Comprehensive School Improvement Plan (CSIP)

Needs Assessment: Priorities

Reading- Increase proficiency, decrease novice Math- Increase proficiency, decrease novice

Needs Assessment: Processes, Practices, or Conditions

KCWP 4: Review, Analyze and Apply Data Results -Review dataSchoolwide data 24-25 -ARL 24-25 Data KSA Spring 2024

Kentucky Summative Indicators: Status and Change

Indicator	Status	Change
State Assessment Results in reading and mathematics	28.1 Red	-4.4
State Assessment Results in science, social studies, and writing	37.5 Yellow	1.0
English Learner Progress	61.6 Yellow	-14.9
Quality of School Climate and Safety	74.2 Green	0.1

1: State Assessment Results in Reading and Mathematics

By 2028, Arlington will increase Reading and Math from 28.1 % to 43.1% as measured by KSA.

Objective	Strategy	Activities	Measure of Success	Progress Monitoring	Funding
By May 2025, Arlington will increase Reading from 29.5% to 34.5.1% as measured by KSA.	KCWP 1: Develop a systematic approach for the design and deployment of standards in order to ensure that all students are being taught the standards at appropriate levels of rigor with fidelity.	Provide ongoing professional learning opportunities for all teachers K-5 to engage in best practices when utilizing the HQIR anchor resources. Utilize the PLC process for short-term curriculum review in order to monitor alignment between standards, learning targets, and assessments. The team will meet twice weekly to discuss outcomes, provide feedback, review data and plan next steps for instruction to increase collective efficacy (Hattie 2018 1.57)	Student assessment data	School Leadership will monitor progress through review of PLC minutes implementation of the Plan, Do, Study, Act process and review of lesson plans. Teacher clarity feedback will be given on lesson plans. Data will be kept through minutes. This will lead to revisions of lesson plans which will lead to student increase of achievement.	Title I
By May 2025, Arlington will increase Math from 26.6 % to 31.6% as measured by KSA.	KCWP 1: Develop a systematic approach for the design and deployment of standards in order to ensure that all students are being taught the standards at appropriate levels of rigor with fidelity.	Provide ongoing professional learning opportunities for all teachers K-5 to engage in best practices when utilizing the HQIR anchor resources. Implement evidenced-based, best practice/high yield instructional strategies of questioning and feedback (Hattie.70) to aid in curricular adjustments when students fail to meet mastery.	Student assessment data	School Leadership will monitor progress through walkthrough data and review of lesson plans. Teacher clarity feedback will be given on lesson plans. This will lead to revisions of lesson plans which will lead to student increase of achievement. In weekly grade level data meetings, teams will analyze student data to make instructional adjustments.	Title I

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

By 2028, Arlington will increase Science, Social Studies, and Combined Writing from 37.5% to 52.5%.					
Objective	**Strategy**	**Activities**	**Measure of Success**	**Progress Monitoring**	**Funding**
By May 2025, Arlington will increase Science from 35.1 % to 40.1% as measured by KSA.	KCWP 1: Develop a systematic approach for the design and deployment of standards in order to ensure that all students are being taught the standards at appropriate levels of rigor with fidelity.	Utilize the PLC process for short-term curriculum review in order to monitor alignment between standards, learning targets, and assessments. The team will meet twice weekly to discuss outcomes, provide feedback, review data and plan next steps for instruction to increase collective efficacy (Hattie 2018 1.57)	Formative Assessments	School Leadership will monitor progress through review of PLC minutes implementation of the Plan, Do, Study, Act process and review of lesson plans. Teacher clarity feedback will be given on lesson plans. Data will be kept through minutes. This will lead to revisions of lesson plans which will lead to student increase of achievement.	Title I
By May 2025, Arlington will increase Social Studies from 22.7 % to 27.2% as measured by KSA. By May 2025, Arlington will increase Combined Writing from 54.7 % to 59.7% as measured by KSA.	KCWP 2: Ensure that formative assessment practices allow students to understand writing goals and standards, where they currently are, and how they can improve in writing to close the gap through use of rubrics and the evidence-based practice of providing feedback (Hattie .70) when evaluating writing samples.	Provide ongoing professional learning opportunities for all teachers K-5 to engage in best practices when utilizing the HQIR anchor resources. Provide writing assessment calibration for all disciplines, using rubrics, released items, and exemplars aligned to the Kentucky Academic Standards.	Formative Assessments Student writing samples	In weekly grade level data meetings, teams will analyze student writing to support instructional adjustments.	Title I

3: Achievement Gap

Objective	Strategy	Activities	Measure of Success	Progress Monitoring	Funding
By May 2025, Fayette County Public Schools will decrease Reading Novice by 5% with African American students, Students with Disabilities, and English Learners.	Professional learning on evidence-based, high yield instructional strategies.	Implement close reading strategies that encourage a multiple-read routine, writing to learn and writing to demonstrate learning, while incorporating culturally responsive materials.	Standard Benchmarks, Unit, Formative, and Interim Assessments Walkthrough Data	School Leadership team will monitor quarterly through support visits and walkthroughs	Title I
	Establish common language structures to identify individual needs.	Professional learning focused on implementing a "Name and Claim" system for students, using individual data to identify and address specific needs for tiered support within English Language Arts standards.	Standard Benchmarks, Unit, Formative, and Interim Assessments Walkthrough Data	School Leadership team will monitor quarterly through support visits and walkthroughs	Title I
By May 2025, Fayette County Public Schools will decrease Math Novice by 5% with African American students, Students with Disabilities, and English Learners.	Establish consistent vertical alignment of standards and mathematical practices across grade levels.	Teachers from each grade level meet to review standards and mathematical practices, creating a shared understanding of skill progression across grades. Utilize MTSS framework to identify and address tiered intervention needs.	Standard Benchmarks, Unit, Formative, and Interim Assessments Walkthrough Data	School Leadership team will monitor quarterly through support visits and walkthroughs	Title I
	Professional learning on evidence-based, high-yield instructional strategies.	Implement close reading strategies that encourage writing to learn and writing to demonstrate learning of mathematical standards.	Formative, Diagnostic, Interim Assessments Walkthrough data	School Leadership team will monitor quarterly through support visits and walkthroughs	Title I

4: English Learner Progress

By May 2028, Arlington will increase English Language proficiency from 61.6% to 76.6% as measured by ACCESS.					
Objective	**Strategy**	**Activities**	**Measure of Success**	**Progress Monitoring**	**Funding**
By April 2025, 80% of English learners will grow 0.5 on their comprehension (listening, reading, speaking, and writing) as measured by ACCESS.	KCWP 2: The school admin team will collaborate with district culturally responsive teaching and learning and ELL specialists to monitor implementation of identified evidence-based strategies to include vocabulary (Hattie .62 effect size)	Provide professional learning opportunities to ensure that multilingual learners receive input they can understand and engage with effectively.	Walkthrough data is shared with the teacher	Weekly walkthroughs, admin PLC meetings to review school wide data	Title II
		Provide professional learning for all teachers on the Ellevation Strategies	ACCESS Results	Weekly walkthroughs, admin PLC meetings to review school wide data	Title II

5: Quality of School Climate and Safety

By May 2028, Arlington will increase School Climate and Safety from 74.2% to 89.2% as measured by state accountability.					
Objective	**Strategy**	**Activities**	**Measure of Success**	**Progress Monitoring**	**Funding**
By May 2025, Arlington will increase school safety and climate from 74.2% to 79.2% as measured by Kentucky Summative Assessment.	KCWP 6: Improve and sustain the learning culture and environmental systems in order to ensure classrooms plan activities, and assessments incorporate culturally responsive practices.	School leadership team will plan professional learning around culturally responsive practices of intentional vocabulary instruction Hattie (.62 effect size) Professional learning will be job embedded monthly which will include the five guiding principles of CRT.	Staff survey, lesson planning, assessment analysis	Administration weekly PLC data	Title I

6: Family Engagement

By May 2025, Arlington will increase family engagement by demonstrating evidence of engaging families through a variety of strategies that enhance the academic and overall well being of our students.

Objective	Strategy	Activities	Measure of Success	Progress Monitoring	Funding
By February 2025, 100% of schools will have developed a FACE action plan.	-Continue to implement and monitor the strategies developed in the plan	-Collaborate with the school team and FACE Lead to develop a focus for the current school year.	-Family Survey -Participation of Staff and Families	-Principal, FACE Lead, FACE Liaison will monitor monthly through school support visits	-Title I -General
		-Execute the expectations established on the FACE action plan.	-Analyze pre and post-action plan data -Participate data of staff and families	-Principal, FACE Lead, and FACE Liaison will monitor at the beginning and end of the year	-Title I -General
		-Provide professional learning to school staff on evidence-based family community and engagement strategies and best practices	-Participation of Staff -Staff Learning Feedback form	-FACE Department will monitor the professional learning request form, and staff learning feedback form	-Title I -General

Athens-Chilesburg Elementary
Comprehensive School Improvement Plan 2022-25

State Assessment Results in Reading

- By 2025, *Athens-Chilesburg Elementary* will increase Reading proficient and distinguished level to 82% as measured by KSA. Current level is 75%.

State Assessment Results in Math

- By 2025, *Athens-Chilesburg Elementary* will increase Math proficient and distinguished level to 79% as measured by KSA. Current level is 72%.

State Assessment Results in Science

- By 2025, *Athens-Chilesburg Elementary* will increase Science proficient and distinguished level to 59% as measured by KSA. Current level is 52%.

State Assessment Results in Social Studies

- By 2025, *Athens-Chilesburg Elementary* will increase Social Studies proficient and distinguished level to 78% as measured by KSA. Current level is 71%.

State Assessment Results in Combined Writing

- By 2025, *Athens-Chilesburg Elementary* will increase Combined Writing proficient and distinguished level to 77% as measured by KSA. Current level is 70%.

English Learner Progress

- By 2025, *Athens-Chilesburg Elementary* will increase English Learner progress index to 126.5% as measured by KSA. Current level is 124.5%.

Quality of School Climate and Safety

- By 2025, *Athens-Chilesburg Elementary* will increase the quality of school climate and safety index to 88% as measured by KSA. Current level is 81%.

Reading and Math Objectives		
Year 1	Year 2	Year 3
By 2023, *Athens-Chilesburg Elementary* will increase P/D in Reading to 77.3%. By 2023, *Athens-Chilesburg Elementary* will increase P/D in Math to 74.3%.	By 2024,*Athens-Chilesburg Elementary* will increase P/D in Reading to 79.6%. By 2024,*Athens-Chilesburg Elementary* will increase P/D in Math to 76.6%.	By 2025, *Athens-Chilesburg Elementary* will increase P/D in Reading to 82%. By 2025, *Athens-Chilesburg Elementary* will increase P/D in Math to 79%.

Science, Social Studies, and Combined Writing Objectives		
Year 1	Year 2	Year 3
By 2023, *Athens-Chilesburg Elementary* will increase P/D in Science to 54.3%. By 2023, *Athens-Chilesburg Elementary* will increase P/D in Social Studies to 73.3%. By 2023, *Athens-Chilesburg Elementary* will increase P/D in Combined Writing to 72.3%.	By 2024,*Athens-Chilesburg Elementary* will increase P/D in Science to 56.6%. By 2024, *Athens-Chilesburg Elementary* will increase P/D in Social Studies to 75.6%. By 2024, *Athens-Chilesburg Elementary* will increase P/D in Combined Writing to 74.6%.	By 2025, *Athens-Chilesburg Elementary* will increase P/D in Science to 59%. By 2025, *Athens-Chilesburg Elementary* will increase P/D in Social Studies to 78%. By 2025, *Athens-Chilesburg Elementary* will increase P/D in Combined Writing to 77%.

Achievement Gap Objectives		
Year 1	Year 2	Year 3
By 2023, *Athens-Chilesburg Elementary* will decrease Novice in Reading to 10%. By 2023, *Athens-Chilesburg Elementary* will decrease Novice in Math to 10%.	By 2024, *Athens-Chilesburg Elementary* will decrease Novice in Reading to 7%. By 2024, *Athens-Chilesburg Elementary* will decrease Novice in Math to 7%.	By 2025, *Athens-Chilesburg Elementary* will decrease Novice in Reading to 5%. By 2025, *Athens-Chilesburg Elementary* will decrease Novice in Math to 5%.

English Learner Progress Objectives		
Year 1	Year 2	Year 3
By 2023, *Athens-Chilesburg Elementary* will increase English Learner Progress index to 125.5% as measured by KSA. Current level is 124.5%.	By 2024, *Athens-Chilesburg Elementary* will increase English Learner Progress index to 126% as measured by KSA. Current level is 124.5%.	By 2025, *Athens-Chilesburg Elementary* will increase English Learner Progress index to 126.5% as measured by KSA. Current level is 124.5%.

Special Considerations for Targeted School and Improvement (TSI), Additional Targeted School and Improvement (ATSI), and Comprehensive School and Improvement (CSI)

Year 1 Focus Areas

EL- Teachers will ensure instruction is highly effective, culturally responsive, evidenced based for all EL students.				
Goal Alignment	**Strategy**	**Activities**	**Measure/Monitoring**	**Funding Source**
Increase proficiency in our EL population in combined reading from	KCWP 1	- Morning phonics group for newcomers - Universal Academic Language schoolwide (teach, model, use, discuss, and implement)	- PLC evidence with item analysis - Classroom observations If noticed through monitoring that students' performance is not meeting proficiency scheduling and groupings will be adjusted accordingly.	N/A
Progress Monitoring				
December, 2022: March, 2023: June, 2023:				

GT- Accelerated team will extend and accelerate learning for qualified gifted students.				
Goal Alignment	**Strategy**	**Activities**	**Measure/Monitoring**	**Funding Source**
Increase GT and Accelerated Learning	KCWP 2 & 4	- Introduce a new accelerated program for 4th and 5th grade students who meet the criteria for this team. - Analyze Data and set the criteria for the ACE accelerated team. - Teachers and students will be identified and informed of the team.	- Criteria checklist for accelerated program. - Teacher recommendation sheet - PLC observations with 4th and 5th grade teachers	N/A
Progress Monitoring				

December, 2022: Measured MAP and KSA scores for growth
March, 2023: Measure MAP and ACCESS scores for growth
June, 2023: MAP scores for growth

<mark>Year 2 Focus Areas</mark>

EL- Teachers will ensure instruction is highly effective, culturally responsive, evidenced based for all EL students.				
Goal Alignment	**Strategy**	**Activities**	**Measure/Monitoring**	**Funding Source**
Increase proficiency in our EL population in combined reading from	KCWP 1	- Morning phonics group for newcomers - Universal Academic Language schoolwide (teach, model, use, discuss, and implement)	- PLC evidence with item analysis - Classroom observations If noticed through monitoring that students' performance is not meeting proficiency scheduling and groupings will be adjusted accordingly.	N/A

Progress Monitoring

December, 2023:
March, 2024:
June, 2024:

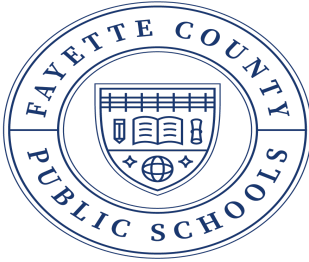| GT- Accelerated team will extend and accelerate learning for qualified gifted students.				
Goal Alignment	**Strategy**	**Activities**	**Measure/Monitoring**	**Funding Source**
Increase GT and Accelerated Learning	KCWP 2 & 4	- Groups and teachers will be identified for the accelerated team. - Students progress will be monitored	- Criteria checklist for accelerated program. - Teacher	N/A

		through assessment data such as (MAP, common assessments, KSA) for continuation of the program.	• recommendation sheet • PLC observations with 4th and 5th grade teachers • PLC Data meetings with 4th/5th	

Progress Monitoring
December, 2023:Measured MAP and KSA scores for growth March, 2024: Measure MAP and ACCESS scores for growth June, 2024: MAP scores for growth

Year 3 Focus Areas

EL- Teachers will ensure instruction is highly effective, culturally responsive, evidenced based for all EL students.				
Goal Alignment	**Strategy**	**Activities**	**Measure/Monitoring**	**Funding Source**
Increase proficiency in our EL population in combined reading from	KCWP 1	• Morning phonics group for newcomers • Universal Academic Language schoolwide (teach, model, use, discuss, and implement)	• PLC evidence with item analysis • Classroom observations If noticed through monitoring that students' performance is not meeting proficiency scheduling and groupings will be adjusted accordingly.	N/A

Progress Monitoring
December, 2024:Measured MAP and KSA scores for growth March, 2025: Measure MAP and ACCESS scores for growth June, 2025:MAP scores for growth

GT- Accelerated team will extend and accelerate learning for qualified gifted students.				
Goal Alignment	**Strategy**	**Activities**	**Measure/Monitoring**	**Funding Source**
Increase GT and Accelerated Learning	KCWP 2 & 4	● Groups and teachers will be identified for the accelerated team. ● Students progress will be monitored through assessment data such as (MAP, common assessments, KSA) for continuation of the program.	● Criteria checklist for accelerated program. ● Teacher recommendation sheet ● PLC observations with 4th and 5th grade teachers ● PLC Data meetings with 4th/5th ● Item analysis on assessments to determine gaps in learning and overall proficiency on assessments. ● All students and subgroups will be monitored through MTSS, PBIS, and through PLCs in order to meet the needs of all students	N/A

Progress Monitoring

December, 2024:Measured MAP and KSA scores for growth
March, 2025: Measure MAP and ACCESS scores for growth
June, 2025:MAP scores for growth

Comprehensive School Improvement Plan (CSIP)

Needs Assessment: Priorities

- Increase percentage of African American students performing at proficient and distinguished in Reading and Math
- Improve culture and climate scores
- Improve Math and Writing scores

Needs Assessment: Processes, Practices, or Conditions

- Teachers will receive professional Development in differentiation and cultural responsiveness
- Scholars will be provided opportunities to answer the questions included in the culture and climate survey.
- Administration and teachers will analyze the responses from the culture and climate survey and look to improve in areas where we score low.
- Continued professional learning in the new Math curriculum and addressing deficits during small group instruction.
- Continued professional learning in Writing instruction and aggressive monitoring.

Kentucky Summative Indicators: Status and Change

Indicator	Status	Change
State Assessment Results in reading and mathematics	86.4	1.6
State Assessment Results in science, social studies, and writing	83.1	-1.0
English Learner Progress	N/A	N/A
Quality of School Climate and Safety	76.0	-3.3
Postsecondary Readiness - *High School only*		
Graduation Rate - *High School only*		

1: State Assessment Results in Reading and Mathematics

Objective	Strategy	Activities	Measure of Success	Progress Monitoring	Funding
By 2028, Ashland Elementary will increase Reading proficient and distinguished level to >70% as measured by KSA. Current level is 69%	KCKP 1: Establish a process to ensure regularly scheduled curriculum meetings to review the alignment between standards and learning targets and assessment	● Develop a practice to ensure student-friendly learning targets and success criteria are constructed during PLC planning process ● Develop common understanding of Prerequisite skills during the PLC process. ● Walkthroughs by administration, PLC and professional development in assessment analysis	Weekly Teacher Clarity Walkthroughs conducted by Administration Development of learning walks with teachers and staff	Weekly	$0
By 2028, Ashland Elementary will increase Math proficient and distinguished level to >68% as measured by KSA. Current level is 66%.	KCKP 1: Establish a process to ensure regularly scheduled curriculum meetings to review the alignment between standards and learning targets and assessment	● Develop a practice to ensure student-friendly learning targets and success criteria are constructed during PLC planning process ● Develop common understanding of Prerequisite skills during the PLC process. ● Walkthroughs by administration, PLC and professional development in assessment analysis	Weekly Teacher Clarity Walkthroughs conducted by Administration Development of learning walks with teachers and staff	Weekly	$0

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

Objective	Strategy	Activities	Measure of Success	Progress Monitoring	Funding
By 2028, Ashland Elementary will increase P/D in Science to >67%. Current level is 65%.	KCKP 2: Establish a process to ensure congruence is present between standards, learning	● Enhance our practice to ensure that students understand the success criteria and learning intentions by	Weekly monitoring of data during grade level	● Weekly formative assessment	$0

Objective	Strategy	Activities	Measure of Success	Progress Monitoring	Funding
	targets and assessment measures.	reviewing at the beginning, multiple times throughout, and at the end of Tier I instruction.	PLC's. Data notebooks and data digital walls will help determine the success or areas of growth for students and teachers.	• Monthly summative assessments and writing prompts	
By 2028, Ashland Elementary will increase P/D in Social Studies to >72%. Current level is 71%.	KCKP 2: Establish a process to ensure congruence is present between standards, learning targets and assessment measures.	• Enhance our practice to ensure that students understand the success criteria and learning intentions by reviewing at the beginning, multiple times throughout, and at the end of Tier I instruction.	Weekly monitoring of data during grade level PLC's. Data notebooks and data digital walls will help determine the success or areas of growth for students and teachers.	• Weekly formative assessment • Monthly summative assessments and writing prompts	0$
By 2028, Ashland Elementary will increase P/D in Combined Writing to >60%. Current level is 57%.	KCKP 2: Establish a process to ensure congruence is present between standards, learning targets and assessment measures.	• Enhance our practice to ensure that students understand the success criteria and learning intentions by reviewing at the beginning, multiple times throughout, and at the end of Tier I instruction.	Weekly monitoring of data during grade level PLC's. Data notebooks and data digital walls will help determine the success or areas of growth for students and teachers.	• Weekly formative assessment • Monthly formal writing Checks.	$0

3: Achievement Gap

Objective	Strategy	Activities	Measure of Success	Progress Monitoring	Funding
By 2028, Ashland Elementary will decrease novice in Reading to <12%. Current level is 15%	KCWP 1: Establish a process to ensure curricular delivery and assessment measures provide for all pertinent information needs for students. Weekly PLC meetings	Establish a practice to ensure formative assessment practices allow students to understand where they are going, where they currently are, and how they can close the gap.	Student Data Notebooks, Student voice surveys, Weekly PLC meetings rooted in teacher clarity, and clarity for learning.	Weekly walkthroughs, Data Monitoring and reflection. Utilization of the PDSA model	$0
By 2028, Ashland Elementary will decrease novice in Math to <12%. Current Level is 16%	KCKP 1: Establish a process to ensure regularly scheduled curriculum meetings to review the alignment between standards and learning targets and assessment measures	● Develop a practice to ensure student-friendly learning targets and success criteria are constructed during PLC planning process ● Develop common understanding of Prerequisite skills during the PLC process.	● Formative and summative data. ● Universal Screeners	● Walkthroughs by administration, PLC and professional development in assessment analysis Weekly Teacher Clarity Walkthroughs conducted by Administration Development of learning walks with teachers and staff	$0

4: English Learner Progress

Objective	Strategy	Activities	Measure of Success	Progress Monitoring	Funding
By 2028, Ashland Elementary will grow 100% of EL students by at least .5 in their composite score as measured by ACCESS.	KCWP 4: Review, Analyze, Apply Data Results	Continual PD directed towards working with English learners, differentiation and methods for parental communication	Access Scores, Formative Data, Differentiation methods adopted in classroom and instructional activities.	Ongoing self-reflection and progress monitoring through collaboration between the EL and Gen. Ed teacher.	$0

Objective	Strategy	Activities	Measure of Success	Progress Monitoring	Funding

5: Quality of School Climate and Safety

Objective	Strategy	Activities	Measure of Success	Progress Monitoring	Funding
By 2028, Ashland Elementary will increase the quality of school climate and safety to and index >82. Current level is 76.9	● KCWP 6: Establish Learning Environment and Culture	● Provide students with assessment questions and record their response. ● Analyze how students responded.	● Student response to questions after teachers have had an opportunity to reflect on previous answers.	● Each month as a school we will focus on 10 of the questions to analyze student response.	

6: Postsecondary Readiness

Objective	Strategy	Activities	Measure of Success	Progress Monitoring	Funding

7: Graduation Rate

Objective	Strategy	Activities	Measure of Success	Progress Monitoring	Funding

8: Family Engagement

Objective	Strategy	Activities	Measure of Success	Progress Monitoring	Funding

Special Considerations for Targeted Support and Improvement (TSI)

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?
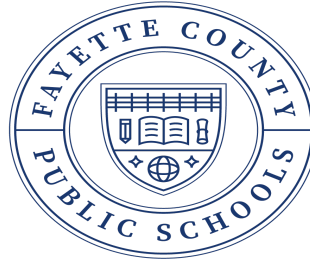
Response:

TSI 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), 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 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.	☒
		☐
		☐
		☐
☒		☒

Comprehensive School Improvement Plan (CSIP)

Booker T. Washington Elementary

Needs Assessment: Priorities

Based on 2024 KSA Assessment Data

Reading

- 25% of all students were proficient in Reading while 52% of FCPS students were proficient.

- 22% of African American students reached proficiency in reading while 25% of all students were proficient.

- 33% of students with disabilities reached proficiency in reading while 25% of all students were proficient.

- 18% of EL students reached proficiency in reading while 25% of all students were proficient.

Math

- 15% of all students were proficient in Math while 47% of FCPS students were proficient.

- 11% of African American students reached proficiency in math while 15% of all BTWE students were proficient.

Science

- 25% of all students were proficient in Science while 36% of FCPS students were proficient.

Needs Assessment: Processes, Practices, or Conditions

At Booker T. Washington Elementary, we use a variety of approaches to ensure stakeholders are involved in the improvement planning process. Stakeholder groups include families, district level administration, community partners, students, and faculty and staff from our school. All of these stakeholder groups play an important part in the development of our school improvement plan.

Parents have been involved through School Based Council meetings. SBDM parents are elected to serve as council members and contribute to our school improvement efforts. They are informed of their roles and responsibilities at their first council meeting. We schedule monthly meetings after school hours to allow parents, teachers and community members the opportunity to attend these meetings and have a voice in school improvement efforts. At our monthly SBDM meetings, we analyze a variety of academic, behavioral and attendance data. We use this data to celebrate accomplishments and to create strategies to address areas of need.

Faculty and staff are involved through their participation during faculty meetings, PLC meetings, and during Continuous Improvement Team meetings. All teachers participate in our weekly PLC meetings and monthly faculty meetings. We use this time to analyze a variety of data to determine our progress toward improvement goals and evaluate implementation of activities to meet these goals.

District level administration has been involved by providing support and guidance throughout the improvement planning process. They are instrumental in helping us secure high quality professional learning opportunities for our teachers. The professional learning opportunities directly impact the teaching and learning taking place in the classroom.

All of these stakeholder groups play an important role in analyzing a variety of data including MAP universal screening data, PBIS behavior data, Next Steps in Guided Reading assessment, formative assessment data, common assessment data, survey data, attendance data, and KSA data to determine needs in our school, identifying improvement efforts that will address these needs, and monitoring progress toward our school-wide goals. This data is analyzed in a timely manner once the data is released and available. Agendas and minutes are kept for all meetings.

Practices

Our 2024 - 2025 CSIP plan focuses on the following activities:

- All grade levels will meet in PLCs to look at data to determine high priority growth areas and next steps to improve these areas.
- PLCs will create action plans based on data from formative and summative assessments in order to provide additional support and opportunities for acceleration for students.
- PLCs will use grade level Kentucky Academic Standards and the FCPS unit frameworks to create learning intentions, success criteria, lessons, and assessments following the PDSA model. We will also integrate standard deconstruction into this process.
- We will use ESS funds to provide additional after school intervention for students.
- Teachers will participate in professional learning around the district adopted High Quality Instructional Resources for reading and math and implement the programs with fidelity.

The following information details how successful these activities have been to this point:

- All grade levels will meet in PLCs to look at data to determine high priority growth areas and next steps to improve these areas.
  - Grade level teachers have met weekly with instructional coaches to analyze student data in PLC
- PLCs will create action plans based on data from formative and summative assessments in order to provide additional support and opportunities for acceleration for students.
  - Grade level teachers have worked with instructional coaches to develop acceleration plans for each formative and summative assessment.
- PLCs will use grade level Kentucky Academic Standards and the FCPS unit frameworks to create learning intentions, success criteria, lessons, and assessments following the PDSA model. We will also integrate standard deconstruction into this process.
  - PLC and planning time have centered around developing standards based instruction that include relevant and well aligned success criteria and learning intentions.
- We will use ESS funds to provide additional after school intervention for students.
  - Our ESS plan will be implemented after the Winter Break
- Teachers will participate in professional learning around the district adopted High Quality Instructional Resources for reading and math and implement the programs with fidelity
  - District HQIRs have been implemented with fidelity. Campus instructional coaches, as well as district curriculum specialists have provided professional development

opportunities for teachers.

Kentucky Summative Indicators: Status and Change

Indicator	Status	Change
State Assessment Results in reading and mathematics	Current Year Status: Low Current Score: 35.7	Previous Year: 33.3 Change: +2.4 Change Status: Increase
State Assessment Results in science, social studies, and writing	Current Year Status: Low Current Score: 42.3	Previous Year: 41.1 Change: +1.2 Change Status: Increase
English Learner Progress	Current Year Status: Medium Current Score: 51.8	Previous Year: 71.3 Change: –19.5 Change Status: Significant Declined
Quality of School Climate and Safety	Current Year Status: Low Current Score: 71.8	Previous Year: 73.2 Change: –1.4 Change Status: Maintain

1: State Assessment Results in Reading and Mathematics

By October 2027 Booker T. Washington Elementary will increase the Reading and Math combined status percentage from 35.7 to 40.7.

Objective	Strategy	Activities	Measure of Success	Progress Monitoring	Funding
By 2025, *Booker T. Washington Elementary* will increase P/D in Reading to 31%	Key Core Work Processes KCWP 1: Design and Deploy Standards KCWP 2: Design and Deliver Instruction	• Restructure of Planning/PLC processes to strengthen Tier 1 instruction. • Identification of core elements for lesson implementation. • Increased opportunities for student led learning.	Analysis of student data in leadership and PLC meetings	• Weekly Formative Assessments • Unit Assessments • