % of CCMS students will be proficient or above on KSA by 2027. 					
Objective	Strategy	Activities	Measure of Success	Progress Monitoring	Funding
Objective 3 Combined Writing – Increase the number of students scoring proficient and distinguished in combined writing from 43% to 44% by May 2025.	KCWP 1 : Design and Deploy Standards	Through the PLC process, teachers are studying all parts of the standards using Kentucky Academic Standards.	Improved collaboration in PLC	<ul style="list-style-type: none"> ● Formative Assessments ● Unit Common Assessments ● Mastery Connect - Spring 	Title 1 General
		Teachers are ensuring that the writing tasks and texts, including those from released items and the HQIR, meet the rigor of the standards and that unit assessments are fully aligned with that same level of rigor.	Data analysis shows increased mastery of standards		
	KCWP 2: Design and Deliver Instruction	Teachers are planning and reflecting on standards-aligned lessons that meet diverse student needs.	Planning tasks and assessments with writing coach	<ul style="list-style-type: none"> ● Classroom observation tool - Domain 3 ● Formative Assessments ● Unit Common Assessments ● Mastery Connect - Spring 	Title 1 General
		Through PLC, teachers learn cognitive engagement strategies they can use in the classroom to improve student engagement and student discourse.	Increased cognitive student engagement observed		
		Teachers will plan and implement skills-based writing interventions using a variety of supplemental resources.	Data analysis shows increased mastery of standards		
Teachers will conduct one-on-one conferences with students to address their individual needs and provide targeted support for growth.					

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 Decrease the number of students with an IEP scoring novice on Math KSA from 56% to 55% by May 2025.	KCWP 1: Design and Deploy Standards	Through the PLC process, teachers are studying all parts of the standards through Kentucky Academic Standards when planning units.	Data analysis shows increased mastery of standards	<ul style="list-style-type: none"> ● Unit Common Assessments ● Mastery Connect - Fall, Winter, Spring 	Title 1 General
	KCWP 2: Design and Deliver Instruction	Teachers strategically select high yield instructional strategies and usage of new HQIR Into Math	Lesson Plans, PLC	<ul style="list-style-type: none"> ● Classroom observation using Domain 3 ● Unit Common Assessments ● Mastery Connect - Fall, Winter, Spring 	Title 1 General
		Professional development is provided to teachers through a Math Cohort.	Reduced novice performance on unit assessments Growth on district benchmarks		

4: English Learner Progress

Goal 4 (State your English Learner goal.): <ul style="list-style-type: none"> EL students will progress at least 2 levels on the ACCESS assessment by May 2027. 					
Objective	Strategy	Activities	Measure of Success	Progress Monitoring	Funding
Objective 1 Increase the number of Hispanic students scoring proficient and distinguished in reading from 38% to 40% by May 2025.	KCWP 1 : Design and Deploy Standards	Teachers are making sure the text and tasks provided by the HQIR align to the rigor of the standard and ensuring that unit assessments align with the rigor of the standards.	Data analysis shows increased mastery of standards	<ul style="list-style-type: none"> Classroom observation tool - Domain 3 Unit Common Assessments Mastery Connect - Fall, Winter, Spring 	General Title 1
	KCWP 2: Design and Deliver Instruction	ESL teacher will pull hispanic students for intervention and reteaching as needed.	Data analysis shows increased mastery of standards on unit assessments and benchmarks		
		Teachers will design and deliver skills based reading intervention through various supplemental resources.			

5: Quality of School Climate and Safety

Goal 5 (State your climate and safety goal.):					
<ul style="list-style-type: none"> Increase the number of students who agree/strongly agree that “My school is an encouraging place” from 65.9% to 85% by May 2027. 					
Objective	Strategy	Activities	Measure of Success	Progress Monitoring	Funding
<p>Objective 1</p> <p>Increase the number of students who agree/strongly agree that “My school is an encouraging place” from 65.9% to 71% by May 2025.</p>	<p>KCWP 6: Establishing Learning Environment and Culture</p>	<p>CCMS students feel encouraged because they have school counselors readily available to them to share their concerns, issues, and celebrations. CCMS school counselors have a positive relationship with their students by:</p> <ul style="list-style-type: none"> implementing small groups and individual counseling minute meetings with each student 	<p>Decrease in negative minor and major behavior referrals</p>	<p>Monthly monitoring of LiveSchool data</p>	<p>General</p>
		<p>MTSS for academic and behavior support</p> <ul style="list-style-type: none"> Intentional and fluid selection of students for RTI through Flex period Live School reward system with student and parent access Student Advisory Council Tier 2 and 3 supports and monitored daily, weekly, and/or monthly 	<p>Student surveys</p> <p>Feedback from Student Advisory Council</p> <p>Early Warning Tool, Attendance Report, Report Cards, Behavior Referrals</p>	<p>Increased Student survey results</p>	<p>General</p>
		<p>LiveSchool reward system - Students earn points for being prepared, respectful, having integrity, dependable, engaged, character traits, and school spirit.</p>	<p>Colonel Pride Program</p> <p>PBIS rewards</p>	<p>Monthly monitoring of LiveSchool data</p>	<p>Title 1 General</p>
		<p>Good News Cards or Parent Square messages sent home weekly to students for positive encouragement.</p>	<p>Increase the number of students who receive a positive contact home.</p>	<p>Positive contact tracker by teams to ensure every student receives at least one positive home contact</p>	<p>General</p>

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:

<p>Components of Turnaround Leadership Development and Support:</p>
<p>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?</p> <p>Response: CCMS teachers will attend professional development through the Math Cohorts and Fall and Spring Lesson Studies, which are provided by Christian County Public Schools. Math teachers and school leadership will also actively participate in PLC weekly and provide support as needed. Leadership will attend monthly Instructional Leadership Team meetings which feature dedicated time dedicated to working with the Special Education department. Leadership also participated in the development of the Special Education Strategic Plan.</p>
<p>Identification of Critical Resources Inequities:</p>
<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: CCMS uses ESS funding to provide after school tutoring. Reading and Math are using a vetted HQIR funded by CCPS. Title 1 money is also used to provide instructional materials for reading, math, science, social studies, writing, resource and intervention classes. We are looking for evidence-based resources for intervention and skills-based instruction for middle school students in the areas of math and reading. We use Title 1 money to pay for a part-time writing coach who works directly with writing teachers and students. Two permanent subs are also paid out of Title 1 money. Special Education teachers engage in PLC’s and other professional learning to develop their capacity to teach and assess grade-level standards. We are always looking for high quality instructional materials that resource teachers can use in their classrooms so students have access to standards-based instruction and assessments.</p>
<p>Additional Actions That Address the Causes of Consistently Underperforming Subgroups of Students</p>
<p>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.</p> <p>Response: CCMS students with disabilities have a high rate of novice performance in the areas of reading and math. We are focusing on reducing novice in Math through the use of HMH <i>Into Math</i> in the classroom. Math teachers have received training on the evidence-based program of <i>Into Math</i> and attend Cohorts and Lesson Studies to improve instruction. Teachers are looking closely at MAP data, district benchmarks and unit assessments to see the specific areas students are performing below grade level and creating specific small group instruction during RTI based on the data. We also have a high rate of students with disabilities scoring novice in Reading. This year, ELA teachers are using Savvas <i>My Perspectives</i> as their HQIR. We have also purchased Savvas <i>Success Maker</i> for reading intervention along with supplemental resources for skills based reading instruction.</p> <p>The process used to review the learning culture related to Special Education was an examination of observations, resources, and student work. As a result, it was found that students in resource settings were less likely to have access to standards-based instruction and assessments in resource settings, which could have been a contributing factor to the special education student’s underperformance on KSA. As a result, the following actions will be implemented to ensure students with disabilities have access to grade level standards instruction and are assessed used assessments aligned to grade-level assessments:</p> <ul style="list-style-type: none"> ● Engage Special Education teachers in PLCs and other professional learning to develop their capacity to teach and assess grade-level standards. ● Conduct observations of students with disabilities will include analysis of instructional and assessment tasks, with an expectation there should be a balance of IEP skills and grade-level work. ● Implement standards-based benchmark assessments 3 times per year to monitor and inform student learning.

- Establish and regularly utilize assessment buddies to ensure approved assessment accommodations are provided for each student.

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: The area of need revealed by the analysis of academic and non-academic data that is addressed through CSIP activities is math proficiency for our Special Education population. The evidence-based practice that will target Math for our students with disabilities is *HMH Into Math*. This practice will be monitored through weekly PLC meetings, through data analysis following each round of MasteryConnect/Benchmark testing three times yearly, and through classroom observations.

An additional area of need revealed by the analysis of academic and on-academic data that is addressed through CSIP activities is novice reduction in Reading for our Special Education population. The evidence-based practices that will target reading for our students with disabilities is explicit teaching, modeling and scaffolding of content. These practices will be monitored through weekly PLC meetings, through data analysis following each round of MasteryConnect/Benchmark testing 3 times yearly, and through classroom observations.

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). <i>Visible Learning: a synthesis of over 800 meta-analyses relating to achievement</i> . Routledge: New York, NY.	<input checked="" type="checkbox"/>
Explicit Teaching and Modeling	Hattie, J. (2012). Visible learning for teachers: Maximizing impact on learning. New York, NY: Routledge.	X
HMH <i>Into Math</i>	https://edreports.org/reports/overview/hmh-into-math-2020	X
Savvas <i>My Perspectives</i>	https://edreports.org/reports/overview/myperspectives-2023	X
		<input type="checkbox"/>

Special Considerations for Comprehensive Support and Improvement (CSI) Schools

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

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

Turnaround Team:
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 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:

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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Pembroke Elementary 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.

- **Maintain and improve reading and math scores overall**
- **Improve all of our separate academic indicators**
- **Improve our scores for our students with disabilities in all areas**

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 1 – Design and Deploy Standards**
- **Review and conduct cyclic curriculum reviews / checks within PL**
 - **Determine if assignments / activities / assessments reflect the learning targets students have had the opportunity to learn**
 - **Increase collaboration in deconstructing standards and developing congruent learning targets**
- KCWP 2 – Design and Deliver Instruction**
- **Ensures congruency is present between standards, learning targets, and assessment measures**
 - **Use formative and summative evidence to inform what comes next for individual students and groups of students**
- KCWP 3 – Design and Deliver Assessment Literacy -**
- **Ensure that all assessments evolve from high-quality content standards and best evaluate student learning**
 - **Ensure formative assessment practices allow students to understand where they are going, where they are currently are, and how they can close the gap**
 - **Create intentional opportunities for students to receive and offer effective feedback during learning**

Indicator Scores

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

Indicator	Status	Change
State Assessment Results in reading and mathematics	65.4	8.2
State Assessment Results in science, social studies and writing	58.3	7.4
English Learner Progress	suppressed	suppressed
Quality of School Climate and Safety	72.5	1.5
Postsecondary Readiness (high schools and districts only)	N/A	N/A
Graduation Rate (high schools and districts only)	N/A	N/A

Explanations/Directions

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

Objective	Strategy	Activities	Measure of Success	Progress Monitoring	Funding
<p>Schools should determine short-term objectives to be attained by the end of the current academic year. Objectives should address state assessment results and/or aligned formative assessments. There can be multiple objectives for each goal.</p>	<p>Describe your approach to systematically address a process, practice, or condition that was identified as a priority during the Needs Assessment for Schools. There can be multiple strategies for each objective. The strategy can be based upon Kentucky's six (6) Key Core Work Processes 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

<p>Goal 1 (State your reading and math goal.): Pembroke Elementary will increase the percentage of students scoring proficient or better to 57.8% in reading by spring of 2026. Pembroke Elementary will increase the percentage of students scoring proficient or better to 57.2% in math by spring of 2026.</p>					
Objective	Strategy	Activities	Measure of Success	Progress Monitoring	Funding
<p>Objective 1: Pembroke Elementary will increase the percentage of proficient or above in reading from 49% to 52.8% as measured by KSA by May 2024.</p>	<p>Teacher Capacity KCWP 1: Design and Deploy standards KCWP 2: Design and Deliver Instruction</p>	<ul style="list-style-type: none"> • Create, communicate and use the KY Framework for Teaching walkthrough with both admin and teachers using the instrument. It will first be done only by admin and then also be used in PLCs by teachers. • Continue to implement and monitor an evidence based reading program (Into Reading) in grades K-5 that includes instruction in phonemic awareness, phonics, fluency, vocabulary, comprehension and writing. • Plan vertical opportunities for teachers to learn from and support each other across content areas. • Continue to provide strong models and coaching support to build teacher capacity through CS, district coaches, admin support and PLC work. 	<ul style="list-style-type: none"> • Improved student achievement due to teachers teaching to the rigor of standards better and having more strategies to engage students in the standards. • Student achievement will improve based upon teachers utilizing a balanced literacy curriculum across grade levels. 	<ul style="list-style-type: none"> • All teachers every 2 to 3 weeks will be observed using the Ky Framework for Teaching instrument to increase indicator scores. • Analyzation from observations will be used for individual teacher coaching on select indicators, to drive PLC conversations, and whole staff PD around needs. • PLC agendas • Lesson Plans • Observation instruments 	<ul style="list-style-type: none"> • Title I funds • KYCL Grant • General
	<p>Professional Development KCWP 2- Design and Deliver Instruction</p>	<ul style="list-style-type: none"> • Professional development at the beginning of the year and through the year around IEP implementation and accommodations • Through PLC work and instructional planning, continue with KAGAN structures and 	<ul style="list-style-type: none"> • Teachers will have a better understanding of strategies to use in the classroom for our students with disabilities therefore increasing their 	<ul style="list-style-type: none"> • Agendas (PD / PLC) • Lesson Plans • KYCL Learning Logs • Observation Instruments 	<ul style="list-style-type: none"> • Title I funds • KYCL Grant • General

Goal 1 (State your reading and math goal.):
 Pembroke Elementary will increase the percentage of students scoring proficient or better to 57.8% in reading by spring of 2026.
 Pembroke Elementary will increase the percentage of students scoring proficient or better to 57.2% in math by spring of 2026.

Objective	Strategy	Activities	Measure of Success	Progress Monitoring	Funding
		<p>questioning routines as well as success criteria from Clarity for Learning to further develop student ownership of learning.</p> <ul style="list-style-type: none"> ● All certified teachers participate in KYCL professional learning opportunities around literacy in all content areas ● Build capacity of teachers from multiple grade levels and content areas around the 50+ strategies for cognitive engagement by Rebecca Stobaugh in order to create a train-the-trainer model for engagement 	<p>engagement in the classroom</p> <ul style="list-style-type: none"> ● Teachers will have more engagement and questioning strategies to pull from in planning therefore increasing student engagement in the classroom ● Teachers will have a better understanding of the rigor of the standards and therefore be taught with a high level of fidelity. ● Students will be able to track and monitor their progress toward the standards by using the success criteria. ● Student achievement will improve based upon teachers utilizing a balanced literacy curriculum across grade levels 		

Goal 1 (State your reading and math goal.):
 Pembroke Elementary will increase the percentage of students scoring proficient or better to 57.8% in reading by spring of 2026.
 Pembroke Elementary will increase the percentage of students scoring proficient or better to 57.2% in math by spring of 2026.

Objective	Strategy	Activities	Measure of Success	Progress Monitoring	Funding
	<p>PLC / Instruction & Assessment Design</p> <p>KCWP 1: Design and Deploy standards</p> <p>KCWP 2: Design and Deliver Instruction</p>	<ul style="list-style-type: none"> • Planning of intentional and rigorous standards-based instruction and assessments using the district pacing documents, assignment review protocol, following the Plan, Do, Study, Act model with a focus on standards alignment of the assessment and high quality instructional resources. • Students will receive differentiated instruction based on level of need. • Gifted and Talented Students: Students who are identified as gifted and talented will be provided services in alignment with their Gifted Student Services Plan (GSSP). 	<ul style="list-style-type: none"> • Improved student achievement due to teachers teaching to the rigor of standards better and having more strategies to engage students in the standards. • Differentiation through content, process, and product occurring within the classroom and through pull out programs. • Cluster leaders provide assistance with identification and coaching teachers in providing individualized services. 	<ul style="list-style-type: none"> • PLC agendas and minutes • Lesson plans • Observation instruments • Student work samples • Schedules of GT enrichment specialists • Assessment data for students who are gifted and talented 	<ul style="list-style-type: none"> • General • Title 1
	<p>KCWP 3: Design and Deliver Assessment Literacy</p> <p>KCWP 4: Review, Analyze, and Apply data results.</p>	<ul style="list-style-type: none"> • Train teachers on how to best use the district benchmark assessment system for both benchmarks and creating daily formative assessments. • Administer the district benchmark assessment and use the KSA calculator to track and monitor progress toward goals • Implement and monitor Reading Improvement Plans for K-3 students performing 	<ul style="list-style-type: none"> • Teachers will be able to have a better prediction of how students will perform on the KSA assessment and their progress toward proficiency on standards 	<ul style="list-style-type: none"> • Assessments • Tracking Documents • Calculators • Reading Improvement Plans 	<ul style="list-style-type: none"> • General • Title 1

Goal 1 (State your reading and math goal.): Pembroke Elementary will increase the percentage of students scoring proficient or better to 57.8% in reading by spring of 2026. Pembroke Elementary will increase the percentage of students scoring proficient or better to 57.2% in math by spring of 2026.					
Objective	Strategy	Activities	Measure of Success	Progress Monitoring	Funding
		below the 30th percentile on our Universal Screener (MAP)			
Objective 2: Pembroke Elementary will increase the percentage of proficient or above in math from 44.8% to 52.2% as measured by KSA by May 2024.	Teacher Capacity KCWP 1: Design and Deploy standards KCWP 2: Design and Deliver Instruction	<ul style="list-style-type: none"> • Create, communicate and use the KY Framework for Teaching walkthrough with both admin and teachers using the instrument. It will first be done only by admin and then also be used in PLCs by teachers. • Plan vertical opportunities for teachers to learn from and support each other across content areas. • Continue to provide strong models and coaching support to build teacher capacity through CS, district coaches, admin support and PLC work. 	<ul style="list-style-type: none"> • Improved student achievement due to teachers teaching to the rigor of standards better and having more strategies to engage students in the standards. 	<ul style="list-style-type: none"> • All teachers every 2 to 3 weeks will be observed using the Ky Framework for Teaching instrument to increase indicator scores. • Analyzation from observations will be used for individual teacher coaching on select indicators, to drive PLC conversations, and whole staff PD around needs. • PLC agendas • Lesson Plans • Observation instruments 	<ul style="list-style-type: none"> • Title I funds • General
	Professional Development KCWP 2- Design and Deliver Instruction	<ul style="list-style-type: none"> • Professional development at the beginning of the year and through the year around IEP implementation and accommodations • Through PLC work and instructional planning, continue with KAGAN structures and questioning routines as well as success criteria from Clarity for Learning to further develop student ownership of learning. • All certified teachers participate in KYCL professional learning 	<ul style="list-style-type: none"> • Teachers will have a better understanding of strategies to use in the classroom for our students with disabilities therefore increasing their engagement in the classroom • Teachers will have more engagement and questioning strategies to pull from in planning therefore 	<ul style="list-style-type: none"> • Agendas (PD and PLC) • Lesson Plans • KYCL Learning logs • Observation Instruments 	<ul style="list-style-type: none"> • Title I funds • General

Goal 1 (State your reading and math goal.):
 Pembroke Elementary will increase the percentage of students scoring proficient or better to 57.8% in reading by spring of 2026.
 Pembroke Elementary will increase the percentage of students scoring proficient or better to 57.2% in math by spring of 2026.

Objective	Strategy	Activities	Measure of Success	Progress Monitoring	Funding
		opportunities around literacy in all content areas <ul style="list-style-type: none"> ● Send a math group to KCM training ● Build capacity of teachers from multiple grade levels and content areas around the 50+ strategies for cognitive engagement by Rebecca Stobaugh in order to create a train-the-trainer model for engagement 	increasing student engagement in the classroom <ul style="list-style-type: none"> ● Teachers will have a better understanding of the rigor of the standards and therefore be taught with a high level of fidelity. ● Students will be able to track and monitor their progress toward the standards by using the success criteria. ● Student achievement will improve 		
	<p>PLC / Instruction & Assessment Design</p> <p>KCWP 1: Design and Deploy standards</p> <p>KCWP 2: Design and Deliver Instruction</p>	<ul style="list-style-type: none"> ● Planning of intentional and rigorous standards-based instruction and assessments using the district pacing documents, assignment review protocol, following the Plan, Do, Study, Act model with a focus on standards alignment of the assessment and high quality instructional resources. ● Students will receive differentiated instruction based on level of need. 	<ul style="list-style-type: none"> ● Improved student achievement due to teachers teaching to the rigor of standards better and having more strategies to engage students in the standards. ● Differentiation through content, process, and product occurring within the 	<ul style="list-style-type: none"> ● PLC agendas and minutes ● Lesson plans ● Observation instruments ● Fact Fluency tests and tracking of progress ● Student work samples ● Schedules of GT enrichment specialists ● Assessment data for students who are gifted and talented 	<ul style="list-style-type: none"> ● General ● Title 1

<p>Goal 1 (State your reading and math goal.): Pembroke Elementary will increase the percentage of students scoring proficient or better to 57.8% in reading by spring of 2026. Pembroke Elementary will increase the percentage of students scoring proficient or better to 57.2% in math by spring of 2026.</p>					
Objective	Strategy	Activities	Measure of Success	Progress Monitoring	Funding
		<ul style="list-style-type: none"> Implement fluency strategies and competitions across grade levels (addition / subtraction - 1st/2nd; multiplication / division - 3rd to 6th) Gifted and Talented Students: Students who are identified as gifted and talented will be provided services in alignment with their Gifted Student Services Plan (GSSP). 	classroom and through pull out programs. <ul style="list-style-type: none"> Cluster leaders provide assistance with identification and coaching teachers in providing individualized services. 		
	KCWP 3: Design and Deliver Assessment Literacy KCWP 4: Review, Analyze, and Apply data results.	<ul style="list-style-type: none"> Train teachers on how to best use the district benchmark assessment system for both benchmarks and creating daily formative assessments. Administer the district benchmark assessment and use the KSA calculator to track and monitor progress toward goals 	<ul style="list-style-type: none"> Teachers will be able to have a better prediction of how students will perform on the KSA assessment and their progress toward proficiency on standards. 	<ul style="list-style-type: none"> Assessments Tracking Documents Calculators 	<ul style="list-style-type: none"> General Title 1

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

Goal 2 (State your science, social studies, and writing goal.): Pembroke Elementary will increase the percentage of students scoring proficient or better to 46.6% in science by spring of 2026. Pembroke Elementary will increase the percentage of students scoring proficient or better to 54.2% in social studies by spring of 2026. Pembroke Elementary will increase the percentage of students scoring proficient or better to 55% in writing by spring of 2026.					
Objective	Strategy	Activities	Measure of Success	Progress Monitoring	Funding
Objective 1: Pembroke Elementary will increase the percentage of proficient or above in science from 28% to 40.3% as measured by KSA by May 2024.	KCWP1: Design and Deploy Standards KCWP3: Design and Deliver Assessment Literacy	<ul style="list-style-type: none"> ● See activities listed in the reading/math area. ● In order to help achieve the activities listed, our teachers utilize Amplify Science in grades K-5 and Stemsopes in grade 6. These high quality instructional resources are engaging to students and meet the rigor of the standards. ● All certified teachers participate in KYCL professional learning opportunities around literacy in all content areas 	<ul style="list-style-type: none"> ● See measures of success in reading and math area. 	<ul style="list-style-type: none"> ● See progress monitoring in reading and math area. 	<ul style="list-style-type: none"> ● See funding in reading and math area.
Objective 2: Pembroke Elementary will increase the percentage of proficient or above in social studies from 30% to 48.8% as measured by KSA by May 2024.	KCWP1: Design and Deploy Standards KCWP3: Design and Deliver Assessment Literacy	<ul style="list-style-type: none"> ● See activities listed in the reading/math area. ● Teachers will participate in Social Studies specific PD and build on that work throughout the year through weekly PLC and vertical PLC work to meet the rigor of the Social Studies standards through inquiry lessons, compelling questions, and supporting questions. 	<ul style="list-style-type: none"> ● See measures of success in reading and math area. 	<ul style="list-style-type: none"> ● See progress monitoring in reading and math area. 	<ul style="list-style-type: none"> ● See funding in reading and math area.

Goal 2 (State your science, social studies, and writing goal.):
 Pembroke Elementary will increase the percentage of students scoring proficient or better to 46.6% in science by spring of 2026.
 Pembroke Elementary will increase the percentage of students scoring proficient or better to 54.2% in social studies by spring of 2026.
 Pembroke Elementary will increase the percentage of students scoring proficient or better to 55% in writing by spring of 2026.

Objective	Strategy	Activities	Measure of Success	Progress Monitoring	Funding
Objective 3: Pembroke Elementary will increase the percentage of proficient or above in combined writing from 48% to 51% as measured by KSA by May 2024	KCWP1: Design and Deploy Standards KCWP3: Design and Deliver Assessment Literacy	<ul style="list-style-type: none"> ● See activities listed in the reading/math area. ● Teachers will participate in Writing across content for various purposes and modes PD and build on that work throughout the year through weekly PLC and vertical PLC work to incorporate writing in all content areas. 	<ul style="list-style-type: none"> ● See measures of success in reading and math area. 	<ul style="list-style-type: none"> ● See progress monitoring in reading and math area. 	<ul style="list-style-type: none"> ● See funding in reading and math area.

3: Achievement Gap

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

Objective	Strategy	Activities	Measure of Success	Progress Monitoring	Funding
<p>Objective 1 Decrease the percentage of students with disabilities scoring novice in reading from 52% to 50% by May of 2024 as measured by KSA.</p>	<p>KCWP 5: Design, Align, Deliver, Support Processes</p>	<ul style="list-style-type: none"> Continue to provide IEP implementation and accommodations training with practice during the year to our staff that will help with accommodations through faculty meetings and sending special ed tips out in our weekly newsletter. 	<ul style="list-style-type: none"> We will move our students with disabilities and decrease our novice percentage. 	<ul style="list-style-type: none"> Faculty meeting agendas Weekly Pembroke Happenings 	<ul style="list-style-type: none"> General Title
		<ul style="list-style-type: none"> Intentional planning for RTI / MTSS instruction and the progress monitoring of the intervention 		<ul style="list-style-type: none"> RTI list and schedules Lesson plans PLC notes 	
		<ul style="list-style-type: none"> Resource teachers will collaborate with grade level teachers in weekly PLC meetings and monthly vertical PLC meetings with other resource teachers for scheduling, planning instruction and support around content and specific needs. 		<ul style="list-style-type: none"> PLC notes 	
		<ul style="list-style-type: none"> Identify / name and claim bubble students and students with disabilities, making sure to be intentional with 		<ul style="list-style-type: none"> Name and claim list Goal Monitoring 	

Objective	Strategy	Activities	Measure of Success	Progress Monitoring	Funding
		<p>intervention strategies and goal monitoring.</p> <ul style="list-style-type: none"> • During the scrimmage test making sure that our students with disabilities have the same accommodator as much as possible in order to build a relationship and work with each other on learning and implementing the accommodations. 		<ul style="list-style-type: none"> • Accommodator list and the schedule and for the scrimmage testing. 	

