NORTHSIDE ELEMENTARY
COMPREHENSIVE SCHOOL IMPROVEMENT PLAN

2024-2025

Alignment to Needs:

Priorities/Concerns from Needs Assessment for Schools

Math will be our main area of focus. We need to focus on increasing our proficient and distinguished percentage and decreasing our novice percentage overall with an intentional focus on students who are in the free and reduced lunch subgroup. Our proficient distinguished percentage has hovered around 50% for the last 4 academic years, 52%, 50%, and 51% for the last three years. Our novice scores have increased by 6% over the last 3 years from 13% to 28%. Novice specifically for free and reduced lunch subgroup increased from 33% to 42% over the last two years. Our other focus will be continuing to increase our proficient/distinguished scores and push students from novice and apprentice with focused attention to target skill deficits.

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

KCWP 1: Design and Deploy Standards

As a school, we are continuing to focus on mastery of standards. Part of this work includes narrowing our standards to essential standards and looking at our learning intentions and success criteria. This work will help us know the standards even more so that we can provide instruction that is congruent and rigorous along with continued targeted remediation and enrichment. This work will first take place in Reading and Math for this upcoming year.

KCWP 2: Design and Deliver Instruction

Continuing to improve our instructional craft will be a focus. We will specifically focus on getting to the success criteria level with instruction and assessment, connecting interventions and tier 1 with Pause Days and collaboration, using the instructional cycle to plan and implementing engagement, rigor and deeper learning. To help our special education students, we will use an improved co-teach station teaching model to help provide immediate scaffolds and access to core instruction.

KCWP 4: Review, Analyze and Apply Data

Communicate and implement a sustainable system for reviewing, analyzing, and applying data results

Indicator Scores

Indicator	Status	Change
State Assessment Results in reading and mathematics	71.1	6.6
State Assessment Results in science, social studies and writing	71.7	8.4
English Learner Progress		
Quality of School Climate and Safety	76.9	2.3

1: State Assessment Results in Reading and Mathematics

Goal 1 (Reading): By **2026-27**, students in grades 3-5 at Northside will increase the percentage of proficient and distinguished for **READING** from **58% to 65%** as reported by the Kentucky Summative Assessment.

Objective	Strategy	Activities	Measure of Success	Progress Monitoring	Funding
Objective 1 By **2024-25**, students in grades 3-5 at Northside will increase the percentage of proficient and distinguished for READING to **61%** as reported by the Kentucky Summative Assessment. Objective 2 By **2025-26**, students in grades 3-5 at Northside will increase the percentage of proficient and distinguished for READING to **64%** as reported by the Kentucky Summative Assessment.	KCWP 1: Design and Deploy Standards Continually assess, review, and revise school curricula KCWP 2: Design and Deliver Instruction Include consistent implementation of evidence-based instructional practices that are aligned to Kentucky Academic Standards and current research KCWP 4: Review, Analyze and Apply Data Communicate and implement a sustainable system for reviewing, analyzing, and applying data results KCWP 5: Design, Align and Deliver Support Established framework to promote positive, equitable and inclusive learning experiences for all students	Systematic Structured Literacy Groups which include the effective use of UFLI, Bridge to Writing, evidence-based literacy practices, etc. with an emphasis on early identification of students skill deficits to create/deliver targeted tier 2/3 interventions Effective use of whole group evidence-based programs (Into Reading, Heggerty, Magnetic, etc.) Teachers will identify essential standards and deconstruct standards into learning intentions and success criteria (Teacher Clarity) to plan assessments and instruction during PLCs Teachers will use the instructional cycle to plan and deliver daily instruction. During PLCs, teachers will work together to plan and analyze the use of the instructional cycle and create a structure to share strategies with all the teachers in the building School level consistency of high leverage practices, deeper learning strategies and Kagan structures identified by grade level Teachers will analyze formative and summative assessment data to evaluate instructional practices and provide immediate instructional adjustments including remediation and enrichment during Pause Days Create a common vocabulary vertically across the school and implement effective vocabulary instructional strategies Incorporate deeper learning strategies and Portrait of a Learner competencies during instruction. Increase the rigor of Saddle Up Days with giving our students opportunities to solve real problems and present learning to authentic audiences through exhibitions and demonstrations of learning. Additional small pieces of learning about effective Reading practices embedded throughout the year Create a common instructional framework that will be used throughout the classrooms	Increase the number of students in green on iReady Reading Students reaching their typical and stretch growth on iReady Reading Improvement of foundational literacy skills on benchmark assessments (K-3) Growth of RTI data Increased use of instructional cycle, programs, etc. seen during walk throughs Creation of lessons, assessments, deeper learning opportunities and common vocabulary during PLCs Review of iReady pathway lesson data Common vocabulary list created in curriculum documents	Walkthroughs and fidelity checks from admin and coach to review with Lead Team Review growth and achievement of students at RTI meetings, PLCs and MTSS Calibration and feedback from teachers using the literacy rubric Review iReady and benchmark data after fall, winter and spring Review of CSIP goals by MTSS team 3x per year	1 Instructional Assistant and Coach funded by Title 1 Core reading program funded by district and Title 1 Other literacy resources funded by Title 1

1: State Assessment Results in Reading and Mathematics

Goal 1 (Math.): By **2026-27,** students in grades 3-5 at Northside will increase the percentage of proficient and distinguished for **MATH** from **51% to 60%** as reported by the Kentucky Summative Assessment.

Objective	Strategy	Activities	Measure of Success	Progress Monitoring	Funding
Objective 1 By **2024-25,** students in grades 3-5 at Northside will increase the percentage of proficient and distinguished for MATH to **54%** as reported by the Kentucky Summative Assessment. Objective 2 By **2025-26,** students in grades 3-5 at Northside will increase the percentage of proficient and distinguished for MATH to **57%** as reported by the Kentucky Summative Assessment.	**KCWP 1: Design and Deploy Standards** Continually assess, review, and revise school curricula **KCWP 2: Design and Deliver Instruction** Include consistent implementation of evidence-based instructional practices that are aligned to Kentucky Academic Standards and current research **KCWP 4: Review, Analyze and Apply Data** Communicate and implement a sustainable system for reviewing, analyzing, and applying data results **KCWP 5: Design, Align and Deliver Support** Established framework to promote positive, equitable and inclusive learning experiences for all students	Effective use of whole group evidence-based programs (iReady Math, etc.) Teachers will identify essential standards and deconstruct standards into learning intentions and success criteria (Teacher Clarity) to plan assessments and instruction during PLCs Teachers will use the instructional cycle to plan and deliver daily instruction. During PLCs, teachers will work together to plan and analyze the use of the instructional cycle and create a structure to share strategies with all the teachers in the building School level consistency of high leverage practices, deeper learning strategies and Kagan structures identified by grade level Teachers will analyze formative and summative assessment data to evaluate instructional practices and provide immediate instructional adjustments including remediation and enrichment during Pause Days Create a common vocabulary vertically across the school and implement effective hands on (manipulatives) math strategies Provide additional professional learning on fact fluency and implement evidence-based fact fluency practices across the grade levels Provide math specific professional learning focused on high leverage practices with grade-band specifics Additional small pieces of learning about effective Math practices embedded throughout the year Create a common instructional framework that will be used throughout the classroom. A math specific rubric will be created Additional math resources and instruction will be provided to parents.	Increase the number of students in green on iReady Math Students reaching their typical and stretch growth on iReady Math Improvement of foundational math skills on a numeracy assessment in K-1 Growth of RTI data Increased use of instructional cycle, programs, manipulatives, etc. seen during walk throughs Creation of lessons, assessments, deeper learning opportunities and common vocabulary during PLCs. Review of iReady pathway lesson data Creation of fact fluency learning and essentials for the school Common vocabulary list created in curriculum documents	Walkthroughs and fidelity checks from admin and coach to review with Lead Team Review growth and achievement of students at RTI meetings, PLCs and MTSS Review iReady and benchmark data after fall, winter and spring Review of CSIP goals by MTSS team 3x per year Feedback from teachers through the math academic team monthly	iReady math program and other resources purchased through Title 1 District funded instructional coach Core math program funded by district and Title 1

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

Goal 2 (Writing): By **2026-27**, students in grades 3-5 at Northside will increase the percentage of proficient and distinguished for **COMBINED WRITING** from **49% to 60%** as reported by the Kentucky Summative Assessment.

Objective	Strategy	Activities	Measure of Success	Progress Monitoring	Funding
Objective 1 *By **2024-25**, students in grades 3-5 at Northside will increase the percentage of proficient and distinguished for COMBINED WRITING to **52%** as reported by the Kentucky Summative Assessment.* *Objective 2* *By **2025-26**, students in grades 3-5 at Northside will increase the percentage of proficient and distinguished for COMBINED WRITING to **56%** as reported by the Kentucky Summative Assessment.*	*KCWP 1: Design and Deploy Standards* *Continually assess, review, and revise school curricula* *KCWP 2: Design and Deliver Instruction* *Include consistent implementation of evidence-based instructional practices that are aligned to Kentucky Academic Standards and current research* *KCWP 3: Design and Deliver Assessment Literacy* *Comprehensive, balanced assessment system* *KCWP 4: Review, Analyze and Apply Data* *Communicate and implement a sustainable system for reviewing, analyzing, and applying data results*	*Effective use of Bridge to Writing or other evidence-based writing strategies during Structured Literacy Groups and whole group* *Teachers will identify essential standards and deconstruct standards into learning intentions and success criteria (Teacher Clarity) to plan assessments and instruction during PLCs* *Teachers will use the instructional cycle to plan and deliver daily instruction. During PLCs, teachers will work together to plan and analyze the use of the instructional cycle and create a structure to share strategies with all the teachers in the building* *Creation of writing assessments and rubrics. Analysis of strengths and areas of growth from trends in the building.* *Creation of common writing benchmarks and vocabulary that build vertically and communicated with stakeholders* *Provide a structure for longer writing blocks on Mix Up Mondays* *Incorporate deeper learning strategies and Portrait of a Learner competencies during instruction. Increase the rigor of Saddle Up Days with giving our students opportunities to solve real problems and present learning to authentic audiences* *Incorporate writing and vocabulary into Family Nights* *Establish resources and criteria for tier 1, 2, and 3 in the area of Writing*	*Growth of RTI data* *Improved writing based on common formative and summative assessments* *Increased use of instructional cycle, programs, etc. seen during walk throughs* *Creation of lessons, assessments, benchmarks, and deeper learning opportunities during PLCs.*	*Walkthroughs and fidelity checks from admin and coach to review with Lead Team* *Review growth and achievement of students at RTI meetings, PLCs and MTSS* *Review of goals by MTSS team 3x per year* *Feedback from teachers with creation of benchmarks*	*1 Instructional Assistant and Coach funded by Title 1* *Core reading program funded by district and Title 1* *Other literacy resources funded by Title 1*

3: Achievement Gap

Goal 3 (Achievement Gap): By **2026-27**, students in grades 3-5 that also all in the free and reduced lunch subgroup will decrease their novice score in **MATH** from **43% to 20%** as reported by the Kentucky Summative Assessment.

Objective	Strategy	Activities	Measure of Success	Progress Monitoring	Funding
Objective 1 *By **2024-25**, students in grades 3-5 under the free and reduced lunch subgroup will decrease the percentage of novice in MATH to **35%** as reported by the Kentucky Summative Assessment.* *Objective 2* *By **2025-26**, students in grades 3-5 under the free and reduced lunch subgroup will decrease the percentage of novice in MATH to **27%** as reported by the Kentucky Summative Assessment. Assessment.*	*KCWP 2: Design and Deliver Instruction* *Include consistent implementation of evidence-based instructional practices that are aligned to Kentucky Academic Standards and current research* *KCWP 4: Review, Analyze and Apply Data* *Communicate and implement a sustainable system for reviewing, analyzing, and applying data results* *KCWP 5: Design, Align and Deliver Support* *Established framework to promote positive, equitable and inclusive learning experiences for all student*	*Effective use of whole group evidence-based programs (iReady Math, etc.)* *Teachers will identify essential standards and deconstruct standards into learning intentions and success criteria (Teacher Clarity) to plan assessments and instruction during PLCs* *Teachers will use the instructional cycle to plan and deliver daily instruction. During PLCs, teachers will work together to plan and analyze the use of the instructional cycle and create a structure to share strategies with all the teachers in the building* *Teachers will analyze formative and summative assessment data to evaluate instructional practices and provide immediate remediation during Pause Days with an intentional focus on students in subgroups* *Collaboration between teachers, coaches, EL and SPED during PLCs monthly to provide common strategies and vocabulary among settings* *Targeted tier 2 and tier 3 interventions with review of data every 6 weeks at a minimum* *Create a common vocabulary vertically across the school and implement effective hands on (manipulatives) math strategies* *Implement accelerated learning practices by pre-teaching prerequisite skills and vocabulary included but not limited to additional co-teach and small group time* *Provide math resources for parents* *ESS services targeted for math deficits*	*Decrease the number of students in red on iReady Math* *Students reaching their typical and stretch growth on iReady Math* *Improvement of foundational math skills on a numeracy assessment in K-1* *Growth of RTI data* *Increased use of instructional cycle, programs, manipulatives, etc. seen during walk throughs* *Collaboration and generalization of strategies among different classrooms* *Review of iReady pathway lesson data*	*Walk throughs and fidelity checks from admin and coach to review with Lead Team* *Review growth and achievement of students at RTI meetings, PLCs and MTSS* *Review iReady and benchmark data after fall, winter and spring including reviewing specific subgroup data* *Review of goals by MTSS team 3x per year*	*1 Instructional Assistant and Coach funded by Title 1* *iReady math program and other resources purchased through Title 1* *ESS funding used for after school ESS*

4: English Learner Progress

Goal 4 (English Learner Goal.): By **2024-25**, Northside will increase the percentage of English Learners who make sufficient growth on ACCESS from **69% to 80%**.					
Objective	**Strategy**	**Activities**	**Measure of Success**	**Progress Monitoring**	**Funding**
Objective 1 By **2024-25**, Northside will increase the percentage of English Learners who make sufficient growth on ACCESS from **69% to 80%**.	*KCWP 2: Design and Deliver Instruction* *Include consistent implementation of evidence-based instructional practices that are aligned to Kentucky Academic Standards and current research* *KCWP 5: Design, Align and Deliver Support* *Established framework to promote positive, equitable and inclusive learning experiences for all student*	*Collaboration between teachers, coaches, EL and SPED during PLCs monthly to provide common strategies and vocabulary among settings* *Create a common vocabulary vertically across the school and implement effective vocabulary instructional strategies to be used in tier 1 instruction and additional supports* *Implement accelerated learning practices by pre-teaching prerequisite skills and vocabulary included but not limited to additional co-teach/push in and small group time* *Implement resource time for EL who are close to proficiency during Mix Up Mondays to help push them towards proficiency* *EL resource instruction includes all 4 areas of language (Reading, Writing, Speaking, Listening) in every lesson with a focus on vocabulary* *Implement periodic language assessments to review progress of language acquisition* *Additional small pieces of learning about effective Reading practices embedded throughout the year*	*Students reaching their typical and stretch growth on iReady Math* *Use of vocabulary being used by EL students* *Growth in mastery of standards* *Collaboration and generalization of strategies among different classrooms* *Increased use of vocabulary instruction and accelerated learning strategies seen during walk throughs* *Common vocabulary list created in curriculum documents*	*Walk throughs and fidelity checks from admin and coach to review with Lead Team* *Review growth and achievement of students at RTI meetings, PLCs and MTSS* *Review iReady and benchmark data after fall, winter and spring including reviewing specific subgroup data* *Review of goals by MTSS team 3x per year* *Review of ACCESS and formative language acquisition data*	*District funded EL position* *District funded programs for EL and tier 1* *Additional reading and math resources purchased with Title 1*

5: Quality of School Climate and Safety

Goal 5 (School Climate and Safety): By **2026-27**, Northside will increase the Climate and Safety Index score from **79 to 85** according to the survey given as part of the Kentucky Summative Assessment.

Objective	Strategy	Activities	Measure of Success	Progress Monitoring	Funding
Objective 1 By **2024-25**, Northside will increase the Climate and Safety Index score from **79 to 82** according to the survey given as part of the Kentucky Summative Assessment. Objective 2 By **2025-26**, Northside will increase the Climate and Safety Index score from **82 to 85** according to the survey given as part of the Kentucky Summative Assessment.	*KCWP 5: Design, Align and Deliver Support* *Established framework to promote positive, equitable and inclusive learning experiences for all student* *KCWP 6: Establishing Learning Culture and Environment* *Intentionally design the learning environment to be inclusive and accessible for all students within a culture where learning and continued growth is the primary focus*	*Implement Character Strong effectively as our Tier 1 SEL program on a daily basis* *Recognize and celebrate a Student of the Month for each class that represents each character trait including announcements, certificates, yard signs and pictures* *Improved implementation of Behavior RTI Tier 2 with targeted behavior groups from the counselor and Specials team to provide immediate behavior support to more students* *Provide quality SEL instruction within a longer SEL block on Mix Up Mondays and an additional team building recess* *Seek student voice about climate and safety through multiple student surveys during the year* *Implement a student leadership team (Golden Horseshoes) to provide a large student voice to help make decisions* *Implement One Minute Meetings with students in grades 3-5 to hear their opinions and set goals with them* *Provide goal setting opportunities and deeper learning opportunities for students to learn about high interest topics and show ownership in authentic ways* *Increased engagement and consistency with Dojo with the use of the Dojo cart and weekly rewards* *Additional small pieces of learning about effective Reading practices embedded throughout the year*	*Improved behavior data on Dojo and a decrease of office referrals* *Increased use of Character Strong seen during walk throughs* *Growth of RTI data* *Positive responses on student surveys* *Implementation of positive changes by leadership students*	*Walk throughs and fidelity checks from admin and counselor to review with Lead Team* *Review growth and behavior data of students at RTI meetings, PLCs and MTSS* *Review of goals by MTSS team 3x per year*	*District funded SEL program* *District funded counselor* *Dojo cart funded from school general funds*

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.

- In reading, EL plus monitored students have a great percentage of students scoring novice as compared to other populations. The percentage of students scoring novice has also increased in the past year. (State average is 36% compared to Simmons at 43.2%)
- SPED scores for the State are at 42% Novice in Reading and 49% Novice in math. Simmons is 54% in Reading and 65% 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.

- PLC meetings to look at lessons and units (specifically this year in reading) to determine the effectiveness of our new reading curriculum, *Into Reading.*
- PLC meetings to look at our math curriculum and how it aligns through our pilot (K & 2) of *i-Reading Math.* We will also determine the congruence to district pacing guides and what we have taught historically.
- PLC and Committee work in determining our essential standards in both reading and math at our school level (district provided document)
- Revamped processes for MTSS, PLCs, and SPSs
- MTSS becoming more influential in the analysis of data and the development of the CSIP
- Developing further our PLC process to be most efficient in looking at data, making decisions, and comparing it to our reading and math curriculums
- Weekly Coaches & Admin meetings to look at RTI, SPS, and PLC data
- Coaches and Admin walkthroughs (non-evaluative)

Indicator Scores

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

Indicator	Status	Change
State Assessment Results in reading and mathematics	70.9	6.3
State Assessment Results in science, social studies and writing	70.8	7.5
English Learner Progress	53.5	-5.8
Quality of School Climate and Safety	78.5	1.9
Postsecondary Readiness (high schools and districts only)		
Graduation Rate (high schools and districts only)		

Explanations/Directions

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

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

1: State Assessment Results in Reading and Mathematics

Goal 1: Simmons Elementary will decrease the percentage of students scoring novice in Reading from 28% in 2023 to 14% in 2026 as measured by KSA.   Increase the percentage of students scoring proficient/distinguished in Reading from 47% in 2023 to 56% by 2026 as measured by KSA.
Simmons Elementary will increase the percentage of students scoring proficient/distinguished in Math (by growing apprentice to P/D) from 44% in 2023 to 53% in 2026 as measured by KSA.

Objective	Strategy	Activities	Measure of Success	Progress Monitoring	Funding
Objective 1: Decrease the percentage of students scoring novice in Reading from 20.8% in 2024 to 17% in 2025 on KSA testing. ***Objective 1a: Increase the percentage of students scoring proficient/distinguished in Reading from 55.3% in 2023 to 59% in 2024 on KSA testing.	KCWP 1	Implement and monitor new reading program, *Into Reading*	• Teachers implementing *Into Reading* to fidelity • Teachers supplementing *Into Reading* to cover any deficits within the program	• PLC check-ins • Walkthroughs • Committee Meetings • District Walkthroughs	District Funds Title 1
		Receive ongoing training on new reading program, *Into Reading*	• Teachers attend, engage in, and implement learnings from trainings throughout the year	• PLC check-ins • Walkthroughs • District Walkthroughs	District Funds Title 1
	KCWP 4	MTSS, PLC, and SPS processes revamped to monitor student progress	• Quarterly check-ins with teams to calibrate current processes • All students with academic needs supported	• PLC check-ins • MTSS check-ins • Coaches/Admin weekly meetings • SPS form/data monitoring	No Funding
		Curriculum & Instruction Committee analyze data through the lens of *Into Reading*	• Student growth on benchmark, weekly/unit, and state assessments is commiserate or better than previous years	• Weekly/unit assessment data • iReady assessment data • KSA data	District Funds Title 1
	KCWP 5	Literacy coach monitors student progress, in conjunction with general education teachers, SPED teachers, EL teacher, and administrators.	Student progress monitoring, classroom assessment, and standardized testing data demonstrating mastery and/or growth	• PLC meetings and documents • Team meetings w/literacy coach • Reading progress monitoring document • iReady Data • AIMsWeb Data • SPS meetings/documentation	District Funds Title 1
Objective 2: Increase the percentage of students scoring Proficient/Distinguished in Math from 48.1% in 2024 to	KCWP 1	Implement and pilot new Math program, *iReady Math*	• Teachers implementing *iReady Math* to fidelity • Teachers supplementing *Into Reading*	• PLC check-ins • Walkthroughs • Committee Meetings • District Walkthroughs	District Funds Title 1

50% in 2024 on KSA testing.			to cover any deficits within the program		
		Receive ongoing training on new math program, *iReady Math*	• Teachers attend, engage in, and implement learnings from trainings throughout the year	• PLC check-ins • Walkthroughs • District Walkthroughs	District Funds Title 1
	KCWP 4	MTSS, PLC, and SPS processes revamped to monitor student progress	• Quarterly check-ins with teams to calibrate current processes • All students with academic needs supported	• PLC check-ins • MTSS check-ins • Coaches/Admin weekly meetings • SPS form/data monitoring	No Funding
		Curriculum & Instruction Committee analyze data through the lens of *iReady Math*	Student growth on benchmark, weekly/unit, and state assessments is commiserate or better than previous years	• Weekly/unit assessment data • iReady assessment data • KSA data	District Funds Title 1
	KCWP 5	Math coach monitors student progress, in conjunction with general education teachers, SPED teachers, EL teacher, and administrators.	Student progress monitoring, classroom assessment, and standardized testing data demonstrating mastery and/or growth	• Team meetings w/math coach • Math progress monitoring document • iReady Data • Aimsweb Data • SPS meetings/documentation	District Funds Title 1

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

Goal 2: Simmons Elementary will increase the percentage of students scoring proficient/distinguished in Science (by growing apprentice to P/D) from 37.2% in 2024 to 45% in 2027 as measured by KSA.

Objective	Strategy	Activities	Measure of Success	Progress Monitoring	Funding
Objective 1: Increase the percentage of students scoring Proficient/Distinguished in Science from 37.2% in 2024 to 40% in 2025 on KSA testing.	KCWP 1	Teachers explain and refer to learning intentions and success criteria throughout lessons and connect their applicability to the real world.	• Teacher making numerous references to LI & SC during instruction • Posted LI & SC on slides, bulletin boards, listed on assignments, etc. • Students making connections between LI & SC to previous taught content and/or real world current or future application	• • Walkthrough data District Walkthrough data	No Funding
	KCWP 4	Grade level teams review, analyze, and apply data from benchmark assessments to drive science specific lessons, as well as to cross-curricular lessons with science embedded.	• Teachers create high quality assessments based upon NGS Standards	• • Grade level team meetings • Walkthrough data District Walkthrough data	District Funds
		Teachers use *Amplify* curriculum to create lessons to improve science capacity for students.	• Teachers create high quality lessons based upon NGS Standards	• Grade level team meetings • Walkthrough data • District Walkthrough data	
		Establish and maintain partnerships with outside agencies, including but not limited to Bluegrass Greensource and Mobile Science Activity Center	• Student participation in activities and lessons facilitated by Bluegrass Greensource and MSAC	• • Walkthrough data Observations	
	KCWP 5	Teachers plan cross-curricular lessons where science is addressed through reading and math curriculums.	• Teachers create high quality lessons in reading and math incorporating NGS Standards	• Grade level team meetings • Walkthrough data • District Walkthrough data	
		Establish and maintain partnerships with outside agencies, including but not limited to Bluegrass Greensource and Mobile Science Activity Center	• Student participation in activities and lessons facilitated by Bluegrass Greensource and MSAC	• • Walkthrough data Observations	

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: Reduce the percentage of Students with Disabilities (IEP) scoring novice in Reading from 53.8% in 2024 to 40% in 2025.	KCWP 1	Teachers and SPED teachers collaborate both in PLCs and on their own to create cohesion between lessons and standards in class and in resource setting.	Teacher lesson plans account for needed SPED support	• Lesson plans • PLC documentation • Walkthrough data	District Funds Title 1
		Teachers explain and refer to learning intentions and success criteria throughout lessons and connect their applicability to the real world.	• Teacher making numerous references to LI & SC during instruction • Posted LI & SC on slides, bulletin boards, listed on assignments, etc. • Students making connections between LI & SC to previous taught content and/or real world current or future application	• • Walkthrough data District walkthrough data	No Funding
	KCWP 4	SPED teachers conduct weekly PLC meetings to look at data as a team.	Student progress monitoring data (in relationship to student IEP academic goals) demonstrating mastery and/or growth	• iReady Data • SPED progress monitoring documents	District Funds
	KCWP 5	SPED and classroom teacher collaborative meetings to meet needs of SPED students; including, but not limited to, students receiving services in various grade levels.	Student progress monitoring data (in relationship to student IEP academic goals) demonstrating mastery and/or growth	• iReady Data • SPED progress monitoring documents • Aimsweb Data • SPS meetings/documentation	District Funds Title 1
Objective 2: Reduce the percentage of Students with Disabilities (IEP) scoring novice in Math from 65.4% in 2024 to	KCWP 1	Teachers and SPED teachers collaborate both in PLCs and on their own to create cohesion between lessons and standards in class and in resource setting.	• Teacher lesson plans account for needed SPED support	• Lesson plans • PLC documentation Walkthrough data	District Funds Title 1
		Teachers explain and refer to learning intentions and success criteria throughout lessons and connect their applicability to	• Teacher making numerous references to LI & SC during instruction • Posted LI & SC on slides, bulletin boards,	• Walkthrough data • District walkthrough data	No Funding

50% in 2025.		the real world.	listed on assignments, etc. • Students making connections between LI & SC to previous taught content and/or real world current or future application		
	KCWP 4	SPED teachers conduct weekly PLC meetings to look at data as a team.	Student progress monitoring data (in relationship to student IEP academic goals) demonstrating mastery and/or growth	• iReady Data • SPED progress monitoring documents	District Funds
	KCWP 5	SPED and classroom teacher collaborative meetings to meet needs of SPED students; including, but not limited to, students receiving services in various grade levels.	Student progress monitoring data (in relationship to student IEP academic goals) demonstrating mastery and/or growth	• • iReady Data SPED progress monitoring • documents • Aimsweb Data SPS meetings/documentation	District Funds Title 1

4: English Learner Progress

Goal 4 (State your English Learner goal.): Simmons Elementary will increase our overall English Learner Progress status score from 53.5 in 2024 to 65 by 2027.

Objective	Strategy	Activities	Measure of Success	Progress Monitoring	Funding
Increase our overall English Learner Progress status score from 53.5 in 2024 to 68 by 2025.	KCWP 1	Teachers explain and refer to learning intentions and success criteria throughout lessons and connect their applicability to the real world.	• Teacher making numerous references to LI & SC during instruction • Posted LI & SC on slides, bulletin boards, listed on assignments, etc. • Students can make connections between LI & SC to previous taught content and/or real world current or future application	• • Walkthrough data District walkthrough data	No Funding
		Teachers and EL teacher collaborate both in PLCs and on their own to create cohesion between lessons and standards in class and in EL resource setting.	• Teacher lesson plans account for needed EL support • Teachers utilize translators to make learning more accessible for EL students	• Lesson plans • PLC documentation • Walkthrough data	District Funds Title 1
	KCWP 4	EL teacher participates in PLCs and planning meetings to look at data with grade level teams. EL teacher attends district PLCs to collaborate and problem solve with other EL teachers and support staff. EL teacher participates in SPS meetings involving EL students.	Student data used to determine next steps and goals for EL students	• PLC meetings and documents • iReady Data • EL progress monitoring documents • Aimsweb Data • ACCESS testing • SPS meetings/documentation	
	KCWP 5	EL teacher monitors, in conjunction with general education teachers, coaches, SPED teachers, and admin the progress of students.	Student progress monitoring, classroom assessment, and standardized testing data demonstrating mastery and/or growth	• PLC meetings and documents • iReady Data • Aimsweb Data • ACCESS testing • SPS meetings/documentation	

5: Quality of School Climate and Safety

Goal 5 (State your climate and safety goal.): Simmons Elementary will increase our Quality of School Climate & Safety status score from 76.6 in 2023 to 81 by 2026.

Objective	Strategy	Activities	Measure of Success	Progress Monitoring	Funding
Objective 1: Increase the percentage of students who agree/strongly agree that "Students being mean or hurtful to other students is NOT a problem for this school" from 47% in 2024 to 55% in 2025.	KCWP 1	Teachers review and explain the wording of state provided Quality of School Climate and Safety Survey Grades 3-5 document on KDE website.	Students can understand and explain the wording of questions and what they mean.	Teacher anecdotal data	District Funds School Funds Title 1
	KCWP 4	Teachers and support staff monitor student behavior through MTSS and SPSs.	• Individuals or groups of students are discussed and data is analyzed to determine next steps (if any) to best support behavior needs. • SPS process initiated for students needing Tier 2 and/or Tier 3 behavioral support.	• Weekly coaches/admin meetings to check SPS requests • Weekly student needs meetings • SPS documentation Student behavior data	
	KCWP 5	Teacher, parent, staff, etc. referrals for students to receive additional services.	• Teachers and staff being proactive in preventing the number of Behavior referrals (ODRs and MIRs) • Teacher and counselor lessons reducing the number of counseling referrals • Teachers using restorative practices (circles) within their classrooms	• Counseling and therapy logs and notes • Weekly Student needs meetings SPS meetings and documentation	
		SPS meetings to problem solve and create strategic steps to help students be successful behaviorally.	• SPS meetings with documents filled out to fidelity • Resources, including but not limited to, charts, tools, and visuals to support student interventions	• • SPS documentation Graphed student data	
Objective 2: Increase the percentage of students who agree/strongly agree that "Students being mean or hurtful to other students online (such as websites and apps) is NOT a problem for this school" from 62% in 2023 to	KCWP 1	Teachers go over wording of state provided Quality of School Climate and Safety Survey Grades 3-5 document on KDE website.	Students can understand and explain the wording of questions and what they mean.	Teacher anecdotal data	
	KCWP 4	Teachers and support staff monitor student behavior through MTSS and SPSs.	• Individuals or groups of students are discussed and data analyzed to determine the next steps (if any) to best support behavior needs.	• Weekly coaches/admin meetings to check SPS requests • Weekly student needs meetings • SPS documentation	

70% in 2024.			• SPS process initiated for students needing Tier 2 and/or Tier 3 behavioral support.	• Student behavior data	

	KCWP 5	Teacher, parent, staff, etc. referrals for students to receive additional services.	• Teachers and staff being proactive in preventing the number of Behavior referrals (ODRs and MIRs)
			• Teacher and counselor lessons reducing the number of counseling referrals
			• Teachers using restorative practices (circles) within their classrooms
			• Media Specialist implementing lessons and activities using the DDL platform.
				•
				• Counseling and therapy logs and
				• notes
				  Weekly Student needs meetings
				  SPS meetings and documentation
					District Funds
					School Funds
					Title 1

		SPS meetings to problem solve and create strategic steps to help students be successful behaviorally.	• SPS meetings with documents filled out to fidelity
			• Resources, including but not limited to charts, tools, and visuals to support student interventions
				•
				•
				  SPS documentation
				  Graphed student data	

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.

86.4% of students meeting Post-Secondary Readiness, 2023-2024 Indicator Rating Of 80.4, a change of -6 from 2022-2023 school year.
25% of Students with Disabilities are reaching Post-Secondary Readiness in 2023-2024 School Year.

27% of AA students are P/D and 33% Novice in Reading during the 2023-2024 School year. Compared to 46% of Hispanic Students and 65% of White Students scoring P/D.
17% of Students w/ Disabilities are P/D and 67% Novice in Reading during the 2023-2024 School year. Compared to 64% of Students w/out a disability scoring P/D.

20% of AA students are P/D and 40% Novice in Math during the 2023-2024 School year. Compared to 56% of White Students scoring P/D.
29% of HIspanic students are P/D and 40% Novice in Math during the 2023-2024 School year. Compared to 56% of White Students scoring P/D.
8% of Students w/ Disabilities are P/D and 63% Novice in Math during the 2023-2024 School year. Compared to 54% of Students w/out a disability scoring P/D.

11% of Students w/ Disabilities are P/D and 58% Novice in Social Studies during the 2023-2024 School year. Compared to 62% of Students w/out a disability scoring P/D.

6% of Students w/ Disabilities are P/D and 63% Novice in Combined Writing during the 2023-2024 School year. Compared to 55% of Students w/out a disability scoring P/D.

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.

WCHS will continue to focus on KCWP 1, KCWP 5, and KCWP 6. WCHS will continue to refine our PLC process to include data analysis, the creation of common assessments, and curricula review and refinement. Additionally, WCHS will continue to develop its MTSS and PBIS practices in order to improve student academic and behavioral performances.

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

Indicator	Status	Change
State Assessment Results in reading and mathematics	72.4	16.1
State Assessment Results in science, social studies and writing	60.9	7
English Learner Progress	25.4	3.9
Quality of School Climate and Safety	63	2.9
Postsecondary Readiness (high schools and districts only)	96.7	0.2
Graduation Rate (high schools and districts only)	86.4	-6

planations/Directions

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

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

1: State Assessment Results in Reading and Mathematics

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

Woodford County High School will decrease the Novice rate on the KSA reading test by 5%, from 19% in 2024 to 14% by 2026, and increase the percentage of students scoring Proficient/Distinguished by 5%, from 60% in 2024 to 65% by 2026.

Woodford County High School will decrease the Novice rate on the KSA math test by 10%, from 24% in 2024 to 14% by 2026, and increase the percentage of students scoring Proficient/Distinguished by 10%, from 49% in 2024 to 59% by 2026.

Objective	Strategy	Activities	Measure of Success	Progress Monitoring	Funding
Objective 1 Woodford County High School will decrease the Novice rate on the KSA reading test by 10%, from 29% in 2023 to 19% by 2025, and increase the percentage of students scoring Proficient/Distinguished by 5%, from 45% in 2023 to 50% by 2025.	KCWP 4: Review, Analyze, Apply Data Results	Implementation of PLC and Department team models that plan scope and sequence of instruction and common assessment. Analyze Common Assessment data to determine	Students evidence academic improvement through planned Tier 1 intervention.	On-going over the course of the year. Department meetings take place on a 2-week rotation.	N/A
		Utilization of universal screener data to identify tiered intervention needs	Student improvement on reassessment of universal screener.	On-Going departmental checks. Screener reassessment quarterly.	N/A
	KCWP 6: Establishing Learning Culture and Environment	Re-design the schoolwide literacy team	Systemic use of interdisciplinary literacy standards across the school	Teachers will share examples of using interdisciplinary literacy strategies Conduct a schoolwide "eyes on text" walk through to determine number of minutes in a day students are reading	N/A
Objective 2 Woodford County High School will decrease the Novice rate on the KSA math test by 20%, from	KCWP 4: Review, Analyze, Apply Data Results	Implementation of PLC and Department team models that plan scope and sequence of instruction and common assessment. Analyze	Students evidence academic improvement through planned Tier 1 intervention.	On-going over the course of the year. Department meetings take place on a 2-week rotation.	N/A

38% in 2023 to 18% by 2025, and increase the percentage of students scoring Proficient/Distinguished by 20%, from 32% in 2023 to 52% by 2025.		Common Assessment data to determine		
		Utilization of universal screener data to identify tiered intervention needs	Student improvement on reassessment of universal screener.	On-Going departmental checks. Screener reassessment quarterly.	N/A

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

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

Woodford County High School will decrease the Novice rate on the KSA Science test by 10%, from 33% in 2024 to 23% by 2026.

Woodford County High School will increase the Proficient/Distinguished rate on the KSA Combined Writing test by 20%, from 50% in 2024 to 70% by 2026.

Objective	Strategy	Activities	Measure of Success	Progress Monitoring	Funding
Objective 1 Woodford County High School will decrease the Novice rate on the KSA Science test by 20%, from 41% in 2023 to 21% by 2025.	KCWP 4: Review, Analyze, Apply Data Results	Implementation of PLC and Department team models that plan scope and sequence of instruction and common assessment. Analyze Common Assessment data to determine	Students evidence academic improvement through planned Tier 1 intervention.	On-going over the course of the year. Department meetings take place on a 2-week rotation.	N/A
Objective 2 Woodford County High School will increase the Proficient/Distinguished rate on the KSA On-Demand Writing test by 20%, from 45% in 2023 to 65% by 2025.	KCWP 4: Review, Analyze, Apply Data Results	Implementation of PLC and Department team models that plan scope and sequence of instruction and common assessment. Analyze Common Assessment data to determine	Students evidence academic improvement through planned Tier 1 intervention.	On-going over the course of the year. Department meetings take place on a 2-week rotation.	N/A

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 Proficiency percentage of African American Students in Reading from 27% in 2024 to 47% by 2026.	KCWP 4: Review, Analyze, Apply Data Results	Implementation of PLC and Department team models that plan scope and sequence of instruction and common assessment. Analyze Common Assessment data to determine	Students evidence academic improvement through planned Tier 1 intervention.	On-going over the course of the year. Department meetings take place on a 2-week rotation.	N/A
Objective 2 Decrease the Novice percentage of students with disabilities in Math from 63% in 2024 to 23% by 2026.	KCWP 4: Review, Analyze, Apply Data Results	Implementation of PLC and Department team models that plan scope and sequence of instruction and common assessment. Analyze Common Assessment data to determine	Students evidence academic improvement through planned Tier 1 intervention.	On-going over the course of the year. Department meetings take place on a 2-week rotation.	N/A
	KCWP 2: Design and Deliver Instruction	Work within Special Education PLC to design targeted SDL that meets students at their zone of proximal development to target evidence learning deficits in Collaborative Setting.	Students evidence academic improvement on Reading Universal Screener.	On-going over the course of the year. Department meetings take place on a 2-week rotation.	N/A

		Work within Special Education PLC to design targeted SDL that meets students at their zone of proximal development to target evidence learning deficits in Resource Setting. Connection of Content Standard, prerequisite understanding and IEP Goal through service delivery	Students evidence academic improvement on Reading Universal Screener.	Ongoing Weekly progress monitoring of IEP goals. SPED PLCs on a monthly based to asses scope, sequence, pacing and coherence of planned curriculum.	N/A
Objective 3					

4: English Learner Progress

Goal 4 (State your English Learner goal.):

Woodford County High School will increase English Language Learner Proficiency by increasing the percentage of students scoring positive point values on their WIDA ACCESS test comparison by 21%, from 29% in 2023 to 50% in 2026.

Objective	Strategy	Activities	Measure of Success	Progress Monitoring	Funding
Objective 1 Woodford County High School will increase English Language Learner Proficiency by increasing the percentage of students scoring positive point values on their WIDA ACCESS test comparison by 21%, from 29% in 2023 to 50% in 2026.	KCWP 6: Establish Learning Environment and Culture	Development of a school wide reinforcement structure for assessment effort and performance.	Students achieving KSA P/D, ACT Benchmark, EOP passing, ACCESS Attainment, Earning of Industry Cert on an increasing tend.	Periodic reminders to students at staff regarding incentives. Monitored and compared on a yearly basis to see effectiveness of reinforcements.	N/A
		ACCESS Cheerleaders and Positive Note cards to bring school wide awareness to ACCESS testing for ELL students.	Overall increase in ACCESS scores	Monthly follow up during Faculty meeting	N/A
		Implementation of Juntos Club 4 H: A program that helps Latino youth (grades 8 – 12) and their families gain the knowledge and skills they need to bridge the gap between high school and higher education.	Increased parent and guardian participation in the educational setting	Monitoring of Family Engagement by ELL Families	N/A
		Establish Seal of Biliteracy program: An award given by a school, school district, county office of education or state in recognition of students who have studied and attained proficiency in two or more languages by high school graduation.	Students recognize the value of their academic success and see the tangible benefits of being bilingual.	Monthly review of district ELL monitoring document	N/A
		Family Engagement Through Migrant Coordinator	Increased parent and guardian precipitation in the educational setting	Monitoring of Family Engagement for Migrant Students	N/A

5: Quality of School Climate and Safety

Goal 5 (State your climate and safety goal.):
Woodford County High School will increase positive student perception of school climate and culture by increasing positive student responses on the QSCS Survey by 5 points, from a 60.1 in 2023 to a 65.1 by 2026.

Objective	Strategy	Activities	Measure of Success	Progress Monitoring	Funding
Objective 1 Woodford County High School will increase positive student perception of school climate and culture by increasing positive student responses on the QSCS Survey by 5 points, from a 60.1 in 2023 to a 65.1 by 2026.	KCWP 6: Establish Learning Environment and Culture	Formation of PBIS (Gold Standard) Team to align school wide expectations and build on student sense of belonging.	Positive Behavior is celebrated on a monthly basis. Students are able to articulate what being a student at WCHS and meeting "The Gold Standard" means	Monthly Administrative team review	$3,000 SBDM Allocation

6: Postsecondary Readiness (High School Only)

Goal 6 (State your postsecondary goal.):
Woodford County High School will increase its postsecondary readiness rating to 100 by 2027. In 2024 WCHS achieved a post-secondary rate of 80.4 with the addition of the high demand indicator.

Objective	Strategy	Activities	Measure of Success	Progress Monitoring	Funding
Objective 1 Woodford County High School will increase its postsecondary readiness rating to 100 by 2027.	KCWP 4: Review, Analyze, Apply Data Results	Implement monitoring of student progress toward post-secondary readiness indicators	Students achieving post-secondary readiness standards. 100% of students have an identified path to Post-Secondary Readiness based on their ILP	Administrative review on a monthly basis.	N/A
		Employ a Work-Based Learning Coordinator to recruit students	Ongoing Discussions facilitated with students with regards to progress towards Post-Secondary readiness	On-going over the course of the school year. Connection with each student prior to scheduling each year. Administrative review on a monthly basis.	N/A
	KCWP 6: Establish Learning Environment and Culture	Expansion of a school wide reinforcement structure for assessment effort and performance.	Students achieving KSA P/D, ACT Benchmark, EOP passing, ACCESS Attainment, Earning of Industry Cert on an increasing trend.	Periodic reminders to students at staff regarding incentives. Monitored and compared on a yearly basis to see effectiveness of reinforcements.	N/A
	KCWP 1: Design and Deploy Standards	Align CTE Pathways through our schedule process to ensure students have planned and coordinated access to all needed pathway classes in sequence	Increase in students sitting for EOP test, Increase in EOP Pass Rate, Increase in Industry Cert	On-going over the course of the school year. Connection with each student prior to scheduling each year. Administrative review on a monthly basis.	District Funded CCR Coordinator

		Expansion of available student seat capacity in CTE courses to ensure all students have access to consistent pathway course work starting with introductory prerequisite courses.	Increase in unique students taking dual credit course work over the course of the Increase in students sitting for EOP test, Increase in EOP Pass Rate, Increase in Industry Cert	On-going over the course of the school year. Connection with each student prior to scheduling each year. Administrative review on a monthly basis.	Allocated FTE
		Expansion of Dual Credit Offering through Content and CTE course work	Increase in unique students taking dual credit course work over the course of the	On-going over the course of the school year. Connection with each student prior to scheduling each year. Administrative review on a monthly basis.	N/A

7: Graduation Rate (High School Only)

Goal 7 (State your graduation goal.):
Woodford County HIgh School will increase its 4-year graduation rate from 96.9% in 2024, to 98% by 2027.

Objective	Strategy	Activities	Measure of Success	Progress Monitoring	Funding
Objective 1 Woodford County HIgh School will increase its 4-year graduation rate from 96.9% in 2024, to 98% by 2027.	KCWP 4: Review, Analyze, Apply Data Results	Utilizing the early warning report from Infinite Campus	Early reports will indicate a predictive statistic of 97% graduation rate.	Pull early warning report at the 6, 12, and 18 week grade reports	N/A
	KCWP 6: Establishing Learning Culture and Environment	Implementation of BARR Program	Comprehensive method to meet students' academic, social, and emotional needs.	Course/credit completion data Behavior data	General Fund Title 4
Objective 2					

8: Other (Optional)

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

Addendum for Schools Identified for Targeted or Comprehensive Support

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

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

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

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

Components of Turnaround Leadership Development and Support:
Consider: How will you ensure that school leadership has or develops the skills and disposition to achieve accelerated, meaningful, and sustainable increases in student achievement for underperforming subgroups? **Response:**

Identification of Critical Resources Inequities:
Consider: Describe the process used to review the allocation and use of resources (people, time, and money), any resource inequities that were identified that may contribute to underperformance, and how identified resource inequities will be addressed. **Response:**

Additional Actions That Address the Causes of Consistently Underperforming Subgroups of Students
Consider: Describe the process used to review the learning culture related to your targeted subgroup(s) and any additional actions that were determined to address the causes of underperformance. **Response:**

Targeted Subgroups and Evidence-Based Interventions:
Consider: Identify the areas of need revealed by the analysis of academic and non-academic data that will be addressed through CSIP activities for your targeted subgroup(s). What evidence-based practice(s) will the school incorporate that specifically targets the subgroup(s) achievement that contributed to the TSI identification? How will we monitor the evidence-based practice to ensure it is implemented with fidelity? **Response:** **Complete the table on the next page to document the evidence that supports the Activities outlined in this plan. Additional rows may be added to accommodate additional pieces of evidence.**

TSI/ATSI Evidence-based Practices

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

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

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

Evidence-based Activity	Evidence Citation	Uploaded in CIP
Train staff to implement inductive teaching strategies.	Hattie, J. (2009). Visible Learning: a synthesis of over 800 meta-analyses relating to achievement. Routledge: New York, NY.	☒
		☐
		☐
		☐
		☐

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.	☒
		☐
		☐
		☐
		☐

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.

Greater student participation in the classroom More intentional techniques designed to reduce the gap for special education students

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 KCWP 4

Indicator Scores

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

Indicator	Status	Change
State Assessment Results in reading and mathematics	76.2	3.6
State Assessment Results in science, social studies and writing	73.9	5.6
English Learner Progress	76.3	-7.6
Quality of School Climate and Safety	82.9	4.7
Postsecondary Readiness (high schools and districts only)		
Graduation Rate (high schools and districts only)		

Explanations/Directions

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

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

1: State Assessment Results in Reading and Mathematics

Goal 1 (State your reading and math goal.): Decrease the combined percentage of students scoring novice on reading and math. On the 2023-24 KSA, 15% of our students scored novice on reading and math combined. The percentage of students scoring novice on reading and math combined will decrease by two percentage points each year: 2024-25 (13%), 2025-26 (11%), 2026-27 (9%)

Objective	Strategy	Activities	Measure of Success	Progress Monitoring	Funding
Objective 1 Decrease the combined percentage of students scoring novice on reading and math to 13% as measured on the KSA in the spring of 2024-25.	KCWP 2: Design and Deliver Instruction. Teachers must implement evidence-based curriculum and/or strategies with fidelity	Staff professional development led by Magnify Learning in project-based learning	Lesson plans, observations, walk-throughs	Weekly	Title 1 - $19,995
		Implementation of iReady - MyPath for individualized lessons on reading and math	Lesson plans, observations, walk-throughs	Weekly	None
		Professional learning and implementation of Deeper Learning strategies	Lesson plans, observations, walk-throughs	Weekly	None
		Increase hands-on, real-life lessons by beginning to implement PBL.	Lesson plans, observations, walk-throughs	Weekly	None
		Teachers will be bi-monthly in vertical teams to ensure there are no gaps in instruction.	Newsletters, meeting agendas	Bi-Monthly	None
		Increase co-teach support for special education students by better aligning staff schedules.	Lesson plans, observations, walk-throughs	Weekly	None
		Give homeroom teachers an opportunity to learn from one another by arranging Teachers Observing Teachers days each semester	Newsletters, lesson plans	Once each semester	Cost of substitutes to cover classrooms while teachers are observing
		Several teachers are completing LETRS training in the spring of	Lesson plans, iReady diagnostic results,	Weekly	None

		2024 to become more aware of the science around reading instruction and implement some of those strategies in their classroom	progress monitoring data		
		Grade Level Expositions	Newsletters, lesson plans, parent feedback	Twice Yearly	None
	KCWP 4: Review, analyze, and apply data. Create and support school-wide systems to ensure student data is collected, analyzed, and utilized to drive classroom instruction and determine professional learning needs.	Student-made videos explaining how to solve math problems for parents	Newsletters, website, parent feedback	Yearly	Parent Involvement Funds / FRC
		Greater monitoring and fidelity of tier 2 and tier 3 interventions in reading and math	Data Meetings, RTI Planning Doc, Fidelity Checks	Monthly	None
		Student Led Conferences	Parent feedback	Twice Yearly	None

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

Goal 2 (State your science, social studies, and writing goal.): Increase the percentage of students scoring proficient or distinguished on the Kentucky Summative Assessment in social studies to 70% by the spring of the 2027 - 2028 school year. The current percentage of students scoring proficient and distinguished is 58%. The percentage of students scoring proficient or distinguished on KSA will increase by at least three percentage points each year: 61% (2024-25); 64% (2025-26); 67% (2026-27); 70% (2027-28)					
Objective	**Strategy**	**Activities**	**Measure of Success**	**Progress Monitoring**	**Funding**
Objective 1	KCWP 2: Design and Deliver Instruction. Teachers must implement evidence-based curriculum and/or strategies with fidelity	Staff professional development led by Magnify Learning in project-based learning	Lesson plans, observations, walk-throughs	Weekly	Title 1 - $19,995
		More student exposure to technical reading and writing	Observations, walk-thoughs, social studies assessments	Monthly	N/A
		Increased implementation of deeper learning strategies in social studies instruction	Lesson plans, observations, walk-throughs	Weekly	N/A
		Thinking maps	Lesson plans	Monthly	N/A
		History's Mysteries	Lesson plans	Monthly	
	KCWP 5: Design, Align, and Deliver Support. Outside groups from the community will be involved with social studies education	Explore / Inventory social studies resources in building	Lesson plans	Monthly	N/A
		Greater fidelity of ss instruction across all grades	Lesson plans	Monthly	N/A
		Biztown Implementation	Lesson plans	Monthly	N/A

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 (State your achievement gap goal.): Reduce the percentage of students with disabilities in grades 3 - 5 scoring novice on the KSA mathematics exam. On the 2024 KSA mathematics test, 52% (22 students) of our students with disabilities scored novice. We will reduce the percentage of students with disabilities scoring novice on the mathematics portion of the KSA test to 47% in 2025, 42% in 2026, and 38% in 2027.

Objective	Strategy	Activities	Measure of Success	Progress Monitoring	Funding
Reduce the percentage of students with disabilities in grades 3-5 scoring novice on the KSA mathematics exam. On the 2024 KSA mathematics test, 52% (22 students) of our students with disabilities scored novice. We will reduce the percentage of students with disabilities scoring novice on the mathematics portion of the KSA test to 47% in 2025, 42% in 2026, and 38% in 2027.	KCWP 2: Design and Deliver Instruction. Teachers must implement evidence-based curriculum and/or strategies with fidelity	Implementation of iReady, MyPath lessons for students with disabilities	Lesson plans, observations, walk-throughs	Weekly	District Funded
		Staff professional development led by Magnify Learning in project-based learning	Lesson plans, observations, walk-throughs	Weekly	Title 1 - $19,995
		Professional learning and implementation of Deeper Learning strategies	Lesson plans, observations, walk-throughs	Weekly	None
		Increase hands-on, real-life lessons by beginning to implement PBL.	Lesson plans, observations, walk-throughs	Weekly	None
		Improve pre-teaching of key vocabulary prior to and during lessons	Lesson plans, observations, walk-throughs	Weekly	None
		Increase students' knowledge	Lesson plans,	Weekly	None

		and use of support tools for instruction and assessment	observations, walk-throughs		
		Increase co-teach support for special education students by better aligning staff schedules.	Lesson plans, observations, walk-throughs	Weekly	None
		Improve alignment of resource time objectives with general education classroom objectives	Lesson plans, observations, walk-throughs	Weekly	None
		Increase more individualized, focused lessons in mathematics to improve math knowledge	Lesson plans, observations, walk-throughs	Weekly	None
		Improve calculator usage/instruction for those students that have a calculator as an accommodation	Lesson plans, observations, walk-throughs	Weekly	None

4: English Learner Progress

Goal 4 (State your English Learner goal.): Reduce the percentage of English learners in grades 3 - 5 scoring novice on the KSA mathematics exam. On the 2024 KSA mathematics test, 33% (9 students) of our English language learners, scored novice on the KSA mathematics exam. We will reduce the percentage of English language learners scoring novice on the mathematics portion of the KSA test to 28% in 2025, 23% in 2026, and 18% in 2027.

Objective	Strategy	Activities	Measure of Success	Progress Monitoring	Funding
Objective 1 Reduce the percentage of English learners in grades 3 - 5 scoring novice on the KSA mathematics exam. On the	KCWP 2: Design and Deliver Instruction. Teachers must implement evidence-	Implementation of iReady, MyPath lessons for English learner students	Lesson plans, observations, walkthroughs	Weekly	District Funded
		Staff professional development	Lesson plans,	Weekly	Title 1 - $19,995

2024 KSA mathematics test, 33% (9 students) of our English language learners, scored novice on the KSA mathematics exam. We will reduce the percentage of English language learners scoring novice on the mathematics portion of the KSA test to 28% in 2025, 23% in 2026, and 18% in 2027.	based curriculum and/or strategies with fidelity	led by Magnify Learning in project-based learning	observations, walkthroughs		
		Increased use of Deeper Learning strategies to increase student participation and buy-in	Lesson plans, observations, walkthroughs	Weekly	None
		Increase hands-on, real-life lessons by beginning to implement PBL	Lesson plans, observations, walkthroughs	Weekly	None
		Pre-teach key mathematics vocabulary prior to the lesson	Lesson plans, observations, walkthroughs	Weekly	None
		Tiered levels of support for English learners struggling in mathematics	Lesson plans, observations, walkthroughs	Weekly	None
	KCWP 4: Review, analyze, and apply data. Create and support school-wide systems to ensure student data is collected, analyzed, and utilized to drive classroom instruction and determine professional learning needs.	Use of an EL tracking sheet to track progress of individual students toward their goal.	Lesson plans, observations, walkthroughs	Weekly	None

5: Quality of School Climate and Safety

Goal 5 (State your climate and safety goal.): Increase the percentage of students that feel comfortable stating their opinion in class even when others disagree. On the 2024 KSA School Climate Survey, only 35% of students strongly agree that they feel comfortable stating their opinion in class even when others disagree. The percentage of students that strongly agree will increase to 45% in 2025 and 55% in 2026.

Objective	Strategy	Activities	Measure of Success	Progress Monitoring	Funding
Objective 1 Increase the percentage of students that feel comfortable stating their opinion in class even when others disagree. On the 2024 KSA School Climate Survey, only 35% of students strongly agree that they feel comfortable stating their opinion in class even when others disagree. The percentage of students that strongly agree will increase to 45% in 2025.	KCWP 6: Strategic Establish Learning Culture and Environment	Increased use of Kagan strategies in core content areas	Lesson plans, observations, walkthroughs	Monthly	None
		Intentional teaching of job readiness skills in grades 3 - 5	Lesson plans, observations, walkthroughs	Monthly	None
		Opportunities for students to defend their learning through exposition nights	Lesson plans, observations, walkthroughs	Monthly	None
		Start student leadership groups	Lesson plans, walk-throughs	Bi-Weekly	None
		Implementation of project based learning in all grade levels to increase opportunities to share opinion with others	Lesson plans, observations, walkthroughs	Monthly	None