4: English Learner Progress

Goal 4 (State your English Learner goal.): Each EL student will progress at least 2 levels on the ACCESS assessment by May 2026.					
Objective	Strategy	Activities	Measure of Success	Progress Monitoring	Funding
Objective 1: Each EL student will progress at least 1 level on the ACCESS assessment by May 2024.	See Achievement Gap Goal as all those activities apply here as well except they are specific to ELL students	See Achievement Gap Goal as all those activities apply here as well except they are specific to ELL students	See Achievement Gap Goal as all those activities apply here as well except they are specific to ELL students	See Achievement Gap Goal as all those activities apply here as well except they are specific to ELL students	See Achievement Gap Goal as all those activities apply here as well except they are specific to ELL students

5: Quality of School Climate and Safety

Goal 5 (State your climate and safety goal.): Pembroke Elementary will have an index of 83 or higher, which will be a blue level by Spring of 2026.					
Objective	Strategy	Activities	Measure of Success	Progress Monitoring	Funding
Objective 1: By spring of 2024, Pembroke Elementary will increase the index on the KSA student survey from an index of 74 to an index of 77.	KCWP3:Assessment Literacy KCWP 6:Establishing learning Culture and Environment	<ul style="list-style-type: none"> • We will embed the questions into our daily morning announcements to make sure to review and teach the language in the questions for clarity. • We will create benchmark surveys that we will use to help monitor the progress and get feedback through the year on our progress toward these questions. • We create and utilize our student advisory council made up of 4th to 6th graders to give a student voice and get ideas for how we can do things better. • Our guidance counselors and/or teachers will create lessons to use with our students to help them understand what the survey questions are asking, how we support these questions, and how we can improve as a school. 	<ul style="list-style-type: none"> • Students will have a better understanding of what the questions are asking and therefore score accurately • Students will feel heard and feel our school is a safe and productive learning environment and therefore will score us higher on the survey and will perform better. 	<ul style="list-style-type: none"> • Weekly morning slides • The surveys created for the students and the data from them. • Student advisory council agendas / notes 	<ul style="list-style-type: none"> • General

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:

<p>Components of Turnaround Leadership Development and Support:</p>
<p>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?</p> <p>Response: School leadership will develop the skills and dispositions to achieve accelerated meaningful and sustainable increases in underperforming subgroups by:</p> <ol style="list-style-type: none"> 1. Attending monthly Instructional Leadership Team Meetings (ILT). Instructional Leadership Team meetings will feature a dedicated workspace and time for the Special Education department to work with principals and leadership teams around new and/or existing strategies and methods to ensure our students with disabilities receive the latest evidence-based instruction. In addition, work time and collaboration time will be provided each month during ILT meetings. 2. Monthly meetings with the administration and the assigned special education consultant and/or DoSE will be held to discuss building level concerns, education on issues and or specialized information about students with disabilities will be shared. 3. Attending monthly CCPS Equity Committee meetings to learn and apply equity practices for students with disabilities. 4. SPED Strategic Plan
<p>Identification of Critical Resources Inequities:</p>
<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: Through an examination of resource inequities, it was discovered that there was not enough support for evidence-based practices for our Special Education teachers. As a result, it could be that our special education population underperformed on KSA and did not meet performance expectations. To remedy this situation, special education staff will have more access to the Special Education Consultants. The Consultant will be available to special education staff on a weekly basis. During this time together, the Consultant will coach, monitor and observe and provide classroom support to Special Education teachers related to evidence-based practices for students with disabilities.</p> <p>After conducting an instructional resource audit of reading and math instructional materials, it was determined that some teachers of students with disabilities were not utilizing high quality instructional materials during resource instruction. Additionally, SPED teachers demonstrated professional learning needs related to the implementation of the HQIRs used in the regular education setting. To address this instructional inequity, the HQIRs will be provided to all SPED staff along with implementation professional learning and support.</p>
<p>Additional Actions That Address the Causes of Consistently Underperforming Subgroups of Students</p>
<p>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.</p> <p>Response:The process used to review the learning culture related to Special Education was an examination of observations, resources, and student work. As a result, it was found that students in resource settings were less likely to have access to standards-based instruction and assessments, which could have been a contributing factor to the special education student’s underperformance on KSA. As a result, the following actions will be implemented to ensure students with disabilities have access to grade level standards instruction and are assessed used assessments aligned to grade-level assessments:</p> <p>Engage Special Education teachers in PLCs and other professional learning to develop their capacity to teach and assess grade-level standards</p> <p>Conduct observations of students with disabilities will include analysis of instructional and assessment tasks, with an expectation there should be a balance of IEP skills and grade-level work</p>

Implement standards-based benchmark assessments 3x per year to monitor and inform student learning
Establish and regularly utilize “assessment buddies” to ensure approved assessment accommodations are provided for each student

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:An area of need revealed is that there is a disconnect of what is happening in the regular education classrooms and the special education classrooms as the IEPs are more skills driven and the skills do not always match up with the standards. We also have discovered that our teachers need to make sure they are using better resources that align to the standards which will align with the skills in the IEPs. Having a better clarity of the standards will help teachers align the instructional resources better. In order to achieve this, we feel that our teachers need to have a further understanding of how to break down the standards and create success criteria for our students to be able to track their progress toward the standards. Therefore, we will build on our book study from the previous year, Clarity for Learning book, which is an evidence based instructional practice number two on the kystandards.org website. This book was chosen by the instructional leadership team based upon observations within the classroom and the need for students to commit to their learning. We feel that if both of our teachers and students have a clear understanding of the standards, goals and the success criteria to get to the standards, that our instruction will be more aligned to the standards and our students will have a better understanding of where they are in their learning and where they need to go to improve in their learning. This will empower our students to be more successful because they will have a better understanding and will be able to take more ownership of their learning. In addition, teachers will use explicit teaching as a system of instructional design. This student centered approach will help provide students with explicit strategies to organize and streamline their learning. With this system of design, teachers will continually check for student understanding. In order to stay motivated our students with disabilities need the small wins that success criteria allow them, as well as a menu of strategies to aid in their learning, therefore, allowing them to see success toward the overall standards. We will continue the work started previously through vertical and grade level PLCs and classroom observations. Based on our review of the study findings and data from our school, we believe these evidence based practices will best serve our school population in moving our students forward in their learning.

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
Continue with work to clarify and share clear learning goals and success criteria	Clarifying and sharing clear learning goals: Evidence-based instructional practices #2. (2022). Kystandards.org. https://education.ky.gov/curriculum/standards/kyacadstand/Documents/EBIP_2_Clarifying_and_Sharing_Clear_Learning_Goals.pdf	<input checked="" type="checkbox"/>
Design explicit teaching opportunities that continually check for student understanding	Explicit Teaching and Modeling: Evidence-based instructional practices #3. (2023). Kystandards.org. https://www.education.ky.gov/curriculum/standards/kyacadstand/Documents/EBIP_3_Explicit_Teaching_and_Modeling.pdf	<input checked="" type="checkbox"/>
		<input type="checkbox"/>
		<input type="checkbox"/>
		<input type="checkbox"/>

Special Considerations for Comprehensive Support and Improvement (CSI) Schools

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

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

Turnaround Team:
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 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:

CSI Evidence-based Practices

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

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

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

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

2024-2025 SY Hopkinsville Middle School

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 Ra

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.

Seventy-three percent (73%) of African American students are Apprentice or Novice in Reading and seventy-five percent (75%) of African American students are Apprentice or Novice in Math.

Eighty-seven percent (87%) of Students with Disabilities, based on KSA 2024, scored Apprentice or Novice in reading and ninety percent (90%) scored Apprentice or Novice in math.

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

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

With the inclusion of an instructional coach at HMS, we are providing instructional coaching and new teacher support for teachers. Our interventionist, along with intervention programs, assists teachers with intervention data, strategies, and modeling. Math and Reading teachers will have an intervention section and science and social studies will have an enrichment section. Through MAP, progress monitoring, and MasteryConnect, we are working to have a deeper understanding of student abilities and provide them with appropriate learning opportunities. Teachers will be provided specific professional development for collaborative teaching practices. Professional Learning Communities will continue and admin will continue in their growth to provide opportunities for teachers to share and learn from each other in the process.

Non-negotiables were created out of necessity in student behavior. The first two weeks are dedicated to building relationships with students. The instructional matrix provided for teachers includes ways to build relationships, establish procedures, and set high expectations. Students will receive “lanyard flair” and recognition in a variety of situations: perfect attendance, honor roll, Principal’s list, meeting benchmark on MAP and MasteryConnect, and student of the month.

Indicator Scores

Indicator	Status	Change
State Assessment Results in reading and mathematics	50.2 Orange	+5.9
State Assessment Results in science, social studies and writing	44.0 Orange	+0.10
English Learner Progress		
Quality of School Climate and Safety	63.1 Orange	+9
Postsecondary Readiness (high schools and districts only)		
Graduation Rate (high schools and districts only)		

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

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 Kentucky's six (6) Key Core Work Processes 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.): Hopkinsville Middle School will increase the number of students scoring proficient or above by 10% in reading and math by Spring 2027 as determined by the Kentucky Summative Assessment (KSA). Reading proficiency will increase from 37% to 47% and Math proficiency will increase from 28% to 38%					
Objective	Strategy	Activities	Measure of Success	Progress Monitoring	Funding
Objective 1 Increase the number of students scoring proficient or above in reading on the May 2025 KSA by 5% from 37% to 42%	KCWP 1: Design and Deploy Standards KCWP 2: Design and Deliver Instruction KCWP 3: Design and Deliver Assessment Literacy KCWP 4: Review, Analyze and Apply Data KCWP 6: Establishing Learning Culture and Environment	Revamp PLC Process / Meetings to focus solely on instruction: Use of Learning Continuum to support differentiated instruction PLC meetings, Curriculum documents, team planning, Standards deconstruction, HQIR, peer & formal observations, Standards mastery check Ensure curricular alignment reviews are an ongoing action of the PLC's planning process. Ensure that curricular delivery and assessment measures provide for all pertinent information needs for students. Support high leverage instructional and assessment practices in all content areas through regular support of the PDSA model for PLCs and teacher coaching.	Scrimmage Assessments via Mastery Connect Fall / Winter / Spring Benchmark Scores Classroom Observations via the PGES Walk Through Tool	MTSS Tier 2 and 3 Identification Spreadsheet 2024-25 SY HMS PGES Walk Through Observation Tool w. Differentiated Outcomes for Teachers Utilize the KSA Calculator and Data Tracking Sheet to monitor student progress Track Benchmark Growth throughout the school year; share growth with teachers, parents, and students Weekly Failure Report / Grade Checks Vetting of Formative and Summative Assessments in PLCs PLC Documentation	Title 1 ESSER SBDM Funds District Funding of Platform Programs General School Funding / Allocations Grant Funding
		HMS MTSS Plan for Reading: Behavior and Mental Health systems are in place to protect the learning environment. Attendance protocols are implemented, reviewed, and monitored to ensure students are in school to receive services.			

		<p>Identification of Tier 2 & 3 via Strategic MAP and MasteryConnect testing Utilize KDE Novice Reduction Strategies Intentional Intervention plan for Students School-wide Integration of Tier 1 Strategies Name and Claim Students (Students who are 5 points away from Apprentice on MasteryConnect) Extended School Services (ESS)- Tiger Challenge Gifted and Talented Students: Students who are identified as gifted and talented will be provided services in alignment with their Gifted Student Services Plan (GSSP).</p>			
		<p>HMS Priority Plan: District Teacher Coach model to be implemented at HMS for all teachers in order to provide specific, regular, and timely feedback. Teacher Coaching Tracking New teacher induction program to build capacity in newer staff. Develop and implement a recognition system for employees</p>			

<p>Objective 2 Increase the number of students scoring proficient or above in Math on the May 2025 KSA by 5% from 33% to 38%</p>	<p>KCWP 1: Design and Deploy Standards</p> <p>KCWP 2: Design and Deliver Instruction</p> <p>KCWP 3: Design and Deliver Assessment Literacy</p> <p>KCWP 4: Review, Analyze and Apply Data</p> <p>KCWP 6: Establishing Learning Culture and Environment</p>	<p>Revamp PLC Process / Meetings to focus solely on instruction: Use of Learning Continuum to support differentiated instruction PLC meetings, Curriculum documents, team planning, Standards deconstruction, HQIR, peer & formal observations, Standards mastery check Ensure curricular alignment reviews are an ongoing action of the PLC’s planning process. Ensure that curricular delivery and assessment measures provide for all pertinent information needs for students. Support high leverage instructional and assessment practices in all content areas through regular support of the PDSA model for PLCs and teacher coaching.</p>	<p>Scrimmage Assessments via Mastery Connect</p> <p>Fall / Winter / Spring Benchmark Scores</p> <p>Classroom Observations via the PGES Walk Through Tool</p>	<p>MTSS Tier 2 and 3 Identification Spreadsheet</p> <p>2024-25 SY HMS PGES Walk Through Observation Tool w. Differentiated Outcomes for Teachers</p> <p>Utilize the KSA Calculator and Data Tracking Sheet to monitor student progress</p> <p>Track Benchmark Growth throughout the school year; share growth with teachers, parents, and students</p> <p>Weekly Failure Report / Grade Checks</p> <p>Vetting of Formative and Summative Assessments in PLCs</p> <p>PLC Documentation</p>	<p>Title 1</p> <p>ESSER</p> <p>SBDM Funds</p> <p>District Funding of Platform Programs</p> <p>General School Funding / Allocations</p> <p>Grant Funding</p>
		<p>HMS MTSS Plan for Reading: Behavior and Mental Health systems are in place to protect the learning environment. Attendance protocols are implemented, reviewed, and monitored to ensure students are in school to receive services. Identification of Tier 2 & 3 via Strategic MAP and MasteryConnect testing Utilize KDE Novice Reduction Strategies Intentional Intervention plan for Students School-wide Integration of Tier 1 Strategies</p>			

		<p>Name and Claim Students (Students who are 5 points away from Apprentice on MasteryConnect) Extended School Services (ESS)- Tiger Challenge Gifted and Talented Students: Students who are identified as gifted and talented will be provided services in alignment with their Gifted Student Services Plan (GSSP).</p>			
		<p>HMS Priority Plan: District Teacher Coach model to be implemented at HMS for all teachers in order to provide specific, regular, and timely feedback. Teacher Coaching Tracking New teacher induction program to build capacity in newer staff. Develop and implement a recognition system for employees</p>			

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

Goal 2 (State your science, social studies, and writing goal.): Hopkinsville Middle School will increase the number of students scoring proficient or above in the separate academic indicators of Writing, Science, and Social Studies by 10% Spring 2027 as determined by the Kentucky Summative Assessment. Writing proficiency will increase from 35% to 45%, Science proficiency will increase from 12% to 22%, Social Studies proficiency will increase from 26% to 36%

Objective	Strategy	Activities	Measure of Success	Progress Monitoring	Funding
<p>Objective 1 Increase the number of students scoring proficient or above on the KSA in Writing from 37% to 42% by May of 2025.</p>	<p>KCWP 1: Design and Deploy Standards</p> <p>KCWP 2: Design and Deliver Instruction</p> <p>KCWP 3: Design and Deliver Assessment Literacy</p>	<p>HMS Priority Plan (Scorecard): Building leaders meet once a month to monitor current systems with action plans, to review the current reality, to goal-set, and to progress monitor and adjust school-wide accountability priority areas. Curriculum Leadership Team Meeting (Monthly) Implement strategies from the District Writing Coach Writing Scrimmage (Winter & Spring) Increase writing opportunities in all content areas in grades</p> <p>Revamp PLC Process / Meetings to focus solely on instruction: Standard Alignment for instruction and tasks Utilize the standards rubrics designed by KDE Start Small Group PLCs to provide individualized / differentiated feedback and support to teachers Add Peer Observations to Unit Cycle</p>	<p>Scrimmage Assessments via Mastery Connect</p> <p>Classroom Observations via the PGES Walk Through Tool</p> <p>CANVAS-Lesson Plans</p> <p>Observations/Instructional Reviews</p> <p>Student Writing Samples</p>	<p>MTSS Tier 2 and 3 Identification Spreadsheet</p> <p>2024-25 SY HMS PGES Walk Through Observation Tool w. Differentiated Outcomes for Teachers</p> <p>Utilize the KSA Calculator and Data Tracking Sheet to monitor student progress</p> <p>Track MAP Growth throughout the school year; share growth with teachers, parents, and students</p> <p>Weekly Failure Report / Grade Checks</p> <p>Vetting of Formative and Summative Assessments in PLCs</p>	<p>Title 1</p> <p>ESSER</p> <p>SBDM Funds</p> <p>District Funding of Platform Programs</p> <p>General School Funding / Allocations</p> <p>Grant Funding</p>
<p>Objective 2 Increase the number of</p>	<p>KCWP 1: Design and Deploy Standards</p>	<p>HMS Priority Plan (Scorecard): Building leaders meet once a month to monitor current systems with</p>	<p>Scrimmage Assessments via Mastery Connect</p>	<p>MTSS Tier 2 and 3 Identification Spreadsheet</p>	<p>Title 1</p>

Goal 2 (State your science, social studies, and writing goal.): Hopkinsville Middle School will increase the number of students scoring proficient or above in the separate academic indicators of Writing, Science, and Social Studies by 10% Spring 2027 as determined by the Kentucky Summative Assessment. Writing proficiency will increase from 35% to 45%, Science proficiency will increase from 12% to 22%, Social Studies proficiency will increase from 26% to 36%

Objective	Strategy	Activities	Measure of Success	Progress Monitoring	Funding
<p>students scoring proficient or above on the KSA in Science from 14% to 19% by May of 2025.</p>	<p>KCWP 2: Design and Deliver Instruction</p> <p>KCWP 3: Design and Deliver Assessment Literacy</p>	<p>action plans, to review the current reality, to goal-set, and to progress monitor and adjust school-wide accountability priority areas. Curriculum Leadership Team Meeting (Monthly) Implement strategies from the District Writing Coach Writing Scrimmage (Winter & Spring) Increase writing opportunities in all content areas in grades</p> <p>Revamp PLC Process / Meetings to focus solely on instruction: Standard Alignment for instruction and tasks Utilize the standards rubrics designed by KDE Start Small Group PLCs to provide individualized / differentiated feedback and support to teachers Add Peer Observations to Unit Cycle</p>	<p>Classroom Observations via the PGES Walk Through Tool</p> <p>CANVAS-Lesson Plans</p> <p>Observations/Instructional Reviews</p> <p>Student Writing Samples</p>	<p>2024-25 SY HMS PGES Walk Through Observation Tool w. Differentiated Outcomes for Teachers</p> <p>Utilize the KSA Calculator and Data Tracking Sheet to monitor student progress</p> <p>Track MAP Growth throughout the school year; share growth with teachers, parents, and students</p> <p>Weekly Failure Report / Grade Checks</p> <p>Vetting of Formative and Summative Assessments in PLCs</p>	<p>ESSER</p> <p>SBDM Funds</p> <p>District Funding of Platform Programs</p> <p>General School Funding / Allocations</p> <p>Grant Funding</p>
<p>Objective 3 Increase the number of students scoring proficient or above on the KSA in Social Studies from 27% to 32% by May 2025.</p>	<p>KCWP 1: Design and Deploy Standards</p> <p>KCWP 2: Design and Deliver Instruction</p>	<p>HMS Priority Plan (Scorecard): Building leaders meet once a month to monitor current systems with action plans, to review the current reality, to goal-set, and to progress monitor and adjust school-wide accountability priority areas.</p>	<p>Classroom Observations via the PGES Walk Through Tool</p> <p>CANVAS-Lesson Plans</p>	<p>2024-25 SY HMS PGES Walk Through Observation Tool w. Differentiated Outcomes for Teachers</p>	<p>ESSER</p> <p>SBDM Funds</p> <p>District Funding of Platform Programs</p>

Goal 2 (State your science, social studies, and writing goal.): Hopkinsville Middle School will increase the number of students scoring proficient or above in the separate academic indicators of Writing, Science, and Social Studies by 10% Spring 2027 as determined by the Kentucky Summative Assessment. Writing proficiency will increase from 35% to 45%, Science proficiency will increase from 12% to 22%, Social Studies proficiency will increase from 26% to 36%

Objective	Strategy	Activities	Measure of Success	Progress Monitoring	Funding
	KCWP 3: Design and Deliver Assessment Literacy	<p>Curriculum Leadership Team Meeting (Monthly) Implement strategies from the District Writing Coach Writing Scrimmage (Winter & Spring) Increase writing opportunities in all content areas in grades</p> <p>Revamp PLC Process / Meetings to focus solely on instruction: Standard Alignment for instruction and tasks Utilize the standards rubrics designed by KDE Start Small Group PLCs to provide individualized / differentiated feedback and support to teachers Add Peer Observations to Unit Cycle</p>	<p>Observations/Instructional Reviews</p> <p>Student Writing Samples</p>	<p>Utilize the KSA Calculator and Data Tracking Sheet to monitor student progress</p> <p>Track MAP Growth throughout the school year; share growth with teachers, parents, and students</p> <p>Weekly Failure Report / Grade Checks</p> <p>Vetting of Formative and Summative Assessments in PLCs</p>	<p>General School Funding / Allocations</p> <p>Grant Funding</p>

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 Decrease the achievement gap in Reading and Math for Students with Disabilities by reducing novice scores by 5% as measured by KSA 2025.	KCWP 1: Design and Deploy Standards KCWP 2: Design and Deliver Instruction KCWP 3: Design and Deliver Assessment Literacy KCWP 4: Review, Analyze, and Apply data	Remove Barriers: Provide resources and support to address barriers to learning, including but not limited to transience, healthcare, and social workers in collaboration Involve FRYSC	Scrimmage Assessments via Mastery Connect Fall / Winter / Spring Benchmark Scores Classroom Observations via the PGES Walk Through Tool	Teacher Coaching Tracking Monitor reading and math MAP growth – fall to winter, winter to spring, fall to spring AdHoc reports for missing assignments (bi-weekly) KSA Prediction Calculator HMS SPED testing data tracker Use of early warning report in IC Tableau – Behavior Analysis CCPS District Pacing Guide HMS Scorecard Weekly PLC meetings-review of data Observations/Instructional Reviews CANVAS Lesson Plans	General Funding Title I Title III Homeless, Migrant IDEA-B District IC funding
		Equity: Teacher quality is the school factor that makes the greatest impact on student achievement. Consistent exposure to effective teachers can overcome obstacles to learning and close achievement gap with stakeholders			
		Co-teaching – Special education teachers collaborating with general education teachers.			
		Priority Scheduling – refine the process for priority scheduling for students with disabilities to ensure the master schedule meets the individual needs identified in a student’s Individual Education Plan (IEP) Reading and Math Intervention classes Tiger Challenge (ESS)			

Objective	Strategy	Activities	Measure of Success	Progress Monitoring	Funding
		MTSS – Tier I – Instructional strategies for all students, Tier II & III differentiated instructional strategies			
		Professional Learning and Coaching Support			
Objective 2 Decrease the achievement gap in Reading and Math for African American Students by reducing novice scores by 5% as measured by KSA 2025.	KCWP 1: Design and Deploy Standards KCWP 2: Design and Deliver Instruction KCWP 3: Design and Deliver Assessment Literacy KCWP 4: Review, Analyze, and Apply data	Remove Barriers: Provide resources and support to address barriers to learning, including but not limited to transience, healthcare, and social workers in collaboration Involve FRYSC	Scrimmage Assessments via Mastery Connect Fall / Winter / Spring Benchmark Scores Classroom Observations via the PGES Walk Through Tool	Teacher Coaching Tracking Monitor reading and math MAP growth – fall to winter, winter to spring, fall to spring AdHoc reports for missing assignments (bi-weekly) KSA Prediction Calculator HMS SPED testing data tracker Use of early warning report in IC Tableau – Behavior Analysis CCPS District Pacing Guide HMS Scorecard Weekly PLC meetings-review of data Observations/Instructional Reviews CANVAS Lesson Plans	General Funding Title I Title III Homeless, Migrant IDEA-B District IC funding
		Equity: Teacher quality is the school factor that makes the greatest impact on student achievement. Consistent exposure to effective teachers can overcome obstacles to learning and close achievement gap with stakeholders			
		Co-teaching – Special education teachers collaborating with general education teachers.			
		Priority Scheduling – refine the process for priority scheduling for students with disabilities to ensure the master schedule meets the individual needs identified in a student’s Individual Education Plan (IEP) Reading and Math Intervention classes Tiger Challenge (ESS) MTSS – Tier I – Instructional strategies			

Objective	Strategy	Activities	Measure of Success	Progress Monitoring	Funding
		for all students, Tier II & III differentiated instructional strategies			
		Professional Learning and Coaching Support			

4: English Learner Progress

Goal 4 (State your English Learner goal.): Hopkinsville Middle School will increase two levels on ACCESS by 2027.					
Objective	Strategy	Activities	Measure of Success	Progress Monitoring	Funding
Objective 1 Hopkinsville Middle will increase by one level on ACCESS by 2025.	KCWP 1: Design and Deploy Standards KCWP 2: Design and Deliver Instruction KCWP 3: Design and Deliver Assessment Literacy KCWP 4: Review, Analyze, and Apply data	Support and Strategies from district assigned ESS teacher	Improve in Lexile scores Number of missing assignments decreases or students have no missing assignments. IC Gradebook	Teacher Coaching Tracking	General Funding Title I Title III Homeless, Migrant District IC funding
		Remove Barriers: Provide resources and support to address barriers to learning, including but not limited to transience, healthcare, and social workers in collaboration Involve FRYSC		Monitor reading and math MAP growth – fall to winter, winter to spring, fall to spring AdHoc reports for missing assignments (bi-weekly) KSA Prediction Calculator Teacher Coaching	
		Equity: Teacher quality is the school factor that makes the greatest impact on student achievement. Consistent exposure to effective teachers can overcome obstacles to learning and close the achievement gap with stakeholders.		Use of early warning report in IC Tableau – Behavior Analysis CCPS District Pacing Guide HMS Scorecard	
		Priority Scheduling -: Refine the process for priority scheduling for students receive ESL accommodations Increased access to support structures Equitable distribution of effective teachers SPED teachers are becoming more involved in general education instruction co-teaching classes Schedule changes are fluid and move based on the needs of the student.		Weekly PLC meetings-review of data Observations/Instructional Reviews CANVAS Lesson Plans	
Objective 2					

Goal 4 (State your English Learner goal.): Hopkinsville Middle School will increase two levels on ACCESS by 2027.					
Objective	Strategy	Activities	Measure of Success	Progress Monitoring	Funding

5: Quality of School Climate and Safety

Goal 5 (State your climate and safety goal.): Hopkinsville Middle School will increase the score on the Quality of School Climate and Safety Survey from 54.0 to 70.0 on the Kentucky Summative Assessment by 2027.					
Objective	Strategy	Activities	Measure of Success	Progress Monitoring	Funding
Objective 1 Increase the Quality of School Climate and Safety Score from 63.1 to 68.0 by 2025.	KCWP 2: Design & Deliver Instruction	Review survey questions with students during Advisory – Google Announcements	During the 2nd semester, administer survey questions using Google form to all students, twice a month during Advisory	Analyze data from surveys and provide feedback.	N/A
		Monthly Q & A with Student Advisory Council			
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:

Components of Turnaround Leadership Development and Support:
<p>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?</p> <p>Response: NWEA MAP RIT scores for reading and math – 3 times a year Observations Instructional Reviews Common Assessment Data Formative Assessments HMS Data Tracking Visible evidence of literacy work through vocabulary and writing practices Multi-Tier Support Systems (Monthly PBIS meetings, Monthly MTSS Academic & Behavior meetings, Student Intervention Matching Form) KSA Prediction Calculator Teacher Coaching Use of early warning report in IC Tableau – Behavior Analysis CCPS District Pacing Guide HMS Scorecard Weekly PLC meetings with feedback Observations/Instructional Reviews CANVAS Lesson Plans Rounding with Staff Principal Coaching</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: My staffing allocation informs me of the number of general education certified teachers that are allocated to HMS based on student enrollment. Special education teachers are distributed by the Director of Special Education to each school based on the number of special education students. The following curriculum is used: Savvas My Perspectives, HMH IntoMath , OpenSciEd, and DBQ. Additional resources include Successmaker and Waggle. We also have reading and math intervention classes. Our intervention coach helps to disaggregate the data, provide interventions and monitors student progress.</p>

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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:
African American Students and Students with Disabilities: Mentoring program, CCPS Equity Plan, Data tracking document, Behavior analysis in Tableau, use of early warning report in IC, progress monitoring from special education teachers for special education students on their caseload, observations

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:
Remove Barriers: Provide resources and support to address barriers to learning, including but not limited to transience, healthcare, and social workers in collaboration Involve FRYSC Equity: Teacher quality is the school factor that makes the greatest impact on student achievement. Consistent exposure to effective teachers can overcome obstacles to learning and close the achievement gap with stakeholders. Co-teaching – Special education teachers collaborating with general education teachers Priority Scheduling

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
Clarifying Learning Goals KDE EBIP Clarifying and Sharing Clear Learning Goals	In order to improve student outcomes, the teacher needs to ensure that students have clarity in what they are learning. Research shows that when teachers help students understand what they are learning, why they are learning it and how they will know if they have learned, student achievement increases (Fisher, Frey, Amador, & Assof, 2019). Teachers help students gain this clarity by consistently clarifying and sharing the learning goals, relevance and success criteria as a part of ongoing instruction each day. In order for students to commit to learning, research shows they must first understand what they are supposed to learn and why they are being asked to learn it. Then, once students see the value in the learning, they must believe they can actually learn it and know what it looks like when they get there. Ultimately, to commit to learning, students need to tell themselves two things: (1) This is interesting and important, and (2) I believe I can learn/master it (Goodwin, 2020)	<input checked="" type="checkbox"/>
PLCs and Teacher Coaching	We will use PLCs to create a collaborative culture of continuous improvement that produces evidence, including measurable results of improving student learning. https://ies.ed.gov/ncee/edlabs/regions/midatlantic/app/Docs/TechnicalAssistance/3_32_8_EE4_Creating_and_Sustaining_Professional_Learning_Communities.pdf Professional Development Create a collaborative culture of continuous improvement that produces evidence, including measurable results of improving professional practice. https://ies.ed.gov/ncee/edlabs/regions/southwest/pdf/rel_2007033.pdf Teacher Coaching Create a collaborative culture of continuous improvement that produces evidence, including measurable results of improving professional practice. https://scholar.harvard.edu/files/mkraft/files/kraft_blazar_hogan_2016_teacher_coaching_meta-analysis_wp_w_appendix.pdf Teacher Coaching Create a collaborative culture of continuous improvement that produces evidence, including measurable results of improving professional practice.	<input type="checkbox"/>

Evidence-based Activity	Evidence Citation	Uploaded in CIP
	<p>https://pdfs.semanticscholar.org/20df/fba41f9f32afaf0f2f75f15e2523317e3084.pdf?_ga=2.92918046.2057072060.1580493694-2106497335.1580493694 A correlation exists between efficient professional learning communities and teacher coaching. “The report finds that teachers who receive substantial professional development—an average of 49 hours in the nine studies—can boost their students’ achievement by about 21 percentile points.” PLCs influence positive culture amongst teachers. “...in schools with higher levels of collaborative activities [teachers] are more likely than others to have high levels of career satisfaction (68% vs. 54% very satisfied).” “More specific attention to the school’s culture for collaboration and continuous improvement and necessary structures are likely to increase the effects of coaching.” Thus, teacher coaching will impact instruction, student achievement, and at-large the culture of collaboration.</p>	
Co-Teaching	<p>Miller, C., & Oh, K. (2013). The Effects of Professional Development on Co-Teaching for Special and General Education Teachers and Students. <i>Journal of Special Education Apprenticeship</i>, 2(1).</p>	<input type="checkbox"/>
		<input type="checkbox"/>
		<input type="checkbox"/>

Special Considerations for Comprehensive Support and Improvement (CSI) Schools

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

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

Turnaround Team:
<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

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

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

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

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

South Christian Elementary

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**

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.

South Christian will continue to strengthen areas that include SWD students and African American Students. Our goal is to reduce the number of students scoring in the Novice Performance Level and increase the number of students scoring at the Proficient Performance Level as indicated by the KSA.

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 1: Design and Deploy Standards

- Ensure regularly scheduled curriculum meetings to review the alignment between standards, learning targets, and assessment measures
- Determine if assignments/activities/assessments reflect the learning targets students have had the opportunity to learn
- Increase collaboration in deconstructing standards and developing congruent learning targets

KCWP 2: Design and Deliver Instruction

- Ensure monitoring measures are in place to support holistic planning for high fidelity instructional delivery of the standards (success criteria)
- Utilize knowledge of best practice/high yield instructional strategies to aid in curricular adjustments when students fail to meet mastery
- Ensure that all users of assessment data use information to benefit student learning

Indicator Scores

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

Indicator	Status	Change
State Assessment Results in reading and mathematics	67.9	3.6
State Assessment Results in science, social studies and writing	62.9	-7.2
English Learner Progress	NA	NA
Quality of School Climate and Safety	81.5	2.8
Postsecondary Readiness (high schools and districts only)	NA	NA
Graduation Rate (high schools and districts only)	NA	NA

Explanations/Directions

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.

Operational Definitions

Goal: Long-term three to five year targets based on the required school level goals. Elementary/middle schools must have goals for proficiency, separate academic indicator, achievement gap, and growth. High schools must have goals for proficiency, separate academic indicator, achievement gap, graduation rate, and transition readiness. Long-term targets should be informed by The Needs Assessment for Schools.

Objective: Short-term target to be attained by the end of the current academic year. There can be multiple objectives for each goal.

Strategy: An approach to systematically address the process, practice, or condition that the school will focus its efforts upon in order to reach its goals or objectives. There can be multiple strategies for each objective. The strategy can be based upon Kentucky's six (6) Key Core Work Processes listed below or another established improvement approach (i.e. *Six Sigma, Shipley, Baldrige, etc.*).

Activity: Actionable steps used to deploy the chosen strategy. There can be multiple activities for each strategy.

Key Core Work Processes: A series of processes identified by the Kentucky Department of Education that involve the majority of an organization's workforce and relate to its core competencies. These are the factors that determine an organization's success and help it prioritize areas for growth.

- [KCWP 1: Design and Deploy Standards](#)
- [KCWP 2: Design and Deliver Instruction](#)
- [KCWP 3: Design and Deliver Assessment Literacy](#)
- [KCWP 4: Review, Analyze and Apply Data](#)
- [KCWP 5: Design, Align and Deliver Support](#)
- [KCWP 6: Establishing Learning Culture and Environment](#)

Measure of Success: Criteria that shows the impact of the work. The **measures** may be quantitative or qualitative, but are observable in some way.

Progress Monitoring: Process used to assess the implementation of the plan, the rate of improvement, and the effectiveness of the plan. Should include timelines and responsible individuals.

Funding: Local, state, or federal funds/grants used to support (or needed to support) the improvement initiative.

Requirements for Building an Improvement Plan

- There are six (6) required district goals: proficiency, separate academic indicator, achievement gap, graduation rate, growth, and transition readiness.
- The required school goals include the following:
 - For elementary/middle school, these include: proficiency, separate academic indicator, achievement gap, and, growth.
 - For high school, these include: proficiency, separate academic indicator, achievement gap, graduation rate, and transition readiness.

1: Proficiency Goal

Goal 1 (State your proficiency goal.): By 2027, 64.2% of students will score proficient or above in Reading measured by KSA. By 2027, 60.7% of students will score proficient or above in Math measured by KSA.					
Objective	Strategy	Activities	Measure of Success	Progress Monitoring	Funding
<p>Objective 1</p> <p>Increase the percentage of students (Grades 3-5) scoring proficient or above in Reading from 50% to 53% by May 2025 on KSA.</p> <p>Increase the percentage of students (Grades 3-5) scoring proficient or above in Math from 47% to 50% by May 2025 on KSA.</p>	<p>KCWP 2: Design and Deliver Instruction</p> <p>Teachers will become proficient at delivering universal, high quality, equitable, and responsive Tier I Instruction using the most appropriate high yield instructional strategies and monitoring student learning.</p>	<p>Professional Learning Communities</p> <p>Professional Development - CCPS Professional Learning Conferences, PD through HQIR, and other options offered by the school, district, and CoOp</p> <p>Coaching Cycle - Leadership and Instructional Coach will collaborate to provide coaching, to model lessons, and to provide feedback in order to build teacher capacity in best practices</p> <p>Lesson Plan Feedback</p>	<p>Teacher rating of Accomplished or Exemplary on Danielson Framework for Teaching</p> <p>Student Achievement on benchmark assessments</p>	<p>During the PLC cycle (Side by Side Lesson Plan Coaching and Individual Teacher Data Chats occur)</p> <p>Data Tracking Document Ongoing 45 day 90 day 135 day 180 day Teachers / Leadership</p>	General Fund Title I
		<p>Goal Setting - Teachers will conference with their students to set achievement goals. Gifted and Talent services will be provided to students who</p>	<p>Incorporated in lesson plans and student led conferences artifacts</p>	<p>Data Tracking Document Ongoing 45 day 90 day 135 day 180 day Teachers / Leadership</p>	No Funding Required

		have been identified as high achieving.			
		Reading Improvement Plan will be created for all K-4 students who score at the 30%ile or below as measured on MAP Testing.	Incorporated in lesson plans	Data Tracking Document Ongoing 45 day 90 day 135 day 180 day Teachers / Leadership	KySEL
	<p>KCWP4: Review, Analyze and Apply Data</p> <p>Established MTSS/RTI Structure and Time built into the schedule in which students receive instruction on their individual level to assist in getting them closer to grade level standards and content.</p>	<p>Implement formal (summative, norm referenced testing, and universal screenings) and informal processes (formative assessment, self assessment, and peer reviews) that teachers and students utilize to gather evidence to directly improve the learning of students assessed.</p> <p>6 Week MTSS Meetings</p> <p>Established RTI Groups/Time</p>	Plan, Do, Study, Act improvement model will be implemented	Data Tracking Document Ongoing 45 day 90 day 135 day 180 day Teachers / Leadership	No Funding Required
			Increased student growth on data tracking document	Data Tracking Document Ongoing 45 day 90 day 135 day 180 day Teachers / Leadership	No Funding Required

	<p>KCWP 1: Design and Deliver Standards</p> <p>Use the KAS to define what students should know and be able to do by the end of each grade level or course and ensure that educators understand the relationship between the standards, curriculum, and instructional resources.</p>	<p>Principal and Assistant Principal facilitate weekly PLC meetings to include the PDSA Cycle that addresses clarity of the KAS standards, clear and concise learning intentions, alignment of standards, tasks, and assessment, engagement strategies, student work analysis, assessment data analysis, and instruction refinement.</p>	<p>Incorporated in lesson plans</p>	<p>Data Tracking Document</p> <p>Ongoing 45 day 90 day 135 day 180 day Teachers / Leadership</p>	<p>General Fund</p>
	<p>KCWP 6: Establishing Learning Culture and Environment</p> <p>Collaboration among all staff to establish a culture where learning and continued growth is the primary focus and foundation for all actions.</p>	<p>PBIS - Teachers create a classroom environment to support behavior management with rewards and incentives, build relationships, and facilitate early intervention in order to increase desired behaviors during instruction to protect the learning environment.</p>	<p>Teacher rating of Accomplished or Exemplary on Danielson Framework for Teaching</p>	<p>Data Tracking Document</p> <p>Ongoing 45 day 90 day 135 day 180 day Teachers / Leadership</p>	<p>Title IV</p>

2: Separate Academic Indicator

Goal 2 (State your separate academic indicator goal.): By 2027, 55.0% of students will score proficient or above in Science measured by KSA. By 2027, 74.8% of students will score proficient or above in Social Studies measured by KSA. By 2027, 57.9% of students will score proficient or above in Writing measured by KSA.					
Objective	Strategy	Activities	Measure of Success	Progress Monitoring	Funding
Objective 1 Increase the percentage of students scoring proficient or above in Science from 49% to 52% on KSA.	KCWP 1: Design and Deploy Standards Use the KAS to define what students should know and be able to do by the end of each grade level or course and ensure that educators understand the relationship between the standards, curriculum, and instructional resources.	Principal and Assistant Principal facilitate weekly PLC meetings to include the PDSA Cycle that addresses clarity of the KAS standards, clear and concise learning intentions, alignment of standards, tasks, and assessment, engagement strategies, student work analysis, assessment data analysis, and instruction refinement. Review and conduct cyclic curriculum reviews/checks within the PLC.	PLC documents Plan, Do, Study, Act Cycle Effective Lessons based on student assessment data Student Achievement on benchmark assessments	During the PLC cycle (Side by Side Lesson Plan Coaching and Individual Teacher Data Chats occur) Data Tracking Document Ongoing 45 day 90 day 135 day 180 day Teachers / Leadership	No Funding Required
	KCWP 2: Design and Deliver Instruction Teachers will become proficient at delivering universal, high quality, equitable, and responsive Tier I Instruction using the most appropriate high yield instructional				Data Tracking Document Ongoing 45 day 90 day 135 day 180 day Teachers / Leadership

	strategies and monitoring student learning.				
	<p>KCWP 6: Establishing Learning Culture and Environment</p> <p>Collaboration among all staff to establish a culture where learning and continued growth is the primary focus and foundation for all actions.</p>	<p>Ensure the expectations of students are clearly defined, and that group norms have been established within the classroom.</p> <p>PBIS - Teachers create a classroom environment to support behavior management with rewards and incentives, build relationships, and facilitate early intervention in order to increase desired behaviors during instruction to protect the learning environment.</p>	<p>Lesson Plans</p> <p>Conduct classroom walkthrough utilizing Charlotte Danielson Framework for Teaching</p>	<p>Data Tracking Document</p> <p>Ongoing</p> <p>45 day</p> <p>90 day</p> <p>135 day</p> <p>180 day</p> <p>Teachers / Leadership</p>	<p>No Funding Required</p>
<p>Objective 2</p> <p>Increase the percentage of students scoring proficient or above from 44% to 47% in Social Studies by 2025 on KSA.</p>	<p>KCWP 1: Design and Deploy Standards</p> <p>Use the KAS to define what students should know and be able to do by the end of each grade level or course and ensure that educators understand the relationship between the</p>	<p>Principal and Assistant Principal facilitate weekly PLC meetings to include the PDSA Cycle that addresses clarity of the KAS standards, clear and concise learning intentions, alignment of standards, tasks, and assessment, engagement strategies, student work analysis, assessment data analysis,</p>	<p>PLC documents</p> <p>Plan, Do, Study, Act Cycle</p> <p>Effective Lessons based on student assessment data</p> <p>Student Achievement on</p>	<p>During the PLC cycle (Side by Side Lesson Plan Coaching and Individual Teacher Data Chats occur)</p> <p>Data Tracking Document</p> <p>Ongoing</p> <p>45 day</p> <p>90 day</p> <p>135 day</p> <p>180 day</p> <p>Teachers / Leadership</p>	<p>No Funding Required</p>

	standards, curriculum, and instructional resources.	and instruction refinement. Review and conduct cyclic curriculum reviews/checks within the PLC.	benchmark assessments		
	KCWP 2: Design and Deliver Instruction Teachers will become proficient at delivering universal, high quality, equitable, and responsive Tier I Instruction using the most appropriate high yield instructional strategies and monitoring student learning.	Establish communication protocols for parents/guardians regarding placement and progress in intervention support systems.	Communication Logs RTI/MTSS Parent Forms	Data Tracking Document Ongoing 45 day 90 day 135 day 180 day Teachers / Leadership	No Funding Required
	KCWP 6: Establishing Learning Culture and Environment Collaboration among all staff to establish a culture where learning and continued growth is the primary focus and foundation for all actions.	Ensure the expectations of students are clearly defined, and that group norms have been established within the classroom. PBIS - Teachers create a classroom environment to support behavior management with rewards and incentives, build relationships, and facilitate early intervention in order to increase desired	Lesson Plans Conduct classroom walkthrough utilizing Charlotte Danielson Framework for Teaching	Data Tracking Document Ongoing 45 day 90 day 135 day 180 day Teachers / Leadership	No Funding Required

		behaviors during instruction to protect the learning environment.			
Objective 3 Increase the percentage of students scoring proficient or above from 38% to 40% in Combined Writing by 2025 on KSA.	KCWP 1: Design and Deploy Standards Use the KAS to define what students should know and be able to do by the end of each grade level or course and ensure that educators understand the relationship between the standards, curriculum, and instructional resources.	Principal and Assistant Principal facilitate weekly PLC meetings to include the PDSA Cycle that addresses clarity of the KAS standards, clear and concise learning intentions, alignment of standards, tasks, and assessment, engagement strategies, student work analysis, assessment data analysis, and instruction refinement. Implementation of school Writing Plan	PLC documents Plan, Do, Study, Act Cycle Effective Lessons based on student assessment data Student Achievement on benchmark assessments	During the PLC cycle (Side by Side Lesson Plan Coaching and Individual Teacher Data Chats occur) Data Tracking Document Ongoing 45 day 90 day 135 day 180 day Teachers / Leadership	No Funding Required
	KCWP 2: Design and Deliver Instruction Teachers will become proficient at delivering universal, high quality, equitable, and responsive Tier I Instruction using the most appropriate high yield instructional strategies and monitoring student learning.	Implementation and monitoring of school Writing Plan	Data Tracking Document	Data Tracking Document Ongoing 45 day 90 day 135 day 180 day Teachers / Leadership	No Funding Required

	<p>KCWP 6: Establishing Learning Culture and Environment</p> <p>Collaboration among all staff to establish a culture where learning and continued growth is the primary focus and foundation for all actions.</p>	<p>Ensure the expectations of students are clearly defined, and that group norms have been established within the classroom.</p> <p>PBIS - Teachers create a classroom environment to support behavior management with rewards and incentives, build relationships, and facilitate early intervention in order to increase desired behaviors during instruction to protect the learning environment.</p>	<p>Lesson Plans</p> <p>Conduct classroom walkthrough utilizing Charlotte Danielson Framework for Teaching</p>	<p>Data Tracking Document</p> <p>Ongoing</p> <p>45 day</p> <p>90 day</p> <p>135 day</p> <p>180 day</p> <p>Teachers / Leadership</p>	<p>No Funding Required</p>
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3: Achievement Gap

Objective	Strategy	Activities	Measure of Success	Progress Monitoring	Funding
<p>Objective 1</p> <p>Decrease the percentage of students (Disability) GAP Group scoring Novice in Reading in from 51% to 49% by 2025 as measured by KSA.</p>	<p>KCWP3: Design and Deliver Assessment Literacy</p> <p>Use a variety of evidence (4 primary assessment purposes) to support educational decision making</p>	<p>Teachers will learn how to use all the resources and reports from MAP and MasteryConnect data to plan instruction for differentiation and to monitor growth.</p>	<p>Decrease in Novice Scores on Benchmark Assessments</p>	<p>Data Tracking Document Ongoing 45 day 90 day 135 day 180 day Teachers / Leadership</p>	<p>No Funding Required</p>
		<p>Create formative and summative assessments that are aligned to the KAS standards.</p>	<p>Decrease in Novice Scores on Benchmark Assessments</p>	<p>Data Tracking Document Ongoing 45 day 90 day 135 day 180 day Teachers / Leadership</p>	<p>No Funding Required</p>
	<p>KCWP 4: Review, Analyze and Apply Data</p> <p>Established MTSS/RTI Structure and Time built into the schedule in which students receive instruction on their individual level to assist in getting them closer to grade level standards and content.</p>	<p>Develop and clearly define MTSS school-wide process with checklists, and documentation tools, including such information as service frequency, intervention programs/strategies, SMART goal measurement, and progress monitoring checks.</p>	<p>Increase in percentile measured by progress monitoring data collected bi-monthly for tier 2 and weekly for tier 3 students</p>	<p>Data Tracking Document Ongoing 45 day 90 day 135 day 180 day Teachers / Leadership</p>	<p>No Funding Required</p>

4:English Learner Progress

Goal 4 (State your English Learner goal.): By 2027, 50% of English Language Learners will progress up 1 level on ACCESS.					
Objective	Strategy	Activities	Measure of Success	Progress Monitoring	Funding
Objective 1 10% of English Language Learners will progress up 1 level on ACCESS 2025.	KCWP 5: Design, Align and Deliver Support Promote positive, equitable and inclusive learning experiences for all students with ongoing continuous improvement and data-based decision making occurring at all levels to match instruction, intervention, and support to the identified needs of all learners.	Professional Learning Communities Professional Development - CCPS Professional Learning Conferences, PD through HQIR, and other options offered by the school, district, and CoOp Following EL Students' PSP Services provided by the EL Teacher	Teacher rating of Accomplished or Exemplary on Danielson Framework for Teaching Student Achievement	Data Tracking Document Ongoing 45 day 90 day 135 day 180 day Teachers / Leadership	

5: Quality of School Climate and Safety

Goal 5 (State your safety goal.): 100% of the Risk Assessment Indicators for Safety will be implemented at the school level.					
Objective	Strategy	Activities	Measure of Success	Progress Monitoring	Funding
Objective 1 Increase safety and security on campus to ensure all staff and students remain safe.	KCWP 6: Establishing Learning Culture and Environment Training, resources, and awareness to ensure a safe space that is conducive to learning	Full time SRO on campus	Full time security on campus	Officer daily attendance	
		All Classroom doors locked at all times	Barrier between students/staff and potential intruder	Daily door checks	No Funding Required
		Utilizing front door buzzer and screening all visitors	Secured entrance to school	Office visitor logs	No Funding Required
		Facilitating Active Shooter Training	Increased exposure to best practices in an emergency	Sign In Sheets from PD	No Funding Required
		Implementing monthly drills	Increased of good habits in an emergency	Drill logs	No Funding Required
Objective 2 Increase the results of the Quality of School Climate and Safety Survey from green to blue in rating.	KCWP 6: Establishing Learning Culture and Environment Training, resources, and awareness to ensure a safe space that is conducive to learning	Social and Emotional lessons will be taught routinely	More students will agree or strongly agree with questions on the climate and safety survey	Student survey each semester Studer Survey	No Funding Required
		Monthly meetings with the Student Voice Committee	More students will agree or strongly agree with questions on the climate and safety survey	Student survey each semester Studer Survey	No Funding Required

7: Other (Optional)

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

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.

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 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) 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 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 eProve. Specific directions regarding the documentation requirements can be found in the [“Documenting Evidence under ESSA”](#) resource available on KDE’s [Evidence-based Practices website](#).

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 eProve
Train staff to implement inductive teaching strategies.	Hattie, J. (2009). <i>Visible Learning: a synthesis of over 800 meta-analyses relating to achievement</i> . Routledge: New York, NY.	<input checked="" type="checkbox"/>
		<input type="checkbox"/>
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Sinking Fork Elementary School Comprehensive Improvement Plan 2024-2025

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.

- **Science Student Achievement (57% of students scored apprentice on KSA)**
- **Combined Writing Student Achievement (3% of students scored distinguished on KSA)**
- **Gap Group Student Achievement (African American students are underperforming white students by 10% in the area of Proficient & Distinguished reading. 23% of AA students scored novice in reading whereas only 16% of white students scored novice.)**

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.

- We will focus resources and efforts on ensuring:**
- Teachers utilize knowledge of best practice/high yield instructional strategies to aid in curricular adjustments with students fail to meet mastery
 - Formative assessment practice allow students to understand where they are going, where they currently are, and how they can close the gap

Indicator Scores

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

Indicator	Status	Change
State Assessment Results in reading and mathematics	74.0 High	5.2 Increase
State Assessment Results in science, social studies and writing	64.2 Medium	1.0 Increase
English Learner Progress	N/A	N/A
Quality of School Climate and Safety	87.0 Very High	2.6 Increase
Postsecondary Readiness (high schools and districts only)	N/A	N/A
Graduation Rate (high schools and districts only)	N/A	N/A

1: State Assessment Results in Reading and Mathematics

Sinking Fork Elementary will increase the number of students scoring proficient or above in reading from 47% to 60% by Spring 2027 as determined by Kentucky Standards Assessment.					
Sinking Fork Elementary will increase the number of students scoring proficient or above in mathematics from 50% to 68% by Spring 2027 as determined by Kentucky Standards Assessment.					
Objective	Strategy	Activities	Measure of Success	Progress Monitoring	Funding
Reading - Increase the number of students scoring proficient or above in reading from 47% to 51% by Spring 2025 as determined by Kentucky Standards Assessment.	KCWP 1: Design and Deploy Standards KCWP 2: Design and Deliver Instruction	<ul style="list-style-type: none"> ● Teacher Coaching Model <ul style="list-style-type: none"> ○ Committed to seeing ALL teachers each week ○ Increased visibility in classrooms ○ Intentional scheduling with Teacher Coach ● Direct Instruction - standards aligned <ul style="list-style-type: none"> ○ Into Reading Grades K-5: Standards based ELA instruction ○ Reflex Math, Map Accelerator, and Eureka-Standards aligned Math instruction ● PLC's (PDSA) <ul style="list-style-type: none"> ○ Student Achievement ○ Standards Alignment ○ Teacher Coaching ○ Lesson Design ○ Pacing/Structure ○ Data Analysis ○ Instructional Feedback ○ Identifying Support Needs ● Protecting the Learning Environment ● Regular Progress Monitoring of Student Achievement (data tracking, formative data, summative data) ● Gifted and Talented Students: Students who are identified as gifted and talented will be provided services in alignment with their Gifted Student Services Plan (GSSP). Primary Talent Pool Teacher will be provided services every other week in a pu ● Implement Into Reading which is a comprehensive evidenced based reading program that includes instruction in phonemic awareness, phonics, fluency, vocabulary, comprehension and writing. 	<ul style="list-style-type: none"> ● Student growth on MAP assessments. ● Students will reach proficiency on Unit/Common Assessments. ● Classroom observations will show high standards of teaching and learning. ● Student Data Tracker input will indicate high levels of student success on taught skills/standards. ● District Instructional Rounds feedback will support the implementation of high quality direct. instructional practices. ● Teacher Coaching Model data will show high percentages of classrooms are visited weekly. ● Student conferencing confirms students are aware of their individual growth goals and are working to achieve them. ● Differentiation through content, process, and product occurring within the classroom and through pull out programs. ● Cluster leaders provide assistance with identification and coaching teachers in providing individualized services. ● Opportunities for students to participate in extracurricular activities or clubs. ● All certified reading teachers and special education teachers receive training in the Into Reading program (beginning of the year, ongoing support from HMH, Friday Tidbits, and virtual professional learning sessions.) ● Building leaders receive support through Building Instructional Leadership Team meetings and bi-weekly Into Reading Q & A sessions. 	<ul style="list-style-type: none"> ● MAP Data/Reports ● Common Assessment Data ● Mastery Connect Data ● Student Data Tracker Data ● Teacher Coaching Model Data ● PLC Agendas and Minutes ● Instructional Rounds Feedback ● Growth Goal Percentages ● Lesson Plans ● Classroom Observations ● RTI Data Reports ● Schedules of GT enrichment specialists ● Professional learning sign in sheets from staff trainings led by cluster leaders ● Cluster leader trainings 	General Fund Title I SBDM GT State Grant GT District Match
Math - Increase the number of students scoring proficient or above in Math from 50% to 54% by Spring 2025 as determined by Kentucky Standards Assessment.					

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

Sinking Fork Elementary will increase the number of students scoring proficient or above in Science from 34% to 50% by Spring 2027 as determined by Kentucky Standards Assessment.

Sinking Fork Elementary will increase the number of students scoring proficient or above in Social Studies from 52% to 60% by Spring 2027 as determined by Kentucky Standards Assessment.

Sinking Fork Elementary will increase the number of students scoring proficient or above in Combine Writing from 36% to 50% by Spring 2027 as determined by Kentucky Standards Assessment.

Objective	Strategy	Activities	Measure of Success	Progress Monitoring	Funding
<p>Science: Sinking Fork Elementary will increase the number of students scoring proficient or above in Science from 34% to 39% by Spring 2025 as determined by Kentucky Standards Assessment.</p>	<p>KCWP 1: Design and Deploy Standards KCWP 2: Design and Deliver Instruction</p>	<ul style="list-style-type: none"> ● See Activities for Goal 1 ● Increase writing opportunities across all subjects and all grade levels. ● Parent/Family nights that promote and emphasize the importance of writing, social studies and science. ● Professional Development and coaching for teachers-District Writing Coach. ● Typesy program used 3rd through 5th grade to build typing capacity and computer literacy. ● Science, Social Studies and Writing learning checks used school wide. ● Collaborative work sessions with other schools to develop teacher capacity and create a support system of educators working towards common outcomes. ● Additional professional learning for Science/Social Studies/Writing across grade levels. ● Amplify science program will be used to implement science standards in grades K-5 ● Teachers in grades K-5 utilize resources aligned to NGSS. 	<ul style="list-style-type: none"> ● See Measure of Success for Goal 1 ● Student writing samples will show progress toward mastering writing conventions. ● Lesson plans will include opportunities for students to write in all subject areas. ● Reports for online science, social studies and language arts programs will indicate increased student achievement. ● Increased teacher participation in PD opportunities. ● Evidence of implementation of school wide literacy/writing plan. 	<ul style="list-style-type: none"> ● See Progress Monitoring for Goal 1 ● Vertical PLC Agendas and Attendance Documents ● PD Attendance Records ● Meetings with 5th grade writing team and writing coach ● Cohort Meetings for Writing ● Students using Typesy during NTI days 	<p>General Fund SBDM Funds Title I GT State Grant GT District Match</p>
<p>Social Studies: Sinking Fork Elementary will increase the number of students scoring proficient or above in Social Studies from 52% to 55% by Spring 2025 as determined by Kentucky Standards Assessment.</p>	<p>KCWP 1: Design and Deploy Standards KCWP 2: Design and Deliver Instruction</p>				
<p>Combined Writing: Sinking Fork Elementary will increase the number of students scoring proficient or above in Combine Writing from 36% to 40% by Spring 2025 as determined by Kentucky Standards Assessment</p>	<p>KCWP 1: Design and Deploy Standards KCWP 2: Design and Deliver Instruction</p>				

3: Achievement Gap

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

Objective	Strategy	Activities	Measure of Success	Progress Monitoring	Funding																					
<p>Decrease the achievement gap between African American students scoring proficient and distinguished in the area of READING as compared to White students by 2% as determined by Spring 2025 KSA.</p> <table border="1" data-bbox="110 808 491 1109"> <thead> <tr> <th colspan="3">CURRENT Reading GAP Spring 2024 KSA</th> </tr> <tr> <th></th> <th>AA</th> <th>White</th> </tr> </thead> <tbody> <tr> <td>N</td> <td>23%</td> <td>16%</td> </tr> <tr> <td>A</td> <td>28%</td> <td>25%</td> </tr> <tr> <td>P</td> <td>29%</td> <td>39%</td> </tr> <tr> <td>D</td> <td>20%</td> <td>20%</td> </tr> <tr> <td>P%D</td> <td>49%</td> <td>59%</td> </tr> </tbody> </table> <p>(The current gap is 10%. SFE will reduce this percentage to 8% or lower as determined by Spring 2025 KSA data.)</p>	CURRENT Reading GAP Spring 2024 KSA				AA	White	N	23%	16%	A	28%	25%	P	29%	39%	D	20%	20%	P%D	49%	59%	<p>KCWP 1: Design and Deploy Standards</p> <p>KCWP 2: Design and Deliver Instruction</p>	<ul style="list-style-type: none"> ● See Activities for Goal 1 ● Create and monitor a watch list for students performing below proficiency. ● Increase level of monitoring intervention supports ● Mentor Program for students identified by early warning tool and teacher referrals. ● Interventions- ESS, MTSS ● Continue to implement PBIS system ● Continue FRYSC support to families helping to eliminate barriers. ● Increase communication and involvement with parents in regards to student expectations and their role as a vital partner. ● Trauma Informed Care/Social Emotional supports and mini lessons provided by School Counselor 	<ul style="list-style-type: none"> ● See Measures of Success for Goal 1 ● Progress monitoring of the achievement gap will show a decrease in the proficiency gap between African American students and White students. ● Daily formative assessment data will show improved performance for African American students. ● There will be an increase in parental involvement and communication between school and home. ● PBIS walkthroughs/audits will show fidelity in all Tier 1 indicators. ● RTI data will show increase in African American achievement. 	<ul style="list-style-type: none"> ● See Measures of Success for Goal 1 ● Progress monitoring of the achievement gap will show a decrease in the proficiency gap between African American students and White students. ● Daily formative assessment data will show improved performance for African American students. ● There will be an increase in parental involvement and communication between school and home. ● PBIS walkthroughs/audits will show fidelity in all Tier 1 indicators. ● RTI data will show increase in African American achievement 	<p>General Fund</p> <p>SBDM Funds</p> <p>Title I</p>
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A	28%	25%																								
P	29%	39%																								
D	20%	20%																								
P%D	49%	59%																								

4: English Learner Progress

Each Sinking Fork Elementary English Learner student will progress at least 2 levels on the ACCESS assessment by May 2027.

Objective	Strategy	Activities	Measure of Success	Progress Monitoring	Funding
<p>Each EL student will progress at least 1 level on the ACCESS assessment by spring of 2025</p>	<p>KCWP 1: Design and Deploy Standards KCWP 2: Design and Deliver Instruction</p>	<ul style="list-style-type: none"> ● See Activities for Goal 1 ● Add “EL Updates, Progress, and Needs” to all PLC Agendas. ● Initiate monthly administrators meetings with the school ESL teacher. ● Revisit and refine ESL teacher’s daily schedule to ensure all student needs are met daily. ● Host several field trips for ESL students. ● Revisit and refine the ACCESS testing schedule. ● Ensure all communication is sent home in the student’s native language. 	<ul style="list-style-type: none"> ● See Measures of Success for Goal 1 ● Progress monitoring of the EL students will show an increase in proficiency. ● Daily formative assessment data will show improved performance for EL students. ● RTI data will show increase in EL student achievement. ● Communication between school and home will improve. ● The ESL teacher will attend at least one PLC each month. ● The ESL teacher and classroom teacher will utilize co-teaching when able. 	<ul style="list-style-type: none"> ● See Progress Monitoring for Goal 1 ● EL Student Data Trackers ● Meeting Agendas/Minutes ● Revised Daily Schedules ● Utilization of CCPS Language Line and Translation Resources ● EL students have attended 2 field trips ● ACCESS testing was completed on January 23, 2024 ● Calhoun meets with teachers during PLC to discuss EL needs and ELlevation progress monitoring ● Documents are being sent to Mary Saupe as needed for translation for EL student families 	<p>General Fund</p> <p>SBDM</p> <p>Title I</p>

5: Quality of School Climate and Safety

Sinking Fork Elementary will increase the Quality of School Climate And Safety score from 87.0 to 90.0 by spring of 2027 as determined by Kentucky Standards Assessment Survey Data.

Objective	Strategy	Activities	Measure of Success	Progress Monitoring	Funding
<p>Increase the Quality of School Climate and Safety Score from 87.0 to 88.0 by Spring of 2025 as determined by KSA.</p>	<p>KCWP 5: Design, Align, and Deliver Support KCWP 6: Establish Learning Culture and Environment</p>	<ul style="list-style-type: none"> ● Regular communication with students regarding school safety policies and plans. ● Monthly practices of all emergency drills. ● Implement the use of student voice surveys to gain insight into the student perspective and development of action plan to address areas of improvement. ● Student Voice Committee- monthly meeting. ● Continue FRYSC support to students and families. ● Review the Code of Conduct with intermediate grades ● Implementation of PBIS (Tiers 1, 2, and 3) ● Social Skills mini lessons provided by School Counselor. 	<ul style="list-style-type: none"> ● Successful execution of emergency drills. ● Use of internal survey will show improved student perception of school climate and safety. ● Behavior data will show a decrease in school behavior events. ● Use of PBIS audits will indicate PBIS is being implemented with fidelity school wide. ● Adherence to the schedule for Social Skills lessons. ● Individual student conferencing to monitor student perception/ experience 	<ul style="list-style-type: none"> ● PBIS Fidelity Checks and Audits ● Student Voice Committee Agendas and Minutes ● Survey data ● Behavior/Discipline Data ● Emergency Drill Follow Up Reports ● Schedule of Social Skills Lessons provided by the School Counselor 	<p>General Fund SBDM Title I</p>
<p>Increase the Climate Index Score from 89.1 to 90.0 by Spring 2025 as determined by KSA</p>					
<p>Increase the Safety Index Score from 84.9 to 86 by Spring 2025 as determined by KSA.</p>					



Hopkinsville High School
Comprehensive School Improvement Plan
2024-2025

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.

- 54% of our 10th Grade students scored below proficiency in Reading on the 2024 KSA
- 68% of our 10th Grade students scored below proficiency in Math on the 2024 KSA
- 97% of our 11th Grade students scored below proficiency in Science on the 2024 KSA
- 64% of our 11th Grade students scored below proficiency in Social Studies on the 2024 KSA
- 56% of our 11th Grade students scored below proficiency in Combined Writing on the 2024 KSA

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.

- Processes
- PLCs review standards and alignment to daily learning targets and assessment measures for each unit of instruction
 - In PLCs, teachers will collaborate to design instructional activities and use KDE assignment protocols to check for alignment to the standards
 - A routine part of each PLC cycle will be to analyze data following both formative and summative assessments
- Practices
- Core Content teachers will participate in district Cohort Teams and through professional development gain further insight into their content standards.
 - Teachers will participate in District Cohort Teams and be given training on HQIRs
 - Teachers in 10th grade tested content areas will administer 3 district benchmark assessments throughout the year (Fall, Winter, and Spring). These assessments are designed by MasteryConnect.

Indicator	Status	Change
State Assessment Results in reading and mathematics	66.1	8.5
State Assessment Results in science, social studies and writing	46.1	-2.4
English Learner Progress	N/A	N/A
Quality of School Climate and Safety	56.3	+.9
Postsecondary Readiness (high schools and districts only)	99.3	+1.9
Graduation Rate (high schools and districts only)	89.9	-1.3

Indicator Scores

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

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 Kentucky's six (6) Key Core Work Processes 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: Hopkinsville High School will decrease the number of high school students scoring Novice on reading and math as measured on the KSA by at least 25% by May of 2026.

Objective	Strategy	Activities	Measure of Success	Progress Monitoring	Funding
<p>Objective 1: By May 2025, HHS will increase the percentage of 10th grade students scoring proficient or above in reading to 53.6% or higher as measured by the 2025 KSA.</p>	<p>KCWP 1: Design and Deploy Standards KCWP 2: Design and Deliver Instruction KCWP 3: Design and Deliver Assessment Literacy KWCP 4: Review, Analyze and Apply Data KCWP 5: Design, Align and Deliver Support</p>	<ul style="list-style-type: none"> • Use KSA blueprint and all released items to plan common assessments. • Formative will be used to mimic KSA format. • Analyze Canvas plans for use HQIR Savvas Curriculum and passage based activities focused on specific reading skills • PLC focus on Plan, Do, Study, Act • Utilize MTSS plan for reading based on MAP testing for Tier 2 Intervention during the 90 minute block • Goal Setting-Novice Reduction • Name and Claim Students • KDE Novice Reduction Strategies • Gifted and Talented Students: Students who are identified as gifted and talented will be provided services in alignment with their Gifted Student Services Plan (GSSP). 	<ul style="list-style-type: none"> • Walk-thru observations • PLC Evidence • Canvas Lesson Plan Overview • Common Assessment data • MTSS data which includes MAP data • Differentiation through content, process, and product occurring within the classroom and through pull out programs. • Cluster leaders provide assistance with identification and coaching teachers in providing individualized services. • Opportunities for students to participate in extracurricular activities or clubs. 	<ul style="list-style-type: none"> • Monitor walk-thru data-Divided amongst Admin Team using Observation Schedule • Weekly Administrative analysis of Canvas lesson plans (Each class linked to spreadsheet that is checked weekly) • Report Common Assessment data in PLCs for each unit of study (Each teacher will update the data in their PLC workbook) • MTSS Google Tracking Sheets • Map Data: Progress monitoring for KSA (10th Grade Reading/Math). Goals are to reduce novice levels and increase levels of P/D • KSA Calculator-Utilized at the school level after each unit assessment • Linking Study for MAP (if available) can be put in calculator after assessment. • Used for scrimmages • Benchmark Assessments-given in October, January, and March • Standards aligned lessons • Data put into KSA calculator (school level and district level) • Instruction adjustment based on data schedules of GT enrichment specialists • Professional learning sign in sheets from staff trainings led by cluster leaders • Cluster leader trainings 	<ul style="list-style-type: none"> • District Level Funding, Title 1, Safe Grant • GT state grant, GT district match

				<ul style="list-style-type: none"> • Progress reports for individual students • Assessment data for students who are gifted and talented 	
<p>Objective 2: HHS will increase the percentage of 10th grade students scoring proficient or above in math to 36.4% as measured by the 2025 KSA.</p>	<p>KCWP 1: Design and Deploy Standards KCWP 2: Design and Deliver Instruction KCWP 3: Design and Deliver Assessment Literacy KWCP 4: Review, Analyze and Apply Data KCWP 5: Design, Align and Deliver Support</p>	<ul style="list-style-type: none"> • Use KSA blueprint and all released items to plan common assessments. • Formative will be used to mimic KSA format. • Analyze Canvas plans for use of HQIR HMH AGA that are intentional and focused on needs of students • PLC focus on Plan, Do, Study, Act • Utilize MTSS plan for math based on MAP testing for Tier 2 Intervention during the 90 minute block • Implementation of HMH AGA, and an intentional professional learning plan to support implementation (by coaches, Instructional Supervisor, and HMH coach) High-Quality Instructional Resource • Goal Setting-Novice Reduction <ul style="list-style-type: none"> o Name and Claim Students o KDE Novice Reduction Strategies • Gifted and Talented Students: Students who are identified as gifted and talented will be provided services in alignment with their Gifted Student Services Plan (GSSP). 	<ul style="list-style-type: none"> • Walk-thru observations • PLC Evidence • Canvas Lesson Plan Overview • Common Assessment and MTSS data • Differentiation through content, process, and product occurring within the classroom and through pull out programs. • Cluster leaders provide assistance with identification and coaching teachers in providing individualized services. • Opportunities for students to participate in extracurricular activities or clubs. 	<ul style="list-style-type: none"> • Monitor walk-thru data-Divided amongst Admin Team using Observation Schedule • Weekly Administrative analysis of Canvas lesson plans (Each class linked to spreadsheet that is checked weekly) • Report Common Assessment data in PLCs for each unit of study (Each teacher will update the data in their PLC workbook) • MTSS Google Tracking Sheets • Map Data: Progress monitoring for KSA (10th Grade Reading/Math). Goals are to reduce novice levels and increase levels of P/D • KSA Calculator-Utilized at the school level after each unit assessment • Linking Study for MAP (if available) can be put in calculator after assessment. • Benchmark Assessments-given in October, January, and March • Standards aligned lessons • Data put into KSA calculator (school level and district level) • Instruction adjustment based on data • Schedules of GT enrichment specialists • Professional learning sign in sheets from staff trainings led by cluster leaders 	<ul style="list-style-type: none"> • District Level Funding, Title 1, Safe Grant • GT state grant, GT district match

				<ul style="list-style-type: none">• Cluster leader trainings• Progress reports for individual students• Assessment data for students who are gifted and talented	
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2: State Assessment Results in Science, Social Studies and Writing

Goal 2: Hopkinsville High School will decrease the number of high school students scoring Novice Science, Social Studies, and On Demand Writing as measured on the KSA by at least 25% by May of 2026.

Objective	Strategy	Activities	Measure of Success	Progress Monitoring	Funding
<p>Objective 1: HHS will increase the percentage of 11th grade students scoring proficient or above in Science to 36.4% or higher as measured by the 2025 KSA.</p>	<p>KCWP 1: Design and Deploy Standards KCWP 2: Design and Deliver Instruction KCWP 3: Design and Deliver Assessment Literacy KWCP 4: Review, Analyze and Apply Data KCWP 5: Design, Align and Deliver Support</p>	<ul style="list-style-type: none"> • Use KSA blueprint and all released items to plan common assessments • Teachers develop daily data extraction of graphs/charts/models to determine implications and trends of data • Teachers develop daily reviews of scientific vocabulary and terminology associated with the KSA • Use Open SciEd as a high quality resource • Utilize phenomena and common assessment student work protocol to monitor student progress (built into PLC process) • Benchmark Assessments-given in October and March • Standards aligned lessons • Data put into KSA calculator (school level and district level) • Instruction adjustment based on data • Goal Setting-Novice Reduction o Name and Claim Students <ul style="list-style-type: none"> o KDE Novice Reduction Strategies • Gifted and Talented Students: Students who are identified as gifted 	<ul style="list-style-type: none"> • Walk-thru observations • PLC Evidence • Canvas Lesson Plan Overview • Common Assessment data • Differentiation through content, process, and product occurring within the classroom and through pull out programs. • Cluster leaders provide assistance with identification and coaching teachers in providing individualized services. • Opportunities for students to participate in extracurricular activities or clubs. 	<ul style="list-style-type: none"> • Monitor walk-thru data-Divided amongst Admin Team using Observation Schedule • Weekly Administrative analysis of Canvas lesson plans (Each class linked to spreadsheet that is checked weekly) • Report Common Assessment data in PLCs for each unit of study (Each teacher will update the data in their PLC workbook) • KSA Calculator-Utilized at the school level after each unit assessment • Benchmark Assessments-given in October and March • Standards aligned lessons • Data put into KSA calculator (school level and district level) • Instruction adjustment based on data • Schedules of GT enrichment specialists • Professional learning sign in sheets from staff trainings led by cluster leaders • Cluster leader trainings • Progress reports for individual students • Assessment data for students who are gifted and talented 	<ul style="list-style-type: none"> • District Level Funding, Title 1, Safe Grant • GT state grant, GT district match

Goal 2: Hopkinsville High School will decrease the number of high school students scoring Novice Science, Social Studies, and On Demand Writing as measured on the KSA by at least 25% by May of 2026.

Objective	Strategy	Activities	Measure of Success	Progress Monitoring	Funding
		and talented will be provided services in alignment with their Gifted Student Services Plan (GSSP).			
<p>Objective 2: HHS will increase the percentage of 11th grade students scoring proficient or above in Social Studies to 42.5% or higher as measured by the 2025 KSA.</p>	<p>KCWP 1: Design and Deploy Standards KCWP 2: Design and Deliver Instruction KCWP 3: Design and Deliver Assessment Literacy KWCP 4: Review, Analyze and Apply Data KCWP 5: Design, Align and Deliver Support</p>	<ul style="list-style-type: none"> • Use KSA blueprint and all released items to plan common assessments • Teachers will collaborate to prepare test items for the new state assessment in Social Studies with level of rigor met per standard • Review kystandards.org assessment design resources • Review and implement Pearson Released Items and Mastery Connect Item Bank for Common Assessment development • Use DBQ as a high-quality resource (1 per 9 Weeks) • Benchmark Assessments-given in October and March • Standards aligned lessons • Data put into KSA calculator (school level and district level) • Instruction adjustment based on data • Goal Setting-Novice Reduction <ul style="list-style-type: none"> o Name and Claim Students o KDE Novice Reduction Strategies • Gifted and Talented Students: Students who are identified as gifted and 	<ul style="list-style-type: none"> • Walk-thru observations • PLC Evidence • Canvas Lesson Plan Overview • Common Assessment data • Differentiation through content, process, and product occurring within the classroom and through pull out programs. • Cluster leaders provide assistance with identification and coaching teachers in providing individualized services. • Opportunities for students to participate in extracurricular activities or clubs. 	<ul style="list-style-type: none"> • Monitor walk-thru data-Divided amongst Admin Team using Observation Schedule • Weekly Administrative analysis of Canvas lesson plans (Each class linked to spreadsheet that is checked weekly) • Report Common Assessment data in PLCs for each unit of study (Each teacher will update the data in their PLC workbook) • KSA Calculator-Utilized at the school level after each unit assessment • Benchmark Assessments-given in October and March • Standards aligned lessons • Data put into KSA calculator (school level and district level) • Instruction adjustment based on data • Schedules of GT enrichment specialists • Professional learning sign in sheets from staff trainings led by cluster leaders • Cluster leader trainings • Progress reports for individual students • Assessment data for students who are gifted and talented 	<ul style="list-style-type: none"> • District Level Funding, Title 1, Safe Grant • GT state grant, GT district match

Goal 2: Hopkinsville High School will decrease the number of high school students scoring Novice Science, Social Studies, and On Demand Writing as measured on the KSA by at least 25% by May of 2026.

Objective	Strategy	Activities	Measure of Success	Progress Monitoring	Funding
		<p>talented will be provided services in alignment with their Gifted Student Services Plan (GSSP).</p>			
<p>Objective 3: HHS will increase the percentage of 11th grade students scoring proficient or above in Combined Writing to 56.7% or higher as measured by the 2025 KSA.</p>	<p>KCWP 1: Design and Deploy Standards KCWP 2: Design and Deliver Instruction KCWP 3: Design and Deliver Assessment Literacy KWCP 4: Review, Analyze and Apply Data KCWP 5: Design, Align and Deliver Support</p>	<ul style="list-style-type: none"> • Use KSA blueprint and all released items to plan common assessments • Implementation of school writing plan by teachers with administrative oversight of the process and submission of digital pieces • District Writing Coach will work with all ELA teachers on On Demand Writing process for school-wise use • Focus on Argumentative Writing based on a passage based text • Modeling of on-demand writing & speaking common language throughout all ELA classes • Writing Coach to meet with Instructional admin to discuss monthly calendar and teacher needs for modeling/help Goal Setting-Novice Reduction <ul style="list-style-type: none"> o Name and Claim Students o KDE Novice Reduction Strategies • Gifted and Talented Students: Students who are identified as gifted and 	<ul style="list-style-type: none"> • Walk-thru observations • PLC Evidence • Canvas Lesson Plan Overview • Common Assessment data • Differentiation through content, process, and product occurring within the classroom and through pull out programs. • Cluster leaders provide assistance with identification and coaching teachers in providing individualized services. • Opportunities for students to participate in extracurricular activities or clubs. 	<p>Monitor walk-thru data-Divided amongst Admin Team using Observation Schedule</p> <ul style="list-style-type: none"> • Weekly Administrative analysis of Canvas lesson plans (Each class linked to spreadsheet that is checked weekly) • Report Common Assessment data in PLCs for each unit of study (Each teacher will update the data in their PLC workbook) • KSA Calculator-Utilized at the school level after each unit assessment • Benchmark Assessments-given in October, January, and March • Standards aligned lessons • Data put into KSA calculator (school level and district level) • Instruction adjustment based on data • Schedules of GT enrichment specialists • Professional learning sign in sheets from staff trainings led by cluster leaders • Cluster leader trainings • Progress reports for individual students • Assessment data for students who are gifted and talented 	<ul style="list-style-type: none"> • District Level Funding, Title 1, Safe Grant • GT state grant, GT district match

Goal 2: Hopkinsville High School will decrease the number of high school students scoring Novice Science, Social Studies, and On Demand Writing as measured on the KSA by at least 25% by May of 2026.

Objective	Strategy	Activities	Measure of Success	Progress Monitoring	Funding
		talented will be provided services in alignment with their Gifted Student Services Plan (GSSP).			

3: Achievement Gap

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

Objective	Strategy	Activities	Measure of Success	Progress Monitoring	Funding
<p>Objective 1: HHS will increase the percentage of 10th grade students with disabilities scoring proficient in Reading to 41.6% and Math to 33.7% as measured by the 2025 KSA.</p>	<p>KCWP 1: Design and Deploy Standards KCWP 2: Design and Deliver Instruction KCWP 3: Design and Deliver Assessment Literacy KWCP 4: Review, Analyze and Apply Data KCWP 5: Design, Align and Deliver Support</p>	<ul style="list-style-type: none"> • Use KSA blueprint and all released items to plan common assessments. • Formative assessments will be used to mimic KSA format. • Analyze Canvas plans for usage of our HQIR for ELA (Savvas) and Math (HMH AGA) • Analyze Canvas plans for use of RTI activities from the HQIRs that are intentional and focused on needs of students • PLC focus on Plan, Do, Study, Act • Utilize MTSS plan for math and reading based on MAP testing for Tier 2 Intervention that will take place during the 90 minute block • Goal Setting-Novice Reduction • Name and Claim Students • KDE Novice Reduction Strategies • Practice usage of accommodations with Testing Buddies 	<ul style="list-style-type: none"> • Walk-thru observations • PLC Evidence • Canvas Lesson Plan Overview • Common Assessment data • MTSS data which includes MAP data 	<ul style="list-style-type: none"> • Monitor walk-thru data-Divided amongst Admin Team using Observation Schedule • Weekly Administrative analysis of Canvas lesson plans (Each class linked to spreadsheet that is checked weekly) • Report Common Assessment data in PLCs for each unit of study (Each teacher will update the data in their PLC workbook) • MTSS Google Tracking Sheets • Map Data: Progress monitoring for KSA (10th Grade Reading/Math). Goals are to reduce novice levels and increase levels of P/D • KSA Calculator-Utilized at the school level after each unit assessment • Linking Study for MAP (if available) can be put in calculator after assessment. • Benchmark Assessments-given in October, December, and February • Standards aligned lessons • Data put into KSA calculator (school level and district level) • Instruction adjustment based data 	<ul style="list-style-type: none"> • District Level Funding, Title 1, Safe Grant • GT state grant, GT district match

Objective	Strategy	Activities	Measure of Success	Progress Monitoring	Funding
				<ul style="list-style-type: none"> • Weekly meetings with Students with Disabilities Department 	
<p>Objective 2: HHS will increase the percentage of 10th grade African American students scoring proficient in Reading to 37.7% and Math to 25.1% as measured by the 2025 KSA.</p>	<p>KCWP 1: Design and Deploy Standards KCWP 2: Design and Deliver Instruction KCWP 3: Design and Deliver Assessment Literacy KWCP 4: Review, Analyze and Apply Data KCWP 5: Design, Align and Deliver Support</p>	<ul style="list-style-type: none"> • Use KSA blueprint and all released items to plan common assessments. • Formative assessments will be used to mimic KSA format. • Analyze Canvas plans for usage of our HQIR for ELA (Savvas) and Math (HMH AGA) • Analyze Canvas plans for use of RTI activities from the HQIRs that are intentional and focused on needs of students • PLC focus on Plan, Do, Study, Act • Utilize MTSS plan for math and reading based on MAP testing for Tier 2 Intervention that will take place during the 90 minute block • Goal Setting-Novice Reduction • Name and Claim Students • KDE Novice Reduction Strategies 	<ul style="list-style-type: none"> • Walk-thru observations • PLC Evidence • Canvas Lesson Plan Overview • Common Assessment data • MTSS data which includes MAP data 	<ul style="list-style-type: none"> • Monitor walk-thru data-Divided amongst Admin Team using Observation Schedule • Weekly Administrative analysis of Canvas lesson plans (Each class linked to spreadsheet that is checked weekly) • Report Common Assessment data in PLCs for each unit of study (Each teacher will update the data in their PLC workbook) • MTSS Google Tracking Sheets • Map Data: Progress monitoring for KSA (10th Grade Reading/Math). Goals are to reduce novice levels and increase levels of P/D • KSA Calculator-Utilized at the school level after each unit assessment • Linking Study for MAP (if available) can be put in calculator after assessment. • Benchmark Assessments-given in October, December, and February • Standards aligned lessons • Data put into KSA calculator (school level and district level) • Instruction adjustment based data 	<ul style="list-style-type: none"> • District Level Funding, Title 1, Safe Grant • GT state grant, GT district match

4: English Learner Progress

Goal 4: Each EL student at Hopkinsville High School will progress at least 2 levels on the ACCESS assessment by May 2026.					
Objective	Strategy	Activities	Measure of Success	Progress Monitoring	Funding
<p>Objective 1: HHS will increase the percentage of 10th grade EL students scoring proficient in Reading to 53.9 as measured by the 2025 KSA.</p>	<p>KCWP 1: Design and Deploy Standards KCWP 2: Design and Deliver Instruction KCWP 3: Design and Deliver Assessment Literacy KCWP 4: Review, Analyze and Apply Data KCWP 5: Design, Align and Deliver Support</p>	<ul style="list-style-type: none"> • Use KSA blueprint and all released items to plan common assessments. • Formative assessments will be used to mimic KSA format. • Analyze Canvas plans for usage of our HQIR for ELA (Savvas) • Analyze Canvas plans for use of RTI activities from the HQIR that are intentional and focused on needs of students • PLC focus on Plan, Do, Study, Act • Utilize MTSS plan for reading based on MAP testing for Tier 2 Intervention that will take place during the 90 minute block • Goal Setting-Novice Reduction • Name and Claim Students • KDE Novice Reduction Strategies • EL District Teacher will work with students on testing strategies in an EL Advisory class 	<ul style="list-style-type: none"> • Walk-thru observations • PLC Evidence • Canvas Lesson Plan Overview • Common Assessment data • MTSS data which includes MAP data 	<ul style="list-style-type: none"> • Monitor walk-thru data-Divided amongst Admin Team using Observation Schedule • Weekly Administrative analysis of Canvas lesson plans (Each class linked to spreadsheet that is checked weekly) • Report Common Assessment data in PLCs for each unit of study (Each teacher will update the data in their PLC workbook) • MTSS Google Tracking Sheets • Map Data: Progress monitoring for KSA (10th Grade Reading/Math). Goals are to reduce novice levels and increase levels of P/D • KSA Calculator-Utilized at the school level after each unit assessment • Linking Study for MAP (if available) can be put in calculator after assessment. • Benchmark Assessments-given in October, December, and February • Standards aligned lessons • Data put into KSA calculator (school level and district level) • Instruction adjustment based data 	<ul style="list-style-type: none"> • District Level Funding, Title 1, Safe Grant • GT state grant, GT district match

5: Quality of School Climate and Safety

Goal 5: The Quality of School Climate and Safety Survey indicator score will increase to at least 75 by May 2026.					
Objective	Strategy	Activities	Measure of Success	Progress Monitoring	Funding
<p>Objective 1: The Quality of School Climate and Safety Survey indicator score will increase to at least 65 by May 2025.</p>	<p>KCWP 1: Design and Deploy Standards KCWP 2: Design and Deliver Instruction KCWP 3: Design and Deliver Assessment Literacy KCWP 4: Review, Analyze and Apply Data KCWP 5: Design, Align and Deliver Support</p>	<ul style="list-style-type: none"> • Discussion of Survey items during bi-weekly Leadership Team Meetings • Discussion of Survey items in Advisory Classes • Student Voice Committee Meetings to analyze each Survey item 	<ul style="list-style-type: none"> • Weekly Advisory Plans • Student feedback from Student Voice Committee 	<ul style="list-style-type: none"> • Weekly Advisory Plans • Student feedback from Student Voice Committee 	<ul style="list-style-type: none"> • District Level Funding, Title 1, Safe Grant • GT state grant, GT district match

6: Postsecondary Readiness (High School Only)

Goal 6: HHS will increase the Post-Secondary readiness score to 96% or higher by May 2026.					
Objective	Strategy	Activities	Measure of Success	Progress Monitoring	Funding
<p>Objective 1: HHS will increase the Post-Secondary readiness score to 98.5% or higher by May 2025.</p>	<p>KCWP 1: Design and Deploy Standards KCWP 2: Design and Deliver Instruction KCWP 3: Design and Deliver Assessment Literacy KCWP 4: Review, Analyze and Apply Data KCWP 5: Design, Align and Deliver Support</p>	<ul style="list-style-type: none"> Utilization of Sandra Hancock in review of master schedule to ensure student pathways are equitable Incorporate <i>Talent Pipeline/CCSS Fusion</i> processes to increase TR students Electronic Google Form monitoring of Postsecondary Readiness Implementation and use of ILPs to effectively plan for student pathways through guidance dept. and advisory classes Monitor ACT & EdReady data for students meeting academic readiness benchmark Monitor all EOPA and Industry Certifications through Flex Period for students meeting career benchmark Individual core teacher feedback via lesson plan feedback, observations, and PLC feedback Use of Flex Period to maximize feedback time for ACT skills. 	<ul style="list-style-type: none"> Walk-thru observations PLC Evidence Canvas Lesson Plan Overview Common Assessment data MTSS data which includes MAP data ACT scores EdReady scores EOPA scores 	<ul style="list-style-type: none"> Bi-weekly Leadership Team meetings to include updates on Post-Secondary Readiness numbers for seniors Bi-weekly Leadership Team meeting to discuss ACT and EdReady progress Use <i>HHS Post-Secondary Readiness Google Sheets- Classes of 2024-2027</i> spreadsheet to highlight students on monitor in the lobby Monitor ILP Progress As-needed CTE meetings to include updates on Post Secondary Readiness rates and upcoming opportunities and methods to prepare Monitor ACT-like bell-ringers in English classes using walk-thru data Monthly Leadership Team meetings to include ACT Plan updates Analysis of Google Tracking sheet with all Postsecondary Readiness information that includes ACT for all students 	<ul style="list-style-type: none"> District Level Funding, Title 1, Safe Grant GT state grant, GT district match

7: Graduation Rate (High School Only)

Goal 7: HHS will increase the Graduation Indicator from 90.9% to 96% by 2026.					
Objective	Strategy	Activities	Measure of Success	Progress Monitoring	Funding
<p>Objective 1: HHS will increase the Graduation Indicator from 89.9% to 92.1% by May 2025.</p>	<p>KCWP 1: Design and Deploy Standards KCWP 2: Design and Deliver Instruction KCWP 3: Design and Deliver Assessment Literacy KWCP 4: Review, Analyze and Apply Data KCWP 5: Design, Align and Deliver Support</p>	<ul style="list-style-type: none"> Review failure report to identify students that need remediation Attendance clerk will monitor monthly attendance for truancy Attendance clerk will report to principal on a weekly basis possible truancy issues Guidance & Transition Coaches will analyze if students are on track to graduate with cohort Tableau report based on student needs for graduation requirements Addison & guidance will monitor progress of students in credit recovery classes 	<ul style="list-style-type: none"> Weekly Failure Reports Guidance Check ins with failing Seniors Weekly Teacher Student Failure Meeting Progress Monitoring Sheets 4 Yr. and 5 Yr. Cohort Grade Checks 	<ul style="list-style-type: none"> Grade level school counselor will present failure report at each leadership meeting Weekly Monitoring of Failure Report Google Sheet by Barnes Bi-weekly Leadership Team meetings to include updates on failures and high risk seniors Attendance clerk meets with students that have accumulated 4 + unexcused absences (documented and shared weekly with admin) Report on progress of students using Acellus for Credit Recovery 	<ul style="list-style-type: none"> District Level Funding, Title 1, Safe Grant GT state grant, GT district match

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

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🔗 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.

- **Special Education TSI Performance:** This is the greatest area of concern, with high novice rates across content areas: 59% in reading, 50% in math, 78% in science, 67% in social studies, and 33% in on-demand writing.
- **Novice Reduction Across Content Areas:** Reducing novice scores in all areas remains a critical need to improve student outcomes and performance.
- **Engagement and Learning Experiences:** There is a need to create vibrant learning experiences to boost student engagement, enhance knowledge retention, and foster a positive school culture.

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

What is the process used to measure teachers' instructional effectiveness based on quantitative and qualitative data?

How do teachers utilize evidence-based instructional practices (e.g., modeling, discussion, questioning, feedback) to ensure cognitive engagement?

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KCWP 5: Design, Align, and Deliver Support
 What systems is in place to involve multiple stakeholders (e.g., teachers, staff members, parents, students, community partners) in school improvement planning?
 How does leadership ensure that interventions and supports within the categories (e.g., behavioral, social-emotional, and academic) are delivered with fidelity in real time?

Indicator Scores

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

Indicator	Status	Change
State Assessment Results in reading and mathematics	Yellow (52.6)	Increased
State Assessment Results in science, social studies, writing	Yellow (48.1)	Decreased
English Learner Progress	n/a	n/a
Quality of School Climate and Safety	Green (64.6)	Maintained
Postsecondary Readiness (high schools and districts only)	Blue (105.3)	Maintained
Graduation Rate (high schools and districts only)	Yellow (93.7)	Decreased

1: State Assessment Results in Reading and Mathematics

Goal 1: Increase the number of students scoring proficient or above in					
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<p>KSA Reading from 41% to 46.4% and KSA Math from 26% to 38% by May 2026 when the current school is combined with another school in the district.</p>					
Objective	Strategy	Activities	Measure of Success	Progress Monitoring	Funding
<p>Objective 1: Increase the percentage of students scoring proficient or above in Reading to 43.2% by May 2025.</p>	<p><u>KCWP 2: Design and Deliver Instruction</u> <u>KCWP 5: Design, Align and Deliver Support</u> <u>Explicit Teaching & Modeling - Evidence-Based Instructional Practice #3</u></p>	<p>CCHS Priority Plan (Scorecard):</p> <ul style="list-style-type: none"> - Building leaders meet once a week to monitor current systems with action plans, to review the current reality, to goal-set, and to progress monitor and adjust school-wide accountability priority areas. - Weekly Curriculum Leadership Team Meeting & “2024-25 SY CCHS Core Four Teacher Coaching Guidance” 	<p>Scrimmage Assessments via Mastery Connect</p> <p>Mastery Prep ACT Practice Scores</p> <p>Common Assessment Results Analysis</p> <p>Classroom Observations via the PGES Walk Through Tool (focus on Domains 2 & 3)</p> <p>2024-25 SY CCHS MTSS Mastering Listing</p>	<p>MTSS Tier 2 and 3 Identification Spreadsheet</p> <p>Grade Level Post-Secondary Readiness Spreadsheets</p> <p>“2024-25 SY CCHS Core Four Teacher Coaching Guidance”</p> <p>“2024-25 SY CCHS Common Assessment Indices” Spreadsheet</p> <p>Utilize the KSA Calculator and Data Tracking Sheet to monitor student progress</p> <p>Track Benchmark Growth throughout the school year; share growth with teachers, parents, and students</p> <p>Weekly Failure Report / Grade Checks</p> <p>Vetting of Formative and Summative Assessments in PLCs</p> <p>PLC Documentation</p>	<p>Title 1</p> <p>SBDM Funds</p> <p>District Funding of Platform Programs</p> <p>General School Funding / Allocations</p> <p>Grant Funding</p>
		<p>Revamp PLC Process / Meetings to</p>			

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		<p>focus solely on instruction:</p> <ul style="list-style-type: none"> - Standard Alignment for instruction and rigorous task work - Utilize the standards rubrics designed by KDE - Calibrating the monitoring of the new HQIR (Savaas) - Focus on Core Four Explicit Teaching and Modeling Strategies 			
		<p>CCHS MTSS Plan for Reading:</p> <ul style="list-style-type: none"> - Implement Core Four Coaching Model - Identification of Tier 2 & 3 via MAP & MasteryConnect testing - Utilize KDE Novice Reduction Strategies - Intentional FLEX plan for SpEd Students - School-wide Integration of Tier 1 Strategies - Completed a Root Cause Fishbone Analysis in PLCs for Novice Reduction - Strategic planning for Resource Classroom with admin, SpEd supervisor, and teacher coach 			
		<p>Refine universal lesson plan template and review Daily Learning Targets:</p> <ul style="list-style-type: none"> - Integrate informational reading as part of weekly Advisory Work - Universal Language of School-wide Literacy <ul style="list-style-type: none"> - 2024-25 CCHS Writing Plan 			

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<p>Objective 2</p> <p>Increase the percentage of students scoring proficient or above in Mathematics to 34.3% by May 2025.</p>	<p><u>KCWP 2: Design and Deliver Instruction</u></p> <p><u>KCWP 5: Design, Align and Deliver Support</u></p> <p><u>Explicit Teaching & Modeling - Evidence-Based Instructional Practice #3</u></p>	<p>CCHS Priority Plan (Scorecard):</p> <ul style="list-style-type: none"> - Building leaders meet once a week to monitor current systems with action plans, to review the current reality, to goal-set, and to progress monitor and adjust school-wide accountability priority areas. - Weekly Curriculum Leadership Team Meeting 	<p>Scrimmage Assessments via Mastery Connect</p> <p>Mastery Prep ACT Practice Scores</p> <p>Common Assessment Results Analysis</p> <p>Classroom Observations via the PGES Walk Through Tool (focus on Domains 2 & 3)</p> <p>2024-25 SY CCHS MTSS Mastering Listing</p>	<p>MTSS Tier 2 and 3 Identification Spreadsheet</p> <p>Grade Level Post-Secondary Readiness Spreadsheets</p> <p>“2024-25 SY CCHS Core Four Teacher Coaching Guidance”</p> <p>Utilize the KSA Calculator and Data Tracking Sheet to monitor student progress</p> <p>Track Benchmark Growth throughout the school year; share growth with teachers, parents, and students</p> <p>Weekly Failure Report / Grade Checks</p> <p>Vetting of Formative and Summative Assessments in PLCs</p> <p>PLC Documentation</p>	<p>Title 1</p> <p>SBDM Funds</p> <p>District Funding of Platform Programs</p> <p>General School Funding / Allocations</p> <p>Grant Funding</p>
		<p>Revamp PLC Process / Meetings to focus solely on instruction:</p> <ul style="list-style-type: none"> - Standard Alignment for instruction and rigorous task work - Utilize the standards rubrics designed by KDE - Calibrating the monitoring of the new HQIR (HMH) - Focus on Core Four Explicit Teaching and Modeling Strategies 			
		<p>CCHS MTSS Plan for Reading:</p> <ul style="list-style-type: none"> - Implement Core Four Coaching Model - Identification of Tier 2 & 3 			

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		<p>via MAP & MasteryConnect testing</p> <ul style="list-style-type: none"> - Utilize KDE Novice Reduction Strategies - Intentional FLEX plan for SpEd Students - Completed a Root Cause Fishbone Analysis in PLCs for Novice Reduction - School-wide Integration of Tier 1 Strategies - Strategic planning for Resource Classroom with admin, SpEd supervisor, and teacher coach 			
		<p>Utilize the KSA BluePrint to structure geometry courses to include the spiraling of other mathematical conceptual categories:</p> <ul style="list-style-type: none"> - Create guided planning documents for the following areas based on the following concepts outlined in the KSA BluePrint. <ul style="list-style-type: none"> - Algebra - Functions - Number & Quantity - Statistics and Probability - Review KSA / Common Cores 8 Mathematical Practice Standards 			

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

<p>Goal 2 : Increase students scoring Proficient and Distinguished in science from 4% to 38.4% by May 2026 when the current school is combined with another school in the district. Increase students scoring Proficient and Distinguished in writing from 55% to 65% by May 2026 when the current school is combined with another school in the district. Increase students scoring Proficient and Distinguished in Social Studies from 33% to 39.9% by May 2026 when the current school is combined with another school in the district.</p>					
Objective	Strategy	Activities	Measure of Success	Progress Monitoring	Funding
<p>Objective 1 Increase students</p>	<p><u>KCWP 2: Design and Deliver Instruction</u></p>	<p>CCHS Priority Plan (Scorecard): - Building leaders meet once</p>	<p>Scrimmage Assessments via Mastery Connect</p>	<p>MTSS Tier 2 and 3 Identification Spreadsheet</p>	<p>Title 1</p>

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<p>scoring Proficient and Distinguished in science from 4% to 38.4% by May 2025.</p>	<p><u>KCWP 5: Design, Align and Deliver Support</u></p> <p><u>Explicit Teaching & Modeling - Evidence-Based Instructional Practice #3</u></p>	<p>a week to monitor current systems with action plans, to review the current reality, to goal-set, and to progress monitor and adjust school-wide accountability priority areas.</p> <ul style="list-style-type: none"> - Weekly Curriculum Leadership Team Meeting <p>CCHS Core Four Plan:</p> <ul style="list-style-type: none"> - PLC Goals – Managing the 90-minute block; weekly standards alignment work; evaluating standards alignment with rigorous tasks; common assessment data / progress monitoring via MasteryConnect - Intentional, tiered coaching to build teacher capacity; shift of admin team duties to accommodate needs - Shift to traditional DuFore PLC model for Spring Semester - Academic incentives / recognition for performance on benchmark assessments - Focus on utilizing high quality resources - Develop a MTSS plan with one-on-one feedback 	<p>Mastery Prep ACT Practice Scores</p> <p>Common Assessment Results Analysis</p> <p>Classroom Observations via the PGES Walk Through Tool</p>	<p>“2024-25 SY CCHS Core Four Teacher Coaching Guidance”</p> <p>Utilize the KSA Calculator and Data Tracking Sheet to monitor student progress</p> <p>Track Benchmark Growth throughout the school year; share growth with teachers, parents, and students</p> <p>Weekly Failure Report / Grade Checks</p> <p>Vetting of Formative and Summative Assessments in PLCs</p>	<p>SBDM Funds</p> <p>District Funding of Platform Programs</p> <p>General School Funding / Allocations</p> <p>Grant Funding</p>
<p>Objective 2</p> <p>Increase students scoring Proficient and Distinguished in writing to 62.9% by May 2025.</p>		<p>CCHS Priority Plan (Scorecard):</p> <ul style="list-style-type: none"> - Building leaders meet once a week to monitor current systems with action plans, to review the current reality, to goal-set, and to progress monitor and adjust school-wide accountability priority 	<p>Scrimmage Assessments via Mastery Connect</p> <p>Mastery Prep ACT Practice Scores</p> <p>Common Assessment Results Analysis</p>	<p>MTSS Tier 2 and 3 Identification Spreadsheet</p> <p>“2024-25 SY CCHS Core Four Teacher Coaching Guidance”</p> <p>Utilize the KSA Calculator and Data Tracking Sheet to monitor student</p>	<p>Title 1</p> <p>SBDM Funds</p> <p>District Funding of Platform Programs</p> <p>General School</p>

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		<p>areas.</p> <ul style="list-style-type: none"> - Weekly Curriculum Leadership Team Meeting <p>CCHS Core Four Plan:</p> <ul style="list-style-type: none"> - PLC Goals – Managing the 90-minute block; weekly standards alignment work; evaluating standards alignment with rigorous tasks; common assessment data / progress monitoring via MasteryConnect - Intentional, tiered coaching to build teacher capacity; shift of admin team duties to accommodate needs - Shift to traditional DuFore PLC model for Spring Semester - Academic incentives / recognition for performance on benchmark assessments - Focus on utilizing high quality resources - Develop a MTSS plan with one-on-one feedback 	<p>“2024-25 SY CCHS Core Four Teacher Coaching Guidance”</p> <p>Classroom Observations via the PGES Walk Through Tool</p>	<p>progress</p> <p>Track Benchmark Growth throughout the school year; share growth with teachers, parents, and students</p> <p>Weekly Failure Report / Grade Checks</p> <p>Vetting of Formative and Summative Assessments in PLCs</p>	<p>Funding / Allocations</p> <p>Grant Funding</p>
<p>Objective 3 Increase students scoring Proficient and Distinguished in Social Studies to 37.2% by May 2025.</p>		<p>CCHS Priority Plan (Scorecard):</p> <ul style="list-style-type: none"> - Building leaders meet once a week to monitor current systems with action plans, to review the current reality, to goal-set, and to progress monitor and adjust school-wide accountability priority areas. - Weekly Curriculum Leadership Team Meeting <p>CCHS Core Four Plan:</p> <ul style="list-style-type: none"> - PLC Goals – Managing the 90-minute block; weekly 	<p>Scrimmage Assessments via Mastery Connect</p> <p>Mastery Prep ACT Practice Scores</p> <p>“2024-25 SY CCHS Core Four Teacher Coaching Guidance”</p> <p>Common Assessment Results Analysis</p> <p>Classroom Observations via the PGES Walk Through</p>	<p>MTSS Tier 2 and 3 Identification Spreadsheet</p> <p>“2024-25 SY CCHS Core Four Teacher Coaching Guidance”</p> <p>Utilize the KSA Calculator and Data Tracking Sheet to monitor student progress</p> <p>Track Benchmark Growth throughout the school year; share growth with teachers, parents, and students</p>	<p>Title 1</p> <p>SBDM Funds</p> <p>District Funding of Platform Programs</p> <p>General School Funding / Allocations</p> <p>Grant Funding</p>

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		<p>standards alignment work; evaluating standards alignment with rigorous tasks; common assessment data / progress monitoring via MasteryConnect</p> <ul style="list-style-type: none"> - Intentional, tiered coaching to build teacher capacity; shift of admin team duties to accommodate needs - Shift to traditional DuFore PLC model for Spring Semester - Academic incentives / recognition for performance on benchmark assessments - Focus on utilizing high quality resources - Develop a MTSS plan with one-on-one feedback 	<p>Tool</p>	<p>Weekly Failure Report / Grade Checks</p> <p>Vetting of Formative and Summative Assessments in PLCs</p>	
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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
TSI Area: Increase the number of SpEd students scoring proficient or above in KSA Reading from 12% to 20% by 2025 and KSA Math from 3% to 10% by 2025.	<u>KCWP 2: Design and Deliver Instruction</u> <u>KCWP 5: Design, Align and Deliver Support</u> <u>Explicit Teaching & Modeling - Evidence-Based Instructional Practice #3</u>	CCHS Priority Plan (Scorecard): - Building leaders meet once a week to monitor current systems with action plans, to review the current reality, to goal-set, and to progress monitor and adjust school-wide accountability priority areas. - Weekly Curriculum Leadership Team Meeting	Scrimmage Assessments via Mastery Connect Mastery Prep ACT Practice Scores Common Assessment Results Analysis Classroom Observations via the "2024-25 SY CCHS Core Four Teacher Coaching Guidance" 2024-25 SY CCHS MTSS Mastering Listing	MTSS Tier 2 and 3 Identification Spreadsheet Grade Level Post-Secondary Readiness Spreadsheets Utilize the KSA Calculator and Data Tracking Sheet to monitor student progress Track Benchmark Growth throughout the school year; share growth with teachers, parents, and students Weekly Failure Report / Grade Checks Vetting of Formative and Summative Assessments	Title 1 SBDM Funds District Funding of Platform Programs General School Funding / Allocations Grant Funding
		Engaged Learners: - Engaging students in challenging academic content that is constant, integrated across disciplines and designed			

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		<p>for use beyond the classroom.</p> <ul style="list-style-type: none"> - Conferencing / Name & Claim - Academic and Behavior Teams to Monitor Intervention - Curriculum team meetings to establish a MTSS program during the school day to pull students performing at the bottom 20% in reading and math during the elective blocks - Utilize the FLEX period to provide services for students in need of intervention and enrichment - Utilize "CCU" to help students mastery concepts outside of the standard classroom time - Strategic planning for Resource Classroom with admin, SpEd supervisor, and teacher coach 			
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5: Quality of School Climate and Safety

<p>Goal 5: Increase the Quality of School Climate and Safety Survey Score from 64.4 to 70 by May 2026 when the current</p>					
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school is combined with another school in the district.					
Objective	Strategy	Activities	Measure of Success	Progress Monitoring	Funding
<p>Objective 1 Increase the Quality of School Climate and Safety Survey Score from 64.4 to 70 by 2024.</p>	<p><u>KCWP 5: Design, Align and Deliver Support</u></p> <p><u>KCWP 6: Establishing Learning Culture and Environment</u></p>	<p>Advisory Time:</p> <ul style="list-style-type: none"> - High Schools will offer advisory time within the Master Schedule for students to work with an advisor to ensure work is completed and turned in in a timely manner; to provide academic and career counseling and opportunities; to ensure students are remaining on-track in their coursework; and to assist students with long-term planning for career pathways and academic courses leading to graduation. - Strategically deliver content to address misconceptions and trends in the 2023-24 SY Quality of School Climate and Safety Score 	<p>Subsequent Student Surveys Throughout the School Year</p> <p>Principal's Advisory Board Feedback</p> <p>Increased Participation in Extracurricular Activities</p>	<p>Subsequent Student Surveys Throughout the School Year</p> <p>Principal's Advisory Board Feedback</p>	<p>SBDM Funds</p> <p>General School Funding / Allocations</p> <p>Family Engagement Funds / Prichard Committee</p>
		<p>PBIS Initiative:</p> <ul style="list-style-type: none"> - School-wide RISE UP Expectations - Colonel Cash Program to Reward Positive Behavior 			

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6: Postsecondary Readiness (High School Only)

<p>Goal 6: Increase the Post-Secondary Readiness Score from 105.3 to 121 by 2026 when the current school is combined with another school in the district. .</p>					
Objective	Strategy	Activities	Measure of Success	Progress Monitoring	Funding
<p>Objective 1 Increase the Post-Secondary Readiness Score from 105.3 to 121 by 2025.</p>	<p><u>KCWP 2: Design and Deliver Instruction</u> <u>KCWP 6: Establishing Learning Culture and Environment</u></p>	<p>CCHS Priority Plan (Scorecard):</p> <ul style="list-style-type: none"> - Building leaders meet once a week to monitor current systems with action plans, to review the current reality, to goal-set, and to progress monitor and adjust school-wide accountability priority areas. - Weekly Curriculum Leadership Team Meeting - Track students attending alternative programs (BLA, VLA, Home Hospital) 	<p>EdReady Test / Industry Certifications / EOPA Testing / ACT / Dual Credit</p> <p>Post-Secondary Readiness Tracking Spreadsheet</p> <p>One-on-one Student Conferencing with Counselor</p> <p>Fall / Winter / Spring Benchmark Scores</p> <p>Mastery Prep ACT Practice Scores</p> <p>Common Assessment Results Analysis</p> <p>Classroom Observations via the PGES Walk Through Tool</p>	<p>Grade Level Post-Secondary Readiness Spreadsheets</p> <p>Utilize the Data Tracking Sheet to monitor student progress</p> <p>Track Benchmark Growth throughout the school year; share growth with teachers, parents, and students</p> <p>Weekly Failure Report / Grade Checks</p> <p>Vetting of Formative and Summative Assessments in PLCs</p>	<p>Title 1</p> <p>SBDM Funds</p> <p>District Funding of Platform Programs</p> <p>General School Funding / Allocations</p> <p>Grant Funding</p>
		<p>Student Tracking:</p> <ul style="list-style-type: none"> - Utilizing assessment 			

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		<p>scores, dual credit grades, career pathways, and AP exam scores to monitor student progress toward graduation</p> <ul style="list-style-type: none"> - CTE Pathways - Explore provided pathways and industry certifications that are responsive to workforce needs - Advanced Placement and Dual Credit Opportunities - Provide opportunities for students to participate in AP courses - CTE Collaboration for Career Readiness - EOPA Benchmark / Industry Certification Plans and Data Reviewed develop formative/interim assessments for each CTE program 				
		<p>Weekly ACT expectations in math, English, Social Studies (reading), and Science courses :</p> <ul style="list-style-type: none"> - Outline most often missed topics; develop plan to incorporate / spiral into core content classes - <i>Master Prep Classroom Implementation - 30 minutes per week</i> - <i>Test Nav Work</i> - School-wide focus on literacy 				

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<p>Objective 2</p> <p>Introduce Profile of a Graduate competencies that require students to demonstrate key skills to be life ready.</p>	<p><u>KCWP 6: Establishing Learning Culture and Environment</u></p>	<p>Profile of a Graduate Integration into Student Learning Experience :</p> <ul style="list-style-type: none"> - Students will engage in learning experiences that support mastery of the six CCPS Profile of a Graduate Competencies: Accountable Self-Starter, Innovative Critical Thinker, Collaborative Problem Solver, Empathetic Communicator, Adaptable Learner, and Career-and/or Work-Ready Professional. - Introduce all six (6) components of Profile of a Graduate to students - Provide workshops for students to work on living portfolio - Integrate “Vibrant Learning Days / Experience” in the curriculum for ALL students 	<p>All Students have the “Profile of a Graduate Living Portfolio.</p> <p>All Seniors present a Defense of Six (6)Profile of a Graduate Components</p>	<p>Database of “Profile of a Graduate Living Portfolio”</p> <p>Completed “Library of Resources” for students to reference</p>	<p>SBDM Funds</p> <p>District Funding of Platform Programs</p> <p>General School Funding / Allocations</p>
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7: Graduation Rate (High School Only)

<p>Goal 7: Increase the 4 year and 5 year average Graduation Rate from 93.7% to 94.5% by 2026</p>					
Objective	Strategy	Activities	Measure of Success	Progress Monitoring	Funding
<p>Objective 1 Increase the 4 year and 5 year average Graduation Rate to 94% by 2025.</p>	<p><u>KCWP 2: Design and Deliver Instruction</u></p> <p><u>KCWP 6: Establishing Learning Culture and Environment</u></p>	<p>CCHS Priority Plan (Scorecard):</p> <ul style="list-style-type: none"> - Building leaders meet once a week to monitor current systems with action plans, to review the current reality, to goal-set, and to progress monitor and adjust school-wide accountability priority areas. - Weekly Curriculum Leadership Team Meeting 	<p>Progress to Graduation</p> <p>Attendance Data</p> <p>Behavior Intervention and Data</p>	<p>Grade Level Post-Secondary Readiness Spreadsheets</p> <p>At-Risk Senior Spreadsheet</p> <p>Utilize the Data Tracking Sheet to monitor student progress</p> <p>Track Benchmark testing throughout the school year; share growth with teachers, parents, and students</p> <p>Weekly Failure Report / Grade Checks</p>	<p>SBDM Funds</p> <p>District Funding of Platform Programs</p> <p>General School Funding / Allocations</p>
		<p>Progress Monitoring for On-target Graduation::</p> <ul style="list-style-type: none"> - Administrators and teachers will be trained in applying strategies and resources to use for providing services and programs aligned to students' identified needs and interests. - Administrators and teachers will gain an in-depth understanding of tools such as the Persistence to Graduation Report, Tableau data tools, Individual Learning Plan, transcript 			

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		<p>audits, and career pathways and how the tools can be utilized to monitor student's interests and at-risk factors; as a result, more students will be enrolled in courses leading toward a completed career pathway and fewer students will drop-out of school.</p>				
		<p>Advisory Time:</p> <ul style="list-style-type: none"> - High Schools will offer advisory time within the Master Schedule for students to work with an advisor to ensure work is completed and turned in in a timely manner; to provide academic and career counseling and opportunities; to ensure students are remaining on-track in their coursework; and to assist students with long-term planning for career pathways and academic courses leading to graduation. 				
		<p>Focus and Finish:</p> <ul style="list-style-type: none"> - Alternative pathways to graduation will be offered at both high schools. Work to eliminate barriers to graduation. 				

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8: Other (Optional)

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

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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).

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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:

1. Attending monthly Instructional Leadership Team Meetings (ILT). Instructional Leadership Team meetings will feature a dedicated workspace and time for the Special Education department to work with principals and leadership teams around new and/or existing strategies and methods to ensure our students with disabilities receive the latest evidence-based instruction. In addition, work time and collaboration time will be provided each month during ILT meetings.
2. Monthly meetings with the administration and the assigned special education consultant and/or DoSE will be held to discuss building level concerns, education on issues and or specialized information about students with disabilities will be shared.
3. Attending monthly CCPS Equity Committee meetings to learn and apply equity practices for students with disabilities.
4. [SPED Strategic Plan.docx](#)

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:

Through an examination of resource inequities, it was discovered that there was not enough support for evidence-based practices for our Special Education teachers. As a result, it could be that our special education population underperformed on KSA and did not meet performance expectations. To remedy this situation, special education staff will have more access to the Special Education Consultant. The Consultant will be available to special education staff on a weekly basis. During this time together, the Consultant will coach, monitor and observe and provide classroom support to Special Education teachers related to evidence-based practices for students with disabilities.

[After conducting an instructional resource audit of reading and math instructional materials, it was determined that some teachers of students with disabilities were](#)

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not utilizing high quality instructional materials during resource instruction. Additionally, SPED teachers demonstrated professional learning needs related to the implementation of the HQIRs used in the regular education setting. To address this instructional inequity, the HQIRs will be provided to all SPED staff along with implementation professional learning and support.

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:

The process used to review the learning culture related to Special Education was an examination of observations, resources, and student work. As a result, it was found that students in resource settings were less likely to have access to standards-based instruction and assessments, which could have been a contributing factor to the special education student's underperformance on KSA. As a result, the following actions will be implemented to ensure students with disabilities have access to grade level standards instruction and are assessed used assessments aligned to grade-level assessments:

Engage Special Education teachers in PLCs and other professional learning to develop their capacity to teach and assess grade-level standards

Conduct observations of students with disabilities will include analysis of instructional and assessment tasks, with an expectation there should be a balance of IEP skills and grade-level work

Implement standards-based benchmark assessments 3x per year to monitor and inform student learning

Establish and regularly utilize "assessment buddies" to ensure approved assessment accommodations are provided for each student.

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:

The area of need revealed by the analysis of academic and non-academic data that is addressed through CSIP activities is reading proficiency for our Special Education population. The evidence-based practice that will target reading for our students with disabilities is (possible EBP's) EBP for CDIP This will be monitored through weekly PLC meetings, through data analysis following each round of Benchmark testing 3 times per year, and through classroom observations.

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.

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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"/>
Train faculty / staff to cultivate a community of learners; how to reach those who seem unreachable; how to ensure learners feel cared for and empowered	Casas, J. (2017). Culturize: Every Student. Every Day. Whatever It Takes. Dave Burgess Consulting, INC.: San Diego, CA.	X
		<input type="checkbox"/>
		<input type="checkbox"/>
		<input type="checkbox"/>

Freedom Elementary School 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

Improvement Priorities from Diagnostic Review

Each priority standard (Cognia Standard) is aligned to activities listed in the Turnaround Plan.

The Turnaround Team is responsible for the development, implementation, monitoring, and evaluation of this plan.

Improvement Priority #1 - Implement and monitor the use of differentiated learning opportunities that use evidence-based strategies and meet the rigor of the Kentucky Academic Standards (KAS). (Standard 21)

Improvement Priority #2 - Build teacher capacity through the PLC process to drive, monitor, and adjust instruction based on analyzed student data. (Standard 22)

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.

More than 80% of the students in all grades are performing below grade level as identified using multiple data points. Students with disabilities are consistently scoring below their grade level peers with only 10% performing at proficiency in any one content area. Overall only 19% of students at Freedom Elementary are scoring in the proficient/distinguished range on KSA reading and only 14% in math. Other points of data collected and analyzed, including but not limited to MAP, common formative assessments, MasteryConnect assessments (benchmark testing), etc are consistent with KSA data.

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 1: Design and Deploy Standards

KCWP 2: Design and Deliver Instruction

KCWP 4: Review, Analyze and Apply Data

Indicator Scores

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

Indicator	Status	Change
State Assessment Results in reading and mathematics	27.4	
State Assessment Results in science, social studies and writing	19.4	
English Learner Progress	N/A	N/A
Quality of School Climate and Safety	71.1	
Postsecondary Readiness (high schools and districts only)	N/A	N/A
Graduation Rate (high schools and districts only)	N/A	N/A

1: State Assessment Results in reading and mathematics

Goal 1: Freedom Elementary will increase the number of students scoring proficient or above in reading and mathematics KSA data.
-Reading: 27% as measured by Spring 2024 KSA data to 41.3% by Spring 2026 as determined by Kentucky Standards Assessment.
-Math: 14% as measured by Spring 2024 KSA data to 37.8% by Spring 2026 as determined by Kentucky Standards Assessment.

Objective	Strategy	Activities	Measure of Success	Progress Monitoring	Funding
<p>Objective 1 In the spring of 2024, 27% of the students at FES scored proficient or distinguished in Reading on KSA. Our goal is to increase that percentage to 30% by 2025.</p> <p>In the spring of 2024, 14% of the students at FES scored proficient or distinguished in Math on KSA. Our goal is to increase that percentage to 27% by 2025.</p>	<p>Develop a systematic approach for the design and deployment of standards in order to ensure that all students are being taught the Kentucky Academic Standards at appropriate levels of rigor in Reading and Mathematics.</p> <p>KCWP 1: Design and Deploy Standards</p> <p>KCWP 2: Design and Deliver Instruction</p>	<p>Implement guaranteed viable curriculum in the areas of reading and math aligned to Kentucky Academic Standards.</p> <ul style="list-style-type: none"> Standards deconstruction including learning intentions and success criteria Aligned and rigorous instruction, including Tier 2-3 instruction Aligned formative and summative assessments Scaffolded learning progressions and tasks Paced with accuracy <p>Ensure ongoing professional learning and coaching in the areas of high yield instructional strategies to aid in differentiated learning when students fail to reach mastery:</p> <ul style="list-style-type: none"> HMH Into Reading Eureka Math IXL Amplify Explicit Instruction Modeling & Coaching Kagan Cooperative learning FES New Teacher Academy Flocabulary <p>Establish a schoolwide process for using Plan, Do, Study, Act (PDSA) within Professional Learning Communities (PLCs) to ensure:</p> <ul style="list-style-type: none"> Congruence between standards, learning intentions, success criteria, tasks, and assessments with fidelity in instructional delivery Collaborative learning/planning to ensure curricular alignment 	<p>Progress toward annual objective monitored through disaggregated student data</p> <p>Curriculum documents for reading and math</p> <p>Professional Learning Plan includes targeted learning opportunities for KAS, Clarity for Learning, Into Reading, Eureka Math, Kagan Cooperative Learning Strategies.</p> <p>Materials to ensure adequate, reliable resources for reading and math instruction.</p> <p>PLC protocols to ensure analysis of student mastery of KAS</p> <p>Classroom learning walk data and feedback to ensure expectations and fidelity</p>	<p>Direct Instruction Coaching Plan PDSA (by Teacher Coach)</p> <p>30-60-90 day plan will be monitored and updated (monthly by Instructional Leadership Team)</p> <p>Weekly PLC Agendas & Minutes</p> <p>Content Area Vertical Planning Agendas & Minutes (monthly by the principal)</p>	<p>Instructional Budget</p> <p>Title I</p> <p>Title II</p>

Goal 1: Freedom Elementary will increase the number of students scoring proficient or above in reading and mathematics KSA data.
-Reading: 27% as measured by Spring 2024 KSA data to 41.3% by Spring 2026 as determined by Kentucky Standards Assessment.
-Math: 14% as measured by Spring 2024 KSA data to 37.8% by Spring 2026 as determined by Kentucky Standards Assessment.

Objective	Strategy	Activities	Measure of Success	Progress Monitoring	Funding
		<ul style="list-style-type: none"> Data analysis of student work and progress monitoring to evaluate instructional effectiveness <p><i>IP 1: Implement and monitor the use of differentiated learning opportunities that use evidence-based strategies and meet the rigor of the Kentucky Academic Standards (KAS).</i></p> <p><i>IP2: Build teacher capacity through the PLC process to drive, monitor, and adjust instruction based on analyzed student data.</i></p>			
<p>Objective 2 RDG- In the fall of 2024, 42% of our students scored novice on MAP. We will decrease our novice to 30% on MAP by spring of 2024.</p> <p>Math-In the spring of 2024 Freedom Elementary had 37% of students scored novice on MAP. In the spring of 2024, our goal is to reduce that number to 27%.</p>	<p>Implement a system to drive, monitor, and adjust instruction based on the ongoing analysis of relevant student data from a variety of assessments.</p> <p>KCWP 3: Design and Deliver Assessment Literacy</p> <p>KCWP 4: Review, Analyze and Interpret Data</p>	<p>Assessment plan was developed in collaboration with the district to include a variety of assessment measures including, but not limited to MAP and KSA. Data is analyzed in PLCs and next steps reteaching plans are created.</p> <p>Implementation of a Novice Reduction Plan to include:</p> <ul style="list-style-type: none"> Name and Claim “Bubble Students” Identification of Triple Threats/Tiered SPED District KSA-like Scrimmages in January, and March, 2025 Intentional PLCs to ensure standards-aligned lessons and assessments Targeted small group and spiral teaching opportunities ESS with a focus on Bubble Students KSA Testing Strategies (Blueprints, rubrics, school-wide response strategies, etc.) Ongoing teacher professional development based on assessments, walkthroughs, and other school-wide trend data. <p><i>IP2: Build teacher capacity through the PLC process to drive, monitor, and adjust instruction based on analyzed student data.</i></p>	<p>MAP Goal Setting (3rd-5th Grade using Linking Study for Projected Proficiency)</p> <p>CCPS KSA Calculator to monitor 30/30/40 on monthly module assessments & Scrimmages</p> <p>ESS attendance</p> <p>PLC agendas and minutes</p> <p>Mastery Connect Data Analysis</p>	<p>FES KSA Calculator</p> <p>CCPS KSA-like Scrimmages (MasteryConnect)</p> <p>MasteryConnect data analysis</p> <p>30-60-90 day plan will be monitored and updated (monthly by Instructional Leadership Team)</p> <p>PLC Agendas & Minutes (by...)</p> <p>Content Area Vertical Planning Agendas & minutes (monthly by the principal)</p>	<p>320JC SIF</p> <p><i>Teacher Extra Service for data analysis</i></p>

2: State Assessment Results in science, social studies and writing

Goal 2: By May 2026 and evidenced through state summative assessment results, Freedom Elementary School will increase the percentage of students scoring proficient/distinguished in Science, Social Studies, and Writing, across the school’s grade spans, as follows:

- Science: Increase the number of students scoring proficient or above in Science from 7% to 20% in May 2026.**
- Social Studies: Increase the number of students scoring proficient or above in Social Studies from 4% to 20% in May 2026.**
- Writing: Increase the number of students scoring proficient or above in Writing from 31% to 50% in May 2026.**

Objective	Strategy	Activities	Measure of Success	Progress Monitoring	Funding
<p>Objective 1 Increase the percentage of elementary students scoring proficient or above in science from 15% Spring of 2024 to 20% Spring 2025.</p>	<p>Develop a systematic approach for the design and deployment of standards in order to ensure that all students are being taught the Kentucky Academic Standards at appropriate levels of rigor in Science.</p> <p>KCWP 1: Design and Deploy Standards</p> <p>KCWP 2: Design and Deliver Instruction</p>	<p>Implement guaranteed viable curriculum in the area of science aligned to Kentucky Academic Standards.</p> <ul style="list-style-type: none"> ● Standards deconstruction including learning intentions and success criteria ● Aligned and rigorous instruction ● Aligned formative and summative assessments ● Scaffolded learning progressions and tasks ● Paced with accuracy <p>Ensure ongoing professional learning and coaching in the areas of high yield instructional strategies to aid in differentiated learning when students fail to reach mastery:</p> <ul style="list-style-type: none"> ● Amplify Science ● Explicit Instruction Modeling & Coaching ● Kagan Cooperative learning ● FES New Teacher Academy ● TCI Social Studies ● Flocabulary to build critical vocabulary knowledge <p><i>IP 1: Implement and monitor the use of differentiated learning opportunities that use evidence-based strategies and meet the rigor of the Kentucky Academic Standards (KAS).</i></p>	<p>Progress toward annual objective monitored through disaggregated student data</p> <p>Curriculum documents for science</p> <p>Professional Learning Plan includes targeted learning opportunities for KAS, Amplify Science, Kagan Cooperative Learning Strategies.</p> <p>Materials to ensure adequate, reliable resources for science.</p> <p>PLC protocols to ensure analysis of student mastery of KAS</p> <p>Classroom learning walk data and feedback to ensure expectations and fidelity</p>	<p>Direct Instruction Coaching Plan PDSA (weekly by Teacher Coach)</p> <p>30-60-90 day plan will be monitored and updated (monthly by Instructional Leadership Team)</p> <p>PLC Agendas & Minutes (weekly by School Intervention Coach)</p> <p>Professional Learning Session Agendas & Surveys including use of plus/deltas (as scheduled by School Intervention Coach)</p> <p>Content Area Vertical Planning Agendas & Minutes (bi-weekly by the principal)</p>	<p>General Fund</p> <p>Title I</p> <p>320JC SIF</p> <p><i>Amplify Professional Learning</i></p> <p><i>Professional Learning teacher pay</i></p> <p><i>Amplify student investigation workbooks</i></p> <p><i>Amplify Resource Kits</i></p> <p><i>School Intervention Coach</i></p> <p><i>Teacher Ambassadors</i></p>

<p>Objective 2 Increase the percentage of elementary students scoring proficient or above in social studies from 10% Spring of 2024 to 20% by Spring 2025.</p>	<p>Develop a systematic approach for the design and deployment of standards in order to ensure that all students are being taught the Kentucky Academic Standards at appropriate levels of rigor in Social Studies.</p> <p>KCWP 1: Design and Deploy Standards</p> <p>KCWP 2: Design and Deliver Instruction</p>	<p>Implement guaranteed viable curriculum in the area of social studies aligned to Kentucky Academic Standards.</p> <ul style="list-style-type: none"> Standards deconstruction including learning intentions and success criteria Aligned and rigorous instruction Aligned formative and summative assessments Scaffolded learning progressions and tasks Paced with accuracy <p>Ensure ongoing professional learning and coaching in the areas of high yield instructional strategies to aid in differentiated learning when students fail to reach mastery:</p> <ul style="list-style-type: none"> Clarity for Learning Explicit Instruction Modeling & Coaching Kagan Cooperative learning FES New Teacher Academy <p><i>IP 1: Implement and monitor the use of differentiated learning opportunities that use evidence-based strategies and meet the rigor of the Kentucky Academic Standards (KAS).</i></p>	<p>Progress toward annual objective monitored through disaggregated student data</p> <p>Curriculum documents for social studies</p> <p>Professional Learning Plan includes targeted learning opportunities for KAS, and Kagan Cooperative Learning Strategies</p> <p>PLC protocols to ensure analysis of student mastery of KAS</p> <p>Classroom learning walk data and feedback to ensure expectations and fidelity</p>	<p>Direct Instruction Coaching Plan PDSA (weekly by School Improvement Administrator)</p> <p>30-60-90 day plan will be monitored and updated (monthly by Instructional Leadership Team)</p> <p>PLC Agendas & Minutes (weekly by School Intervention Coach & Teacher Ambassadors)</p> <p>Content Area Vertical Planning Agendas & Minutes (monthly by the principal)</p>	<p>General Fund</p> <p>Title I</p> <p>320JC SIF <i>Teacher Extra Service School Intervention Coach Teacher Ambassadors</i></p>
<p>Objective 3 Increase the percentage of elementary students scoring proficient or above in writing from 9% in Spring of 2024 to 20% by Spring 2025.</p>	<p>Develop a systematic approach for the design and deployment of standards in order to ensure that all students are being taught the Kentucky Academic Standards at appropriate levels of rigor in Writing.</p> <p>KCWP 1: Design and Deploy Standards</p>	<p>Freedom Elementary will revise a writing plan to ensure that students at all grade levels and across the curriculum engage in developing complex communication skills for a variety of purposes and audience in a variety of real-world forms/modes (including written and oral text as well as communications using visuals, media, and technology) using high quality instructional resources.</p> <p>Implementation of schoolwide expectation (such as CER - Claim, Evidence and Reason) to answer short answer and extended response prompts in all content areas across all grade levels.</p>	<p>School Writing Plan</p> <p>System-wide implementation of School Writing Plan with attention to disciplinary writing</p> <p>Classroom learning walk data and feedback to ensure</p>	<p>Direct Instruction Coaching Plan PDSA (weekly by Teacher Coach)</p> <p>30-60-90 day plan will be monitored and updated (monthly by Instructional Leadership Team)</p> <p>PLC Agendas & Minutes (weekly by School</p>	<p>General Fund</p> <p>Title I</p> <p>320JC SIF <i>Teacher Extra Service School Intervention Coach Teacher Ambassadors</i></p>

	KCWP 2: Design and Deliver Instruction	<p>Ensure ongoing professional learning and coaching in the areas of high yield instructional strategies to aid in differentiated learning when students fail to reach mastery:</p> <ul style="list-style-type: none"> • HMH Intro Reading • FES New Teacher Academy <p><i>IP 1: Implement and monitor the use of differentiated learning opportunities that use evidence-based strategies and meet the rigor of the Kentucky Academic Standards (KAS).</i></p>	expectations and fidelity	<p>Intervention Coach & Teacher Ambassadors)</p> <p>Content Area Vertical Planning Agendas & Minutes (monthly by the principal)</p>	
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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).

Goal 3 - Achievement Gap: Decrease the number of students with disabilities scoring novice in Reading and Math by 40% established goal as determined by 2026 KSA data.					
Objective	Strategy	Activities	Measure of Success	Progress Monitoring	Funding
Objective 1: In the spring of 2023, 78% of students with disabilities at FES scored novice in Math and 78% of students with disabilities scored novice in Reading on KSA. By Spring of 2025, our goal is to reduce that number to 60% novice in both areas.	Implement a system for designing and delivering instruction to ensure high fidelity implementation of Tier 1 instruction as well as Specially Designed Instruction (SDI) as stated on individualized IEPs.	<p>Co-Teaching and Co-Planning will be utilized after student Individual Education Plans (IEPs) are revised to reflect least restrictive learning environment access AND all staff has received adequate training for implementation and ongoing support.</p> <p>PLCs will include whole-staff involvement in a process of intensive reflection upon instructional practices and desired student benchmarks, as well as monitoring of outcomes to ensure success.</p> <p>Refine the master schedule to ensure the individual needs identified in the students' IEPs are met.</p> <p>Ensure appropriate accommodations and/or modifications are being used throughout the school year for students with disabilities to provide equal access to the general curriculum.</p>	<p>Professional Learning Plan</p> <p>Master Schedule</p> <p>MAP Data analysis</p> <p>IEP Progress Monitoring</p> <p>PLC Minutes</p>	<p>30-60-90 day plan will be monitored and updated (monthly by Instructional Leadership Team)</p> <p>PLC Agendas & Minutes (weekly by School Intervention Coach & Teacher Ambassadors)</p> <p>Professional Learning Session Agendas & Surveys including use</p>	<p>General Fund</p> <p>IDEA B</p>

Goal 3 - Achievement Gap: Decrease the number of students with disabilities scoring novice in Reading and Math by 40% established goal as determined by 2026 KSA data.					
Objective	Strategy	Activities	Measure of Success	Progress Monitoring	Funding
		<p><i>IP 1: Implement and monitor the use of differentiated learning opportunities that use evidence-based strategies and meet the rigor of the Kentucky Academic Standards (KAS).</i></p> <p><i>IP2: Build teacher capacity through the PLC process to drive, monitor, and adjust instruction based on analyzed student data.</i></p>		<p>of plus/deltas (as scheduled by School Intervention Coach)</p> <p>Content Area Vertical Planning Agendas & Minutes (monthly by the principal)</p>	

4: English Learner Progress

Goal 4: Each EL student will progress at least 1.5 levels on the ACCESS assessment by May 2026.					
Objective	Strategy	Activities	Measure of Success	Progress Monitoring	Funding
<p>Objective 1</p> <p>Each EL student will progress at least .5 level on the ACCESS assessment by May 2025.</p>	<p>Implement a system to drive, monitor, and adjust instruction based on the ongoing analysis of relevant student data.</p> <p>KCWP3: Design and Deliver Assessment Literacy</p>	<p>Establish a process to ensure teaching and learning in the area of best practice/high yield instructional strategies to aid in curricular adjustments when students fail to meet mastery including but not limited to:</p> <ul style="list-style-type: none"> • Explicit Instruction (Gradual release model for teaching and learning) • PDSA (data analysis to monitor and adjust instruction) <p><i>IP 1: Implement and monitor the use of differentiated learning opportunities that use evidence-based strategies and meet the rigor of the Kentucky Academic Standards (KAS).</i></p> <p><i>IP2: Build teacher capacity through the PLC process to drive, monitor, and adjust instruction based on analyzed student data.</i></p>	<p>Differentiated Tier 1 Units Plans aligned to KAS</p> <p>Classroom learning walk data and feedback to ensure expectations and fidelity of Explicit Instruction</p> <p>Student Program Service Plan (PSP) review</p>	<p>30-60-90 day plan will be monitored and updated (monthly by Instructional Leadership Team)</p> <p>PLC Minutes of data analysis and student work review (weekly by School Intervention Coach & Teacher Ambassadors)</p> <p>Content Area Vertical Planning Minutes of data analysis and student work review (monthly by the principal)</p> <p>Individual PSP Review (annually by District EL teacher)</p>	<p>No funding required</p>

5: Quality of School Climate and Safety

Goal 5: By May 2026 and evidenced through state summative assessment results, Freedom Elementary School will increase the overall index of the Quality of School Climate and Safety from 64.3 (very low) to 75.

Objective	Strategy	Activities	Measure of Success	Progress Monitoring	Funding
<p>Objective 1 Freedom Elementary will increase the overall score on the QSCS survey from 71% to 73% by Spring of 2025.</p>	<p>Implement a system to monitor the ongoing analysis of relevant survey data.</p> <p>KCWP 6: Establishing Learning Culture and Environment</p>	<p>BRTI will include evidence-based strategies and systems (including PBIS) to assist in decreasing problem behavior while increasing academic performance, increasing safety, and establishing positive school culture.</p> <p>Consistent implementation of PBIS and CHAMPs throughout whole/small group instruction, common areas, and transitions to ensure positive behavior.</p> <p>Develop, implement and analyze a schoolwide survey to be implemented at least once a year</p> <p><i>IP2: Build teacher capacity through the PLC process to drive, monitor, and adjust instruction based on analyzed student data.</i></p>	<p>BRTI Plan</p> <p>Meeting Agendas from The Student Advisory Council</p> <p>Survey results</p> <p>Bi-monthly data analysis of major and minor behavior referrals</p>	<p>BRTI Meeting Minutes</p> <p>30-60-90 day plan will be monitored and updated (monthly by Instructional Leadership Team)</p> <p>Professional Learning Session Agendas & Surveys including use of plus/deltas (as scheduled by School Intervention Coach)</p> <p>MTSS Meeting Agendas & Minutes (quarterly by School Intervention Coordinator)</p>	<p>General Funds</p> <p>SBDM Funds</p>

8: OTHER: Multi-Tiered Systems of Support (MTSS)

Goal 8 (State your separate goal.): By May 2026 and evidenced through state summative assessment results, Freedom Elementary School will decrease the percentage of all students scoring Novice in Reading and Math by 30%.

Objective	Strategy	Activities	Measure of Success	Progress Monitoring	Funding
<p>Objective 1 By May 2025 and evidenced through state summative assessment results, Freedom Elementary School will decrease the percentage of all students scoring Novice in Reading and Math by 10%.</p>	<p>Implement a system for designing and delivering instruction to ensure high fidelity implementation of tiered intervention services in Reading and Mathematics instruction, based on Kentucky Academic Standards.</p> <p>KCWP4: Review, Analyze and Apply Data</p> <p>KCPW 5: Design, Align and Deliver Support</p>	<p>Coordinate work with University of Louisville CIBRS to complete a MTSS Needs Assessment & Training Sessions.</p> <p>Develop a clearly defined MTSS school wide process with checklists, and documentation tools, including such information as service frequency, intervention programs/strategies, SMART goal measurement, and progress monitoring checks.</p> <p>Ensure ongoing professional learning and coaching in the areas of high yield instructional strategies to aid in differentiated learning when students fail to reach mastery:</p> <ul style="list-style-type: none"> ● IXL Courseware ● FES New Teacher Academy <p>Utilize IXL Courseware to support individualized skills based teaching and learning in Reading and Math and to support tiered interventions.</p> <p><i>IP 1: Implement and monitor the use of differentiated learning opportunities that use evidence-based strategies and meet the rigor of the Kentucky Academic Standards (KAS).</i></p> <p><i>IP2: Build teacher capacity through the PLC process to drive, monitor, and adjust instruction based on analyzed student data.</i></p>	<p>Disaggregated assessment and learning data</p> <p>MTSS Plan</p> <p>MTSS Meeting Minutes</p> <p>MTSS Needs Assessment</p> <p>Master Schedule</p> <p>IXL Reports</p>	<p>30-60-90 day plan will be monitored and updated (monthly by Instructional Leadership Team)</p> <p>PLC Agendas & Minutes (weekly by School Intervention Coach & Teacher Ambassadors)</p> <p>Professional Learning Session Agendas & Surveys including use of plus/deltas (as scheduled by School Intervention Coach)</p> <p>Content Area Vertical Planning Agendas & Minutes (bi-weekly by the principal)</p> <p>MTSS Meeting Agendas & Minutes (quarterly by School Intervention Coordinator)</p>	<p>320JC SIF</p> <p><i>Continuous Improvement Summit</i></p> <p><i>IXL Professional Learning</i></p> <p><i>Teacher Extra Service</i></p> <p><i>School Intervention Coach</i></p> <p><i>Teacher Ambassadors</i></p> <p><i>New Teacher Academy</i></p>

Goal 8 (State your separate goal.): By May 2026 and evidenced through state summative assessment results, Freedom Elementary School will decrease the percentage of all students scoring Novice in Reading and Math by 30%.					
Objective	Strategy	Activities	Measure of Success	Progress Monitoring	Funding
Objective 2 By May 2025, reduce the number of Behavioral incidences by 20% and chronic absenteeism rate by 10%.	Implement a system for designing and delivering instruction to ensure high fidelity implementation of tiered intervention services in behavior, including attendance. KCWP4: Review, Analyze and Apply Data KCWP 6: Establishing Learning Culture and Environment	Implement, monitor, and adjust the FES Attendance Plan to reduce chronic absenteeism. Support teachers in implementing Positive Behavioral Interventions and Supports (PBIS) to minimize the impact of negative behaviors impacting instructional time. <i>IP2: Build teacher capacity through the PLC process to drive, monitor, and adjust instruction based on analyzed student data.</i>	Attendance Records with a daily attendance rate goal of 96% Incentivization records PBIS data Discipline records BRTI Plan BRTI agendas and minutes	MTSS Meeting Agendas & Minutes (quarterly by School Intervention Coordinator) Behavior & Attendance reports at (weekly by APs at Leadership Meetings) PBIS Rewards activities & documentation (Weekly & Monthly by PBIS POC)	SBDM Funds General Fund

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:

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

Response:

Freedom Elementary's instructional leadership / turnaround team includes:

Principal: Monique Lewis

Assistant Principal: Jonathan Grabara

Counselors: Amanda Baxter, Raiona Henderson

School Intervention Coach: Heather Carden (MTSS)

KDE ER Staff: Donna Bumps, Clint Graham

Teachers: Laura Jeffords (K), Michelle Nichols (1st), Raye Latham (2nd), Katie Hash (3rd), Jaye Wilkins (ELA), Tonya Wright (4th), Lakeysha Toliver (5th), Sara Oglesby (Media Specialist),

Classified staff: Sha Jackson (Community Liaison)

Parent: Paula Snorton

Additional district support is provided by Superintendent: Chris Bentzel, Assistant Superintendent: Jessica Addison, and Instructional Directors.

The Instructional Leadership Team (ILT) was responsible for the first breakdown of the School Report Card data following the public release. Following the data analysis, we began planning data analysis sessions to address the deficiencies identified. District Support Team Meetings (held twice per month) as well as monthly ILT Meetings consistently reviewed multiple forms of academic data (i.e., KSA, MAP, Tableau Visualization, Survey data, Student Progress Monitoring Report, Brigance, ACCESS, common assessment data, observations, and data from instructional rounds and learning walks) to evaluate the overall performance of our school. Non-academic data reviewed includes: attendance, school culture survey, discipline (overall & PBIS), school safety, parent involvement, survey data, suspensions/expulsions, and bus referrals.

The ILT and District Support Team identified priority performance concerns for every indicator for which the school did not meet federal, state and/or local expectations. This led to the hypothesized potential root causes for each priority performance concern. District data protocols were used to analyze grade level and individual student performance data. Reflection explicitly considers broad, systemic root causes with ongoing themes from both school level and district level team meetings indicating a strong deficiency regarding teacher capacity. Once the ILT and District Support Team reviewed the Diagnostic Review report findings, it confirmed the need for differentiated learning opportunities using evidence-based strategies that are aligned to the Kentucky Academic Standards as well as a need to build teacher capacity through the PLC process to drive, monitor, and adjust instruction based on analyzed student data. Further analysis of personnel reports by the Principal and Superintendent indicating a need for additional highly qualified teachers instructing the high-risk learners at Freedom. From this, the evidence based practices of Teacher Clarity, Plan - Do - Study - Act (PDSA), and Teacher Recruitment and Retention were selected. For the remainder of this school year, professional development sessions as well as personalized feedback and coaching models are planned to address immediate concerns.

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:
 Through reflection, teacher feedback, researching best practices, etc., we discovered some concerning resource inequities. The leadership team including administrators, classified and certified staff members at Freedom Elementary reviewed KSA and MAP data to identify trends and needs of the school to complete a school based Needs Assessment. Using the data, a CSIP has been created and is being monitored using a variety of measures, including the district School Scorecard. Previous CSIP work informed improvement priorities and initiatives to evaluate the use of time, money, and resources that have been ongoing work at Freedom Elementary. During Freedom Elementary’s turnaround efforts, additional support structures such as District Instructional Supervisors, District Special Education Director and Consultant, District Literacy and Writing Consultants, and the District School Improvement Administrator have been provided to identify inequities and address concerns.

A review of IEP’s and Special Education schedules revealed that the majority of our students with disabilities were being taught their core classes in Resource Settings, which inhibited their access to the curriculum. In response to this, Freedom is in the process of creating a system for more co-teaching and less resource classes in an effort to provide a collaborative approach for students to gain better access to the curriculum in which they will be assessed.

The district review of personnel data revealed Freedom Elementary currently has fifteen teachers with alternate and/or emergency teacher certification credentials. This leads to a need for ongoing professional learning in high yield instructional strategies, standards deconstruction and resource alignment, and systems for continuous improvement.

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 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 eProve. Specific directions regarding the documentation requirements can be found in the “[Compliance Requirements](#)” resource available on KDE’s [Evidence-based Practices website](#).

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 eProve
Teacher Clarity	Jackson-Hubbard, Precious. (2023). Teacher Clarity & Equity in the Classroom: An Investigation of the Relationship Between Equitable Instructional Intent and Instructional Practice. <i>San Diego State University ProQuest Dissertations Publishing</i> . https://www.proquest.com/openview/	<input type="checkbox"/>

Evidence-based Activity	Evidence Citation	Uploaded in eProve
Plan-Do-Study-Act (PDSA)	Park, S., Hironaka, S., Carver, P., & Nordstrum, L. (2013). Continuous Improvement in Education. Advancing Teaching--Improving Learning. White Paper. <i>Carnegie Foundation for the Advancement of Teaching</i> . www.carnegiefoundation.org	<input type="checkbox"/>
Teacher Recruitment and Retention	Maranto, R. (2018). How do we get them on the farm? efforts to improve rural teacher recruitment and retention in Arkansas. <i>The Rural Educator</i> , 34(1). https://doi.org/10.35608/ruraled.v34i1.406	<input type="checkbox"/>

Indian Hills Elementary

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.

As stated in the needs assessment, Indian Hills went through a major transition this past summer. Indian Hills is now at a new location with two thirds of our population being new students. Based on our new data we now have a new baseline with our current students. Our current student performed lower in all subject areas. Based on this new data our two greatest areas of weakness are reading and math.

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

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

Design and Deploy Standards

- *District Pacing**
- *PLC (PDSA Model)**
- *Vertical Planning**
- *Teachers “unpacking” standards**

Design and Deliver Instruction

- *Congruence of standards and rigor of the tasks**
- *Guided planning for new teachers**
- *Ensure ongoing professional development of best practice**
- *Vertical Curriculum Mapping**
- *Tier I Instruction**

Indicator Scores

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

Indicator	Status	Change
State Assessment Results in reading and mathematics	72.2	5.1
State Assessment Results in science, social studies and writing	53.0	-9.1
English Learner Progress	N/A	N/A
Quality of School Climate and Safety	80.4	1.8
Postsecondary Readiness (high schools and districts only)	N/A	N/A
Graduation Rate (high schools and districts only)	N/A	N/A

1: State Assessment Results in Reading and Mathematics

Goal 1 By May 2027, and evidenced through state summative assessment results, Indian Hills Elementary School will increase the percentage of students scoring proficient/distinguished in reading and mathematics, across the school’s grade spans, as follows:

Reading: Increase the number of students scoring proficient or above in reading from 43% to 52%

Math: Increase the number of students scoring proficient or above in math from 40% to 49%

Objective	Strategy	Activities	Measure of Success	Progress Monitoring	Funding
<p>Objective 1 By May 2025, Indian Hills Elementary School will increase the percentage of students scoring proficient/distinguished in Reading from 43% to 46%</p>	<p>KCWP 1: Design and Deploy Standards KCWP 2: Design and Deliver Instruction KCWP 4: Review, Analyze, and Interpret Data</p>	<p>Professional Learning Communities - continue to implement the PDSA model in which all teachers focus on standards, rigorous instruction for Tiers 1, 2, and 3, formative and summative assessment, data trackers, and student work samples. Teacher Coaching Model - implement a schedule for leadership to be in classrooms each week utilizing the PGES framework and provide feedback to teachers. Leadership will conduct guided planning sessions with new teachers and host bi-weekly success sessions to ensure new teacher support. Standards based instruction - follows district pacing curriculum documents and common assessments that support the evidence of Into Reading implementation. MTSS - Tiered services are determined and provided after RTI committee meetings. These meetings take place every 6 weeks. Committee members review multiple pieces of data to determine intervention needs or adjustments that need to be made (remediation/enrichment). Reading Improvement Plans are developed for those students in K-3 who fall below the 30%ile in MAP growth. These plans are reviewed and</p>	<p>All students at Indian Hills Elementary will be successfully completing classwork on or above grade level.</p>	<ul style="list-style-type: none"> ● Student data trackers ● MAP Growth/MAP Fluency reports ● Common/formative assessments ● Student grades ● KSA Data Calculator ● Lesson plans ● Teacher Coaching model feedback ● Guided Planning ● Schedules of GT enrichment specialists ● Assessment data for students who are gifted and talented ● RTI Progress Monitoring data ● Progress reports for individual students 	<ul style="list-style-type: none"> ● District Title I ● General Fund ● ESS funds ● GT state grant ● GT district match

Goal 1 By May 2027, and evidenced through state summative assessment results, Indian Hills Elementary School will increase the percentage of students scoring proficient/distinguished in reading and mathematics, across the school’s grade spans, as follows:

Reading: Increase the number of students scoring proficient or above in reading from 43% to 52%

Math: Increase the number of students scoring proficient or above in math from 40% to 49%

Objective	Strategy	Activities	Measure of Success	Progress Monitoring	Funding
		monitored during MTSS meetings. Gifted and Talented - Students who are identified as gifted and talented will be provided services in alignment with their Gifted Student Services Plan (GSSP) Extended School Services - ESS provides for additional support of students identified from MAP testing, Mastery Connect data, classroom formative and summative data, as well as classroom observations.			
Objective 2 By May 2025, Indian Hills Elementary School will increase the percentage of students scoring proficient/distinguished in Math from 40% to 43%.	KCWP 1: Design and Deploy Standards KCWP 2: Design and Deliver Instruction KCWP 4: Review, Analyze, and Interpret Data	Professional Learning Communities - continue to implement the PDSA model in which all teachers focus on standards, rigorous instruction for Tiers 1, 2, and 3, formative and summative assessment, data trackers, and student work samples. Teacher Coaching Model - implement a schedule for leadership to be in classrooms each week utilizing the PGES framework and provide feedback to teachers. Leadership will conduct guided planning sessions with new teachers and host bi-weekly success sessions to ensure new teacher support. Standards based instruction - follows district pacing curriculum documents and common assessments Student goal setting/Data tracking - All staff utilizes data trackers to progress monitor	All students at Indian Hills Elementary will be successfully completing classwork on or above grade level.	<ul style="list-style-type: none"> ● Student data trackers ● MAP Growth/MAP Fluency reports ● Common/formative assessments ● Student grades ● KSA Data Calculator ● Lesson plans ● Teacher Coaching model feedback ● Guided Planning ● Schedules of GT enrichment specialists ● Assessment data for students who are gifted and talented ● RTI Progress Monitoring data 	<ul style="list-style-type: none"> ● District Title I ● General Fund ● ESS funds ● GT state grant ● GT district match

Goal 1 By May 2027, and evidenced through state summative assessment results, Indian Hills Elementary School will increase the percentage of students scoring proficient/distinguished in reading and mathematics, across the school’s grade spans, as follows:

Reading: Increase the number of students scoring proficient or above in reading from 43% to 52%

Math: Increase the number of students scoring proficient or above in math from 40% to 49%

Objective	Strategy	Activities	Measure of Success	Progress Monitoring	Funding
		<p>individual student performance on MAP/Mastery Connect and classroom assessments.</p> <p>MTSS - Tiered services are determined and provided after RTI committee meetings. These meetings take place every 6 weeks. Committee members review multiple pieces of data to determine intervention needs or adjustments that need to be made (remediation/enrichment).</p> <p>Gifted and Talented - Students who are identified as gifted and talented will be provided services in alignment with their Gifted Student Services Plan (GSSP)</p> <p>Extended School Services - ESS provides for additional support of students identified from MAP testing, Mastery Connect data, classroom formative and summative data, as well as classroom observations.</p>		<ul style="list-style-type: none"> ● Progress reports for individual students 	

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

Goal 2 By May 2027, and evidenced through state summative assessment results, Indian Hills Elementary School will increase the percentage of students scoring proficient/distinguished in Science, Social Studies, and Writing, across the school’s grade spans, as follows:

Science: Increase the number of students scoring proficient or above in Science from 23% to 32%

Social Studies: Increase the number of students scoring proficient or above in Social Studies from 34% 43%

Writing: Increase the number of students scoring proficient or above in writing from 49% to 58%

Objective	Strategy	Activities	Measure of Success	Progress Monitoring	Funding
<p>Objective 1 By May 2025, Indian Hills Elementary School will increase the percentage of students scoring proficient/distinguished in Science from 23% to 26%.</p>	<p>KCWP 1: Design and Deploy Standards KCWP 2: Design and Deliver Instruction KCWP 4: Review, Analyze, and Interpret Data</p>	<p>Professional Learning Communities - continue to implement the PDSA model in which all teachers focus on standards, rigorous instruction for Tiers 1, 2, and 3, formative and summative assessment, data trackers, and student work samples. Teacher Coaching Model - implement a schedule for leadership to be in classrooms each week utilizing the PGES framework and provide feedback to teachers. Leadership will conduct guided planning sessions with new teachers and host bi-weekly success sessions to ensure new teacher support. Standards based instruction - follows district pacing curriculum documents and common assessments that support the evidence of KAS implementation. Use of High Quality Instructional Resource - implement the use of Amplify Science in all science classrooms, grades K-5.</p>	<p>All students at Indian Hills Elementary will be successfully completing classwork on or above grade level.</p>	<ul style="list-style-type: none"> ● Content area student data trackers ● Data protocol in PLC’s ● Lesson plans ● Teacher Coaching model feedback ● Student grades 	<p>District Title I General Fund</p>
<p>Objective 2 By May 2025, Indian Hills Elementary School will increase the percentage of students scoring proficient/distinguished in</p>	<p>KCWP 1: Design and Deploy Standards KCWP 2: Design and Deliver Instruction KCWP 4: Review, Analyze, and Interpret Data</p>	<p>Professional Learning Communities - continue to implement the PDSA model in which all teachers focus on standards, rigorous instruction for Tiers 1, 2, and 3, formative and summative assessment, data trackers, and student work samples. Teacher Coaching Model - implement a schedule for leadership to be in classrooms each week</p>	<p>All students at Indian Hills Elementary will be successfully completing classwork on or above grade level.</p>	<ul style="list-style-type: none"> ● Content area student data trackers ● Common assessments ● Lesson plans 	<p>District Title I General Fund</p>

Goal 2 By May 2027, and evidenced through state summative assessment results, Indian Hills Elementary School will increase the percentage of students scoring proficient/distinguished in Science, Social Studies, and Writing, across the school’s grade spans, as follows:

Science: Increase the number of students scoring proficient or above in Science from 23% to 32%

Social Studies: Increase the number of students scoring proficient or above in Social Studies from 34% 43%

Writing: Increase the number of students scoring proficient or above in writing from 49% to 58%

Objective	Strategy	Activities	Measure of Success	Progress Monitoring	Funding
Social Studies from 34% to 37%.		utilizing the PGES framework and provide feedback to teachers. Leadership will conduct guided planning sessions with new teachers and host bi-weekly success sessions to ensure new teacher support. Standards based instruction - follows district pacing curriculum documents and common assessments that support the evidence of KAS implementation.		<ul style="list-style-type: none"> ● Teacher Coaching model feedback ● Student grades ● Schedules of GT enrichment specialists ● Progress reports for individual students ● Assessment data for students who are gifted and talented 	
Objective 3 By May 2025, Indian Hills Elementary School will increase the percentage of students scoring proficient/distinguished in Writing from 49% to 52%.	KCWP 1: Design and Deploy Standards KCWP 2: Design and Deliver Instruction KCWP 4: Review, Analyze, and Interpret Data	Professional Learning Communities - continue to implement the PDSA model in which all teachers focus on standards, rigorous instruction for Tiers 1, 2, and 3, formative and summative assessment, data trackers, and student work samples. Teacher Coaching Model - implement a schedule for leadership to be in classrooms each week utilizing the PGES framework and provide feedback to teachers. Leadership will conduct guided planning sessions with new teachers and host bi-weekly success sessions to ensure new teacher support. Standards based instruction - follows district pacing curriculum documents and common assessments that support the evidence of KAS implementation.	All students at Indian Hills Elementary will be successfully completing classwork on or above grade level.	<ul style="list-style-type: none"> ● Student writing products with feedback ● Teacher Coaching model feedback ● Writing scrimmages ● Constructed Response samples/scores/feedback ● Student writing folders 	District Title I General Fund

Goal 2 By May 2027, and evidenced through state summative assessment results, Indian Hills Elementary School will increase the percentage of students scoring proficient/distinguished in Science, Social Studies, and Writing, across the school’s grade spans, as follows:

Science: Increase the number of students scoring proficient or above in Science from 23% to 32%

Social Studies: Increase the number of students scoring proficient or above in Social Studies from 34% 43%

Writing: Increase the number of students scoring proficient or above in writing from 49% to 58%

Objective	Strategy	Activities	Measure of Success	Progress Monitoring	Funding
		Writing Cohort - attend and implement strategies gained from district led writing cohort meetings.			

3: Achievement Gap

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

Objective	Strategy	Activities	Measure of Success	Progress Monitoring	Funding
<p>Objective 1 By May 2025, the percentage of male students scoring novice on the KSA in reading will decrease from 25% to 23% as measured by the state assessment</p>	<p>KCWP 1: Design and Deploy Standards KCWP 2: Design and Deliver Instruction KCWP 4: Review, Analyze, and Interpret Data</p>	<p>Professional Learning Communities - continue to implement the PDSA model in which all teachers focus on standards, rigorous instruction for Tiers 1, 2, and 3, formative and summative assessment, data trackers, and student work samples. Standards based instruction - follows district pacing curriculum documents and common assessments that support the evidence of Into Reading implementation. Student goal setting/Data tracking - All staff utilizes data trackers to progress monitor individual student performance on MAP/Mastery Connect and classroom assessments. MTSS - Tiered services are determined and provided after RTI committee meetings. These meetings take place every 6 weeks. Committee members review multiple pieces of data to determine intervention needs or adjustments that need to be made (remediation/enrichment). Reading Improvement Plans are developed for those students in K-3 who fall below the 30%ile in MAP growth. These plans are reviewed and monitored during MTSS meetings.</p>	<ul style="list-style-type: none"> ● Achievement Gap closure ● Increase in proficiency and student achievement ● Novice reduction ● Increase in MAP and MasteryConnect scores 	<ul style="list-style-type: none"> ● PLC Meetings ● Lesson Plans with standards ● Data Trackers (name and claim our AA gap group of students) ● Guided planning for new teacher support plan 	<p>District Title I General Fund</p>

Objective	Strategy	Activities	Measure of Success	Progress Monitoring	Funding
		<p>Extended School Services - ESS provides for additional support of students identified from MAP testing, Mastery Connect data, classroom formative and summative data, as well as classroom observations.</p>			
<p>Objective 2 By May 2025, the percentage of female students scoring at the Novice level on the KSA in math will decrease from 25% to 23% as measured by the state assessment</p>	<p>KCWP 1: Design and Deploy Standards KCWP 2: Design and Deliver Instruction KCWP 4: Review, Analyze, and Interpret Data</p>	<p>Professional Learning Communities - continue to implement the PDSA model in which all teachers focus on standards, rigorous instruction for Tiers 1, 2, and 3, formative and summative assessment, data trackers, and student work samples.</p> <p>Standards based instruction - follows district pacing curriculum documents and common assessments.</p> <p>Student goal setting/Data tracking - All staff utilizes data trackers to progress monitor individual student performance on MAP/Mastery Connect and classroom assessments.</p> <p>MTSS - Tiered services are determined and provided after RTI committee meetings. These meetings take place every 6 weeks. Committee members review multiple pieces of data to determine intervention needs or adjustments that need to be made (remediation/enrichment). Reading Improvement Plans are developed for those students in K-3 who fall below the 30%ile in MAP growth. These plans are reviewed and monitored during MTSS meetings.</p> <p>Extended School Services - ESS provides for additional support of students identified from MAP testing, Mastery Connect data, classroom formative and summative data, as well as classroom observations.</p>	<ul style="list-style-type: none"> ● Achievement Gap closure ● Increase in proficiency and student achievement ● Novice reduction ● Increase in MAP and MasteryConnect scores 	<ul style="list-style-type: none"> ● PLC Meetings ● Lesson Plans with standards ● Data Trackers (name and claim our AA gap group of students) ● Guided planning for new teacher support plan 	<p>District Title I General Fund</p>

4: English Learner Progress

Goal 4: Each EL student will progress at least 1 level on the ACCESS assessment by spring of 2025					
Objective	Strategy	Activities	Measure of Success	Progress Monitoring	Funding
<p>Objective 1 Each EL student will progress at least 1 level on the ACCESS assessment by spring of 2025</p>	<p>KCWP 1: Design and Deploy Standards KCWP 2: Design and Deliver Instruction KCWP 5: Design, Align, Deliver Support Processes</p>	<ul style="list-style-type: none"> ● Professional Learning Communities - continue to implement the PDSA model in which all teachers focus on standards, development of formative and summative assessments to meet the cognitive demand of the standards, use of data trackers, analyzing student work samples, and utilizing ESL strategies shared monthly by our district ESL teacher (serves full time at Indian Hills). ● Standards based instruction - follows district pacing curriculum documents and common assessments that support the evidence of KAS implementation. ● MTSS - Tiered services are determined and provided after RTI committee meetings. These meetings take place every 6 weeks. Committee members review multiple pieces of data to determine intervention needs or adjustments that need to be made (remediation/enrichment). ● Student goal setting/Data tracking - All staff utilizes data trackers to progress monitor individual student performance on MAP/MasteryConnect and classroom assessments. ● EL teacher share each staff meetings/PLC's ● Culture Connection-meets monthly with EL students 	<ul style="list-style-type: none"> ● Completion of grade level course work ● Classroom assessment data ● Growth in MAP and MasteryConnect scores ● Growth in ACCESS scores 	<ul style="list-style-type: none"> ● MAP data ● MasteryConnect data ● MTSS data ● Grade level data trackers ● ESL progress reports ● ACCESS data 	<p>District Title I General Fund</p>

5: Quality of School Climate and Safety

Indian Hills Elementary will increase the Quality of School Climate and Safety score from 80.4 to 84 by spring of 2027 as determined by the Kentucky Standards Assessment Survey Data.					
Objective	Strategy	Activities	Measure of Success	Progress Monitoring	Funding
Increase the Quality of School Climate and Safety Score from 80.4 to 82.4 by Spring of 2025 as determined by KSA.	KCWP 6: Establish Learning Culture and Environment	<ul style="list-style-type: none"> ● PBIS - continue to implement PBIS in the classrooms, transitions, arrival/dismissal and all common areas. ● BRTI - meetings every 6 weeks ● Monthly Practices of all emergency drills ● Continue FRYSC support to students ● Review the Code of Conduct with intermediate grade levels ● Social Skills mini lessons provided by school counselors ● Student Advisory Council - Meets monthly ● Quality of School Climate and Safety Survey - During bellringers and special classes, 3rd-6th grade students will discuss the Quality of School Climate and Safety survey questions to ensure that all students understand the question and what the question is asking of the students. 	<ul style="list-style-type: none"> ● PBIS walkthrough results ● PBIS rewards ● MTSS ● Student Advisory Council agenda ● Survey data 	<ul style="list-style-type: none"> ● Major/Minor referrals ● BRTI list ● Advisory council feedback ● Question/Discussion during bellringers 	No funding required

Millbrooke Elementary 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.

11% of students with disabilities scored in the proficiency range in Reading on KSA (Spring 2024) test and 13% of students with disabilities scored in the proficiency range in Math on KSA (Spring 2024) test.

Science Proficiency Rate: 18%

Social Studies Proficiency Rate: 34%

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 1: Design and Deploy Standards:

Millbrooke holds weekly PLC meetings to discuss Standards, lesson plans, and assessments to ensure curricular alignment. Teachers will be a part of looking at priority standards to ensure delivery and assessment measures provide for all pertinent information needs for students. We are checking lesson plans weekly to monitor to ensure they are aligned with state standards as well as the district pacing and identify high-quality instructional resources (HQIR). Intentional conversations are taking place during PLC's to ensure that standards are being taught at the correct pace with a focus on Priority Standards. Teachers discuss student progress and maintain accurate records to review skills as needed. The Plan-Do-Study-Act model is followed during PLC to ensure growth is taking place through Reading, Math (3rd grade - 5th Grade), and 4th grade Science content areas. We will also ensure growth is maintained in Math (3rd grade), Social Studies and Writing. Teachers reflect on where they currently are in the plan and where their next steps are. Time is given to reflect on formative, summative and interim assessments given to students. Teachers need to look a little closer at assessments during PLC time to understand where they are going, where they currently are, and how they can close the gap. Teachers are a part of teaching cycles where they work with the Curriculum specialist to ensure that they are checking for student attainment of knowledge as indicated by the Kentucky Academic Standards. Teachers also monitor reading levels by administering the MAP assessment in order to determine which students would be identified as needing a Reading Improvement Plan. In addition, teachers monitor student reading level by using the HMH Growth Measure Assessment. Vertical PLCs allow teachers to review skills and curricula that build upon one another in order to close gaps in certain areas. Time is given to like content teachers across grade levels to compare strategies and data. After these conversations, we will ensure effective communication guides instructional planning and student grouping. Provide the students opportunities to unpack standards.

KCWP 2: Design and Deliver Instruction:

The instructional leadership team has schedules to follow to “push” into classrooms weekly and provide feedback. While using the “push” schedule leadership looks for things that have been targeted as areas that need work as indicated by district feedback. We will also have a teacher coach work with our new and most needed teachers this year to ensure coaching is taking place to build capacity in our teachers. The district will also conduct instructional walkthroughs of our classrooms and provide feedback. The instructional leadership team takes time each week to review classrooms visited and collaborate to discuss what is seen in the classroom with standards, learning targets, and assessment measures in their design and delivery. There is a need for some teachers to improve in this area. Feedback is shared with those teachers using the Danielson Framework. Monitoring measures are in place through the RTI system and specially designed instruction. This includes our special education population and how they are serviced as well as monitored. Data is shared through our MTSS meetings and within the special education department. Students that show a continued need for help are also offered tutoring through Extended School Services (ESS). Each month all teachers are given a high yield instructional practice to implement in their classroom and are then asked to share out those strategies and how the instruction impacted learning during planning; authentic learning, differentiated learning, student engagement, technology, 21st century learning techniques, authentic learning experiences, and supportive learning environments. A lesson plan checklist is utilized to check for highly effective planning. During the PLC meeting both vertically and grade level wise, item analysis methods will be in place in order to evaluate instructional effectiveness and determine if instructional adjustments need to be made. The principal meets monthly with the student voice group to discuss any strategies and areas of improvement to receive student feedback. weekly PLCs. The school implements the CCPS Instructional Framework making sure that the following are used in lesson.

Indicator Scores

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

Indicator	Status	Change
State Assessment Results in reading and mathematics	63.5	3.4
State Assessment Results in science, social studies and writing	63.4	-2.0
English Learner Progress	N/A	N/A
Quality of School Climate and Safety	68.9	7.0
Postsecondary Readiness (high schools and districts only)	N/A	N/A
Graduation Rate (high schools and districts only)	N/A	N/A

1: State Assessment Results in Reading and Mathematics

<p>Goal 1 (State your reading and math goal.): By May 2027 as evidenced through stat summative assessment results, Millbrooke Elementary School will increase the percentage of students scoring proficient/distinguished in reading & mathematics, across the school’s grade spans as follows: Reading- Increase the number of students scoring proficient or above in reading from 49% to 63.8% Math- Increase the number of students scoring proficient or above in math from 50% to 68%</p>					
Objective	Strategy	Activities	Measure of Success	Progress Monitoring	Funding
Objective 1: Reading- Spring 2025 increase the percentage of 3 rd -5 th grade students scoring proficient or above in Reading from 49% to 54% as measured by state testing	<p>KCWP 1: Design and Deploy Standards</p> <p>KCWP 2: Design and Deliver Instruction</p> <p>KCWP 3: Design and Deliver Assessment</p> <p>KCWP 4: Review, Analyze, and Interpret Data</p>	<p>-Teacher active participation in weekly content-focused PLCs following the PDSA model.</p> <p>-Monthly Vertical PLCs will serve as a formative analysis of student work allowing teachers to discuss levels of student work, identify possible explanations for student performance, and determine options for adjusting and strengthening instruction.</p>	<p>All students at Millbrooke Elementary will be able to successfully complete classwork on or above grade level.</p>	<p>MAP & benchmark data (3Xs a year), data tracker review of data tracker monthly at PLC meetings</p>	<p>Grant Funded; KDE Supported (Title I) Instructional Budget Title II General Fund KYCL Grant</p>

Goal 1 (State your reading and math goal.): By May 2027 as evidenced through stat summative assessment results, Millbrooke Elementary School will increase the percentage of students scoring proficient/distinguished in reading & mathematics, across the school’s grade spans as follows:
Reading- Increase the number of students scoring proficient or above in reading from 49% to 63.8%
Math- Increase the number of students scoring proficient or above in math from 50% to 68%

Objective	Strategy	Activities	Measure of Success	Progress Monitoring	Funding
Objective 2: Math- Spring 2025 increase the percentage of 3 rd -5 th grade students scoring proficient or above in Math from 50% to 55% as measured by state testing	KCWP 1: Design and Deploy Standards KCWP 2: Design and Deliver Instruction KCWP 3: Design and Deliver Assessment KCWP 4: Review, Analyze, and Interpret Data	Implementation of the District Response to Intervention Plan to identify Reading & Math Tier 2 and 3 students and to provide academic support through intentional scheduling. MTS: Intervention and Enrichment opportunities are provided during SURGE time through 6-week RTI/Data chats with teachers. A Lesson Plan Checklist will be utilized each week to monitor and provide feedback to teachers on standards-aligned, differentiated, and RTI instruction. Ongoing training that centers around the Into Reading Program. Teachers to discuss levels of student work, identify possible explanations for student performance, and determine options for adjusting and strengthening instruction. Implementation of the District Response to Intervention Plan to identify Reading and Math Tier 2 & 3 students and to provide academic support through intentional scheduling.	All students at Millbrooke Elementary will be able to successfully complete classwork on or above grade level.	MAP & benchmark data (3Xs a year), data tracker review of data tracker monthly at PLC meetings	Grant Funded; KDE Supported (Title I) Instructional Budget Title II General Fund KYCL Grant

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

Goal 2 (State your science, social studies, and writing goal.): By May 2027 as evidenced through state summative assessment results, Millbrooke Elementary School will increase the percentage of students scoring proficient/distinguished in Science, Social Studies, & Writing across the school’s grade spans as follows:
Science: Increase the number of students scoring proficient or above in Science from 18% to 37.4%
Social Studies: Increase the number of students scoring proficient or above in Social Studies from 37% to 67.3%
Writing: Increase the number of students scoring proficient or above in Writing from 62% to 68%

Objective	Strategy	Activities	Measure of Success	Progress Monitoring	Funding
Objective 1: Science: Increase the number of students scoring proficient or above in Science from 18% to 25%	KCWP 1: Design and Deploy Standards KCWP 2: Design and Deliver Instruction KCWP 4: Review, Analyze, and Interpret Data	Teacher active participation in weekly content-focused PLCs following the PDSA model. Monthly Vertical PLCs will serve as a formative analysis of student work allowing teachers to discuss levels of student work, identify possible explanations for student performance, and determine options for adjusting and strengthening instruction. Implementation of the District Response to Intervention Plan to identify Reading and Math Tier 2 and 3 students and to provide academic support through intentional scheduling. MTSS: Intervention and Enrichment opportunities are provided during SURGE time through 6-week RTI/Data chats with teachers. A Lesson Plan Checklist will be utilized each week to monitor and provide feedback to teachers on standards-aligned, differentiated, and RTI instruction.	All students at Millbrooke Elementary will be able to successfully complete classwork on or above grade level.	MAP & benchmark testing data (3Xs a year), data tracker review of data tracker, & monthly at PLC meetings	Grant Funded; KDE Supported (Title I) Instructional Budget Title II General Fund

Goal 2 (State your science, social studies, and writing goal.): By May 2027 as evidenced through state summative assessment results, Millbrooke Elementary School will increase the percentage of students scoring proficient/distinguished in Science, Social Studies, & Writing across the school’s grade spans as follows:
Science: Increase the number of students scoring proficient or above in Science from 18% to 37.4%
Social Studies: Increase the number of students scoring proficient or above in Social Studies from 37% to 67.3%
Writing: Increase the number of students scoring proficient or above in Writing from 62% to 68%

Objective	Strategy	Activities	Measure of Success	Progress Monitoring	Funding
<p>Objective 2: Social Studies: Increase the number of students scoring proficient or above in Social Studies from 37% to 42%</p>	<p>KCWP 1: Design and Deploy Standards KCWP 2: Design and Deliver Instruction KCWP 4: Review, Analyze, and Interpret Data</p>	<p>Teacher active participation in weekly content-focused PLCs following the PDSA model.</p> <p>Monthly Vertical PLCs will serve as a formative analysis of student work allowing teachers to discuss levels of student work, identify possible explanations for student performance, and determine options for adjusting and strengthening instruction.</p> <p>Implementation of the District Response to Intervention Plan to identify Reading & Math Tier 2 and 3 students and to provide academic support through intentional scheduling.</p> <p>MTSS: Intervention and Enrichment opportunities are provided during SURGE time through 6-week RTI/Data chats with teachers.</p> <p>A Lesson Plan Checklist will be utilized each week to monitor and provide feedback to teachers on standards-aligned, differentiated, and RTI instruction.</p>	<p>All students at Millbrooke Elementary will be able to successfully complete classwork on or above grade level.</p>	<p>MAP & benchmark testing data (3Xs a year), data tracker review of data tracker, & monthly at PLC meetings</p>	<p>Grant Funded; KDE Supported (Title I) Instructional Budget Title II General Fund</p>

Goal 2 (State your science, social studies, and writing goal.): By May 2027 as evidenced through state summative assessment results, Millbrooke Elementary School will increase the percentage of students scoring proficient/distinguished in Science, Social Studies, & Writing across the school’s grade spans as follows:
Science: Increase the number of students scoring proficient or above in Science from 18% to 37.4%
Social Studies: Increase the number of students scoring proficient or above in Social Studies from 37% to 67.3%
Writing: Increase the number of students scoring proficient or above in Writing from 62% to 68%

Objective	Strategy	Activities	Measure of Success	Progress Monitoring	Funding
<p>Objective 3: Writing: Increase the number of students scoring proficient or above in Writing from 62% to 65%</p>	<p>KCWP 1: Design and Deploy Standards KCWP 2: Design and Deliver Instruction KCWP 4: Review, Analyze, and Interpret Data</p>	<p>Teacher active participation in weekly content-focused PLCs following the PDSA model.</p> <p>Monthly Vertical PLCs will serve as a formative analysis of student work allowing teachers to discuss levels of student work, identify possible explanations for student performance, and determine options for adjusting & strengthening instruction.</p> <p>Implementation of the District Response to Intervention Plan to identify Reading and Math Tier 2 & 3 students and to provide academic support through intentional scheduling.</p> <p>MTSS: Intervention and Enrichment opportunities are provided during SURGE time through 6-week RTI/Data chats with teachers.</p> <p>A Lesson Plan Checklist will be utilized each week to monitor and provide feedback to teachers on standards-aligned, differentiated, and RTI instruction.</p>	<p>All students at Millbrooke Elementary will be able to successfully complete classwork on or above grade level.</p>	<p>MAP & benchmark testing data (3Xs a year), data tracker review of data tracker, & monthly at PLC meetings</p>	<p>Grant Funded; KDE Supported (Title I) Instructional Budget Title II General Fund</p>

3: Achievement Gap

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

Objective	Strategy	Activities	Measure of Success	Progress Monitoring	Funding
<p>Objective 1: By Spring 2025, Millbrooke Elementary will reduce the percentage of student with disabilities scoring novice in Reading from 62% to 50%</p>	<p>KCWP 1: Design and Deploy Standards KCWP 2: Design and Deliver Instruction KCWP 4: Review, Analyze, and Interpret Data</p>	<p>Teacher active participation in weekly content-focused PLCs following the PDSA model. Monthly Vertical PLCs will serve as a formative analysis of student work allowing teachers to discuss levels of student work, and identify possible explanations for student performance, and determine options for adjusting and strengthening instruction. Implementation of the District Response to Intervention Plan to identify Reading and Math Tier 2 and 3 students and to provide academic support through intentional scheduling. MTSS: Intervention and Enrichment opportunities are provided during SURGE time through 6-week RTI/Data chats with teachers.</p>	<p>All students at Millbrooke Elementary will be able to complete classwork on or above grade level.</p>	<p>MAP & benchmark data (at least 2Xs a year), data tracker review of data tracker monthly at PLC meetings</p>	<p>Grant Funded; KDE Supported (Title I) Instructional Budget Title II General Fund KYCL Grant</p>

Objective	Strategy	Activities	Measure of Success	Progress Monitoring	Funding
		<p>A Lesson Plan Checklist will be utilized each week to monitor and provide feedback to teachers on standards-aligned, differentiated, and RTI instruction.</p> <p>Monthly meetings with the Special Education department and district consultant.</p>			
<p>Objective 2: By Spring 2025, Millbrooke Elementary will reduce the percentage of student with disabilities scoring novice in Math from 62% to 50%</p>	<p>KCWP 1: Design and Deploy Standards KCWP 2: Design and Deliver Instruction KCWP 4: Review, Analyze, and Interpret Data</p>	<p>Teacher active participation in weekly content-focused PLCs following the PDSA model. Monthly Vertical PLCs will serve as a formative analysis of student work allowing teachers to discuss levels of student work, identify possible explanations for student performance, and determine options for adjusting and strengthening instruction.</p> <p>Implementation of the District Response to Intervention Plan to identify Reading and Math Tier 2 & 3 students and to provide academic support through intentional scheduling.</p> <p>MTSS: Intervention and Enrichment opportunities are provided during SURGE time through 6-week RTI/Data chats with teachers.</p> <p>A Lesson Plan Checklist will be utilized each week to monitor and provide feedback to teachers on standards-aligned, differentiated, & RTI instruction.</p>	<p>All students at Millbrooke Elementary will be able to complete classwork on or above grade level.</p>	<p>MAP & benchmark data (at least 2Xs a year), data tracker review of data tracker monthly at PLC meetings</p>	<p>Grant Funded; KDE Supported (Title I) Instructional Budget Title II General Fund KYCL Grant</p>

Objective	Strategy	Activities	Measure of Success	Progress Monitoring	Funding
		Monthly meetings with the Special Education department and district consultant.			

4: English Learner Progress

Goal 4 (State your English Learner goal.): By May 2027, 50% of our English Learners will progress up a level on the ACCESS test.					
Objective	Strategy	Activities	Measure of Success	Progress Monitoring	Funding
Objective 1: By Spring 2025, Millbrooke Elementary will show 10% of the ESL students showing progress of at least one level on the ACCESS test.	KCWP 1: Design and Deploy Standards KCWP 2: Design and Deliver Instruction KCWP 4: Review, Analyze, and Interpret Data	Teacher active participation in weekly content-focused PLCs following the PDSA model. Monthly Vertical PLCs will serve as a formative analysis of student work allowing teachers to discuss levels of student work, and identify possible explanations for student performance, and determine options for adjusting and strengthening instruction. Implementation of the District Response to Intervention Plan to identify Reading and Math Tier 2 and 3 students and to provide academic support through intentional scheduling. MTSS: Intervention and Enrichment opportunities are provided during SURGE time through 6-week RTI/Data chats with teachers. A Lesson Plan Checklist will be utilized each week to monitor and provide feedback to teachers on standards-aligned, differentiated, and RTI instruction. Weekly work with the ESL teacher	All EL students at Millbrooke Elementary will be able to successfully score a 4.5 or higher on the yearly ACCESS test.	MAP & benchmark testing data (at least 2Xs a year), data tracker review of data tracker monthly at PLC meetings	Title III General Fund KYCL Grant

5: Quality of School Climate and Safety

Goal 5 (State your climate and safety goal.): By May 2027 and evidenced through stat summative assessment results, Millbrooke Elementary will increase their oval index of the Quality of School Climate & Safety Survey from 75.9(Green Status) to 89.0(Very High Blue Status)					
Objective	Strategy	Activities	Measure of Success	Progress Monitoring	Funding
Objective 1: By May 2025, Millbrooke Elementary School will increase their overall index from 75.9(Green) to 80.0(Green)	KCWP 6: Establish Learning Culture and Environment	Monthly meetings with the student advisory committee. Monthly surveys pushed out and reviewed with students in January, February, and March. Data rollout to faculty and staff to ensure necessary adjustments are made after review of survey data. Monthly safety drills are conducted. Work with FRC to hold assemblies to promote safety and kindness to other.	All students at Millbrooke Elementary feel that the climate and safety is acceptable.	Monthly surveys to be pushed out and reviewed with students in January, February, and March.	General Fund Safe Schools Grants School Security Grant Funds

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:

<p>Components of Turnaround Leadership Development and Support:</p>
<p>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?</p> <p>Response:</p> <ol style="list-style-type: none"> 1. Attending monthly Instructional Leadership Team Meetings (ILT). Instructional Leadership Team meetings will feature a dedicated workspace and time for the Special Education department to work with principals and leadership teams around new and/or existing strategies and methods to ensure our students with disabilities receive the latest evidence-based instruction. In addition, work time and collaboration time will be provided each month during ILT meetings. 2. Monthly meetings with the administration and the assigned special education consultant and/or DoSE will be held to discuss building-level concerns, education on issues, and or specialized information about students with disabilities will be shared. 3. Attending monthly CCPS Equity Committee meetings to learn and apply equity practices for students with disabilities.
<p>Identification of Critical Resources Inequities:</p>
<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> <p>Through an examination of resource inequities, it was discovered that there was not enough support for evidence-based practices for our Special Education teachers. As a result, it could be that our special education population underperformed in KSA and did not meet performance expectations. To remedy this situation, special education staff will have more access to the Special Education Consultants. The Consultant will be available to special education staff weekly. During this time together, the Consultant will coach, monitor observe, and provide classroom support to Special Education teachers related to evidence-based practices for students with disabilities.</p>
<p>Additional Actions That Address the Causes of Consistently Underperforming Subgroups of Students</p>
<p>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.</p> <p>Response:</p> <p>The process used to review the learning culture related to Special Education was an examination of observations, resources, and student work. As a result, it was found that students in resource settings were less likely to have access to standards-based instruction and assessments, which could have been a contributing factor to the special education student’s underperformance on KSA. As a result, the following actions will be implemented to ensure students with disabilities have access to grade level standards instruction and are assessed used assessments aligned to grade-level assessments:</p> <p>Engage Special Education teachers in PLCs and other professional learning to develop their capacity to teach and assess grade-level standards</p> <p>Conduct observations of students with disabilities will include analysis of instructional and assessment tasks, with an expectation there should be a balance of IEP skills and grade-level work</p>

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:
The area of need revealed by the analysis of academic and non-academic data that is addressed through CSIP activities is reading proficiency for our Special Education population. The evidence-based practice that will target reading for our students with disabilities is

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"/>
Evidence-based instructor practices: Train staff on teaching self-efficacy to students	Fisher, et al., 2016; Mathisen & Bronnack, 2009; Silver & Stafford, 2017	<input checked="" type="checkbox"/>
		<input type="checkbox"/>
		<input type="checkbox"/>
		<input type="checkbox"/>

Crofton Elementary 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.

- Combined proficient and distinguished writing scores decreased by 2% and students are still performing below the district average.
- Science proficient and distinguished scores decreased by 7.8%.
- The group of students scoring at the proficient/distinguished level in 5th grade reading decreased from 59.3% to 44%.

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.

Through the PLC process, we will:

- Ensure instructional modifications are made based on the immediate feedback gained from formative assessments.
- Plan for and implement active student engagement strategies.
- Plan strategically in the selection of high yield instructional strategies to be used in lessons (modeling, discussion, questioning and feedback).

Indicator	Status	Change
State Assessment Results in reading and mathematics	71.4	+6.8
State Assessment Results in science, social studies and writing	73.0	+5.6
English Learner Progress		
Quality of School Climate and Safety	75.8	-1.0
Postsecondary Readiness (high schools and districts only)		
Graduation Rate (high schools and districts only)		

Indicator Scores

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

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</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 Kentucky's six (6) Key Core Work Processes 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>

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
objectives for each goal.					

1: State Assessment Results in Reading and Mathematics

Goal 1: Increase the percentage of students scoring proficient or above in reading from 52% to 65.7% and math from 54% to 67.9% by May 2027.					
Objective	Strategy	Activities	Measure of Success	Progress Monitoring	Funding
Objective 1: Increase the percentage of students scoring proficient or above in reading from 52% to 56.6% by 2025.	KCWP 1: Design and Deploy Standards	Literacy Curriculum: Continue to implement Into Reading which is a comprehensive evidenced based reading program that includes instruction in phonemic awareness, phonics, fluency, vocabulary, comprehension and writing	All certified reading teachers and special education teachers receive support as needed for Into Reading program. Monitor implementation through classroom observations. Coaching provided to individual teachers through the school coaching model. Plan/Do/Study/Act PLC Data Disaggregation	Universal Screener (MAP)-3x a year in K-2	District General Fund Title 1
	KCWP 2: Design and Deliver Instruction			MAP Reading Fluency- Administered to students scoring below 30%ile in MAP three times a year Into Reading Progress Monitoring Assessments- Weekly/Bi-Weekly Growth Measure Assessment-3x a year Weekly and Module Assessments Benchmark Assessments (Mastery Connect)-3x a year in grades 3-6 Kentucky Summative Assessments District Instructional Reviews	
	KCWP 4: Review, Analyze and Apply Data				

Goal 1: Increase the percentage of students scoring proficient or above in reading from 52% to 65.7% and math from 54% to 67.9% by May 2027.

Objective	Strategy	Activities	Measure of Success	Progress Monitoring	Funding
		<p>MTSS Plan: Intentional scheduling of interventionist in each grade level to meet the reading needs of students. Instruction will be differentiated and scaffolded to meet the needs of students.</p>	<p>Interventionist Progress Monitoring</p> <p>Master Schedule</p>	<p>RTI data will be reviewed and monitored during the PLC process.</p>	<p>Title 1</p>
		<p>PLCs: A 6-week rotation is used with the Plan, Do, Study and Act structure. The work focuses on standards planning and pacing, creating rigorous and aligned assessments, formative assessments, quality instruction focused on feedback, RTI and Data Analysis</p>	<p>Classroom Assessment Data</p> <p>Teacher Data Tracking Forms</p> <p>Quarterly Vertical PLCs during faculty meetings</p>	<p>Review and monitor PLC products and teacher data tracking forms.</p>	<p>General Fund</p>
		<p>Teaching Coaching: Feedback will be provided to teachers to improve classroom instruction.</p>	<p>Improved instructional practices.</p>	<p>Coaching schedule to ensure that all teachers are receiving feedback and coaching.</p>	<p>General Fund Title 1</p>
		<p>Gifted and Talented Students: Students who are identified as gifted and talented will be provided services in alignment with</p>	<p>Differentiation through content, process, and product occurring within the classroom and</p>	<p>Schedules of GT enrichment specialists Professional learning sign in sheets from staff trainings led by cluster leaders Cluster leader trainings Progress reports for</p>	<p>GT state grant GT district match</p>

Goal 1: Increase the percentage of students scoring proficient or above in reading from 52% to 65.7% and math from 54% to 67.9% by May 2027.

Objective	Strategy	Activities	Measure of Success	Progress Monitoring	Funding
		their Gifted Student Services Plan (GSSP).	through pull out programs. Cluster leaders provide assistance with identification and coaching teachers in providing individualized services. Opportunities for students to participate in extracurricular activities or clubs.	individual students Assessment data for students who are gifted and talented	
		Individualized Reading Improvement Plans: Students scoring at or below the 30%ile on MAP reading assessment will have an individualized reading plan developed and monitored to address their needs.	Multiple measures of data Tier 2 Progress Monitoring Tier 3 Progress Monitoring	MAP Growth MAP Fluency MAP Fluency Progress Monitoring	General Fund
		Tutoring Sessions: Tutoring sessions will be offered to students as either enrichment or intervention for skills and standards as	Decreased number of students scoring at the novice level.	Progress monitoring data	Title 1 ESS funds

Goal 1: Increase the percentage of students scoring proficient or above in reading from 52% to 65.7% and math from 54% to 67.9% by May 2027.					
Objective	Strategy	Activities	Measure of Success	Progress Monitoring	Funding
		identified through assessment data.			
Objective 2: Increase the percentage of students scoring proficient or above in math from 54% to 60% by 2025.	KCWP 1: Design and Deploy Standards KCWP 2: Design and Deliver Instruction KCWP 4: Review, Analyze and Apply Data	MTSS Plan: Intentional scheduling of interventionist in each grade level to meet the math needs of students. Instruction will be differentiated and scaffolded to meet the needs of students	Interventionist Progress Monitoring Master Schedule	RTI data will be reviewed and monitored during the PLC process.	Title 1
		PLCs: A 6-week rotation is used with the Plan, Do, Study and Act structure. The work focuses on standards planning and pacing, creating rigorous and aligned assessments, formative assessments, quality instruction focused on feedback, RTI and Data Analysis	Classroom Assessment Data Teacher Data Tracking Forms Quarterly Vertical PLCs during faculty meetings	Review and monitor PLC products and teacher data tracking forms.	General Fund
	KCWP 1: Design and Deploy Standards KCWP 2: Design and Deliver Instruction	Teaching Coaching: Feedback will be provided to teachers to improve classroom instruction.	Improved instructional practices.	Coaching schedule to ensure that all teachers are receiving feedback and coaching.	General Fund
		Gifted and Talented Students: Students who are identified as gifted and talented will be provided	Differentiation through content, process, and product occurring	Schedules of GT enrichment specialists Professional learning sign in sheets from staff trainings led by cluster	GT state grant GT district match

Goal 1: Increase the percentage of students scoring proficient or above in reading from 52% to 65.7% and math from 54% to 67.9% by May 2027.

Objective	Strategy	Activities	Measure of Success	Progress Monitoring	Funding
	KCWP 4: Review, Analyze and Apply Data	services in alignment with their Gifted Student Services Plan (GSSP).	<p>within the classroom and through pull out programs.</p> <p>Cluster leaders provide assistance with identification and coaching teachers in providing individualized services. Opportunities for students to participate in extracurricular activities or clubs.</p>	<p>leaders Cluster leader trainings Progress reports for individual students Assessment data for students who are gifted and talented</p>	
		<p>Tutoring Sessions: Tutoring sessions will be offered to students as either enrichment or intervention for skills and standards as identified through assessment data.</p>	<p>Decreased number of students scoring at the novice level.</p>	<p>Progress monitoring data</p>	<p>Title 1 ESS funds</p>

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

Goal 2: Increase the combined percentage of students scoring proficient or above in science from 45% to 51.1%, in social studies from 58% to 77.1% and in writing from 47% to 55.6% by 2027.					
Objective	Strategy	Activities	Measure of Success	Progress Monitoring	Funding
Objective 1: Increase the percentage of students scoring proficient or above in science from 45% to 50% by 2025.	KCWP 1: Design and Deploy Standards KCWP 2: Design and Deliver Instruction KCWP 4: Review, Analyze and Apply Data	Science: Continue formally established protocols for completing Through Course Tasks with science teachers K-12 and for student work analysis. Continue to support K-5 Science Literacy meetings with demonstration lessons Ongoing professional learning will occur in development of rigorous tasks, standards and instruction alignment, and best practice in science 3-dimensional instructional practices.	Teacher participation in science specific professional learning/science cohort. Teacher created science assessments and lessons	Monitoring of aligned instruction and assessment practices through PLCs Data protocol in PLCs	District General Fund
		Teacher Coaching: Weekly coaching visits by administrator with focus on alignment of activity to the KAS and student engagement in the lesson. Feedback provided to teacher regarding instruction	Use of Mastery Connect Item Bank Student CER writing products	Monitoring of aligned instruction and assessment practices through PLCs Data protocol in PLCs Student CER writing products	

Goal 2: Increase the combined percentage of students scoring proficient or above in science from 45% to 51.1%, in social studies from 58% to 77.1% and in writing from 47% to 55.6% by 2027.					
Objective	Strategy	Activities	Measure of Success	Progress Monitoring	Funding
		and student engagement.			
		K-5 Science Instruction: Ensure science instruction across all grade levels that matches the standards.	Plan/Do/Study/Act PLC	Data monitoring will be reviewed and revised as needed.	General Fund
Objective 2: Increase the percentage of students scoring proficient or above in social studies from 58% to 60% by 2025.	KCWP 1: Design and Deploy Standards	Social Studies: Social studies teachers will engage in work to understand the depth of social studies standards through KDE-provided modules to include deconstruction, pacing/mapping, assessment development, and instructional practices aligned to meet the cognitive demand of the standards.	Completion of standards learning modules through PLCs or professional learning	Monitoring of aligned instruction and assessment practices through PLCs Data protocol in PLCs	District General Fund
	KCWP 2: Design and Deliver Instruction		Completion of pacing/mapping/deconstruction Teacher created Social Studies assessments and lessons		
	KCWP 4: Review, Analyze and Apply Data				
		Ongoing professional learning will occur in development of rigorous tasks, standards and instruction alignment,	Use of Mastery Connect Item Bank Student writing products (Short Answer, Extended Responses)	Monitoring of aligned instruction and assessment practices through PLCs Data protocol in PLCs	District General Fund

Goal 2: Increase the combined percentage of students scoring proficient or above in science from 45% to 51.1%, in social studies from 58% to 77.1% and in writing from 47% to 55.6% by 2027.

Objective	Strategy	Activities	Measure of Success	Progress Monitoring	Funding
		and best practice in social studies instructional practices around inquiry and historical thinking.		Student writing products	
		Teacher Coaching: Weekly coaching visits by administrator with focus on alignment of activity to the KAS and student engagement in the lesson. Feedback provided to teacher regarding instruction and student engagement based on implementation of TCI Social Studies curriculum.	Improved classroom instruction Improved student performance on cycle and summative assessments	Administration weekly coaching schedule Documentation of classroom visits.	General Fund Title 1
		K-5 Social Studies Instruction: Ensure social studies instruction across all grade levels that matches the standards. Implementation of TCI Social Studies curriculum across all grade levels.	Plan/Do/Study/Act PLC	Data monitoring will be reviewed and revised as needed.	General Fund

Goal 2: Increase the combined percentage of students scoring proficient or above in science from 45% to 51.1%, in social studies from 58% to 77.1% and in writing from 47% to 55.6% by 2027.					
Objective	Strategy	Activities	Measure of Success	Progress Monitoring	Funding
Objective 3: Increase the percentage of students scoring proficient or above in writing from 47% to 50% by 2025.	KCWP 1: Design and Deploy Standards	Writing Coach: Utilize writing coach to build teacher capacity around the writing standards and conferencing practices with students.	Collaboration with district writing coach	Certified tutor hired to work directly with students to conference pieces to proficiency.	Title 1
	KCWP 2: Design and Deliver Instruction KCWP 4: Review, Analyze and Apply Data	Writing: Teachers K-12 will begin the planning and alignment process for implementing a district-wide vision for writing across all content areas to meet the demand of standards (Literacy Design Collaborative, KAS Reading and Writing, and Content Literacy Standards, TCT for Science). Schools will establish writing plans to accommodate specific school needs. Professional learning opportunities will be provided to support teacher acquisition of skills needed to teach students 21st century literacy skills and calibrate through	School Writing Plans System wide implementation of School Writing Plans (with attention to disciplinary writing) District Benchmark for Reading, Writing, and Math Attainment of writing goals on Scorecard	Student writing products Monitoring of aligned instruction and assessment practices through PLCs Data protocol in PLCs	District General Fund

Goal 2: Increase the combined percentage of students scoring proficient or above in science from 45% to 51.1%, in social studies from 58% to 77.1% and in writing from 47% to 55.6% by 2027.					
Objective	Strategy	Activities	Measure of Success	Progress Monitoring	Funding
		analysis of student writing.			
		Teacher Coaching: Weekly coaching visits by administrator with focus on alignment of activity to the KAS and student engagement in the lesson. Feedback provided to teacher regarding instruction and student engagement.	Improved classroom instruction Improved student performance on cycle and summative assessments	Administration weekly coaching schedule Documentation of classroom visits.	General Fund Title 1

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 Increase the combined overall combined indicator score of Economically Disadvantaged students in reading and math from 68.8 to 71 by 2025 as measured by KSA.	KCWP 1: Design and Deploy Standards	MTSS Plan: Intentional scheduling of interventionist in each grade level to meet the reading and math needs of students. Instruction will be differentiated and scaffolded to meet the needs of students.	Interventionist Progress Monitoring	RTI data will be reviewed and monitored during the PLC process.	Title 1 General Fund
	KCWP 2: Design and Deliver Instruction		Master Schedule		
	KCWP 4: Review, Analyze and Apply Data		PLCs: A 6-week rotation is used with the Plan, Do, Study and Act structure. The work focuses on standards planning and pacing, creating rigorous and aligned assessments, formative assessments, quality instruction focused on feedback, RTI and Data Analysis.	Classroom Assessment Data Teacher Data Tracking Forms Quarterly Vertical PLCs during faculty meetings	Review and monitor PLC products and teacher data tracking forms.
		Data Analysis: Classroom assessment data will be reviewed during each PLC cycle. Teachers will name	Formative Assessment	Classroom Assessment Data	General Fund

Objective	Strategy	Activities	Measure of Success	Progress Monitoring	Funding
		and claim students in order to plan instruction to meet the needs of students.	Summative Assessment Teacher Data Tracking Forms PLCs agenda		

4: English Learner Progress

Goal 4: Each EL student will progress at least 2 levels on the ACCESS assessment by May 2027.					
Objective	Strategy	Activities	Measure of Success	Progress Monitoring	Funding
Objective 1 Each EL student will progress at least 1 level on the ACCESS assessment by May 2025.	<p>KCWP 1: Design and Deploy Standards</p> <p>KCWP 2: Design and Deliver Instruction</p> <p>KCWP 4: Review, Analyze and Apply Data</p>	<p>Literacy Curriculum:</p> <p>Continue to implement Into Reading which is a comprehensive evidenced based reading program that includes instruction in phonemic awareness, phonics, fluency, vocabulary, comprehension and writing. Our English Learners will be immersed in rich text based instruction through Into Reading.</p>	<p>All certified reading teachers and special education teachers received training in the Into Reading program.</p> <p>Building leaders receive support through Building Instructional Leadership Team meetings and bi-weekly Into Reading Q & A sessions.</p> <p>Monitor implementation through classroom observations.</p> <p>Coaching provided to individual teachers through the school coaching model.</p>	<p>Universal Screener (MAP)-3x a year in K-2</p> <p>MAP Reading Fluency-3x a year for students scoring below 30%ile in MAP</p> <p>Into Reading Progress Monitoring Assessments- Weekly/Bi-Weekly</p> <p>Growth Measure Assessment-3x a year</p> <p>Weekly and Module Assessments</p> <p>Benchmark Assessments (Mastery Connect)-3x a year in grades 3-6</p> <p>Kentucky Summative Assessments</p> <p>District Instructional Reviews</p>	<p>District General Fund</p> <p>Title 1</p>

Goal 4: Each EL student will progress at least 2 levels on the ACCESS assessment by May 2027.

Objective	Strategy	Activities	Measure of Success	Progress Monitoring	Funding
			Plan/Do/Study/Act PLC Data Disaggregation		
		<p>ELL Instruction: Students identified as ELL will meet monthly with district personnel to work on specific goals.</p> <p>Translation of newsletters and other important information in home language to be sent home.</p>	Improved participation in classroom setting	District personnel to debrief with admin or guidance to discuss progress of students.	Title 1

5: Quality of School Climate and Safety

Goal 5: Increase the score on the Quality of School Climate and Safety Student Survey from 75.6 to 82.0 by 2027.					
Objective	Strategy	Activities	Measure of Success	Progress Monitoring	Funding
Objective 1 Increase the score on the Quality of School Climate and Safety Student survey from 75.8 to 80 by 2025.	KCWP 6: Establishing Learning Culture and Environment	Student Groups: Continue to utilize a Student Advisory Council (Synergize Team) to give students a voice in the activities done throughout the year. These students will be selected by their peers to represent their classes. These students will be tasked with returning to their class with feedback and looking for suggestions.	Improved classroom interactions between students and staff. Students make suggestions to peers which are acted upon by school administration such as student selected PBIS rewards and field trips. Increased score on Quality of School Climate and Safety Student Survey.	Monthly meeting with Synergize Team Decreased number of Office referrals from previous years.	General Fund
		Student Mentoring: School staff will be paired with a student identified as high risk. School counselor will	Improvement in behavior and school performance in	Weekly Check in Check Out data	General Fund

Goal 5: Increase the score on the Quality of School Climate and Safety Student Survey from 75.6 to 82.0 by 2027.					
Objective	Strategy	Activities	Measure of Success	Progress Monitoring	Funding
		utilize small social groups. Castle Club (Chess) will be started after school to mentor a small targeted group of boys.	students identified as Tier 2.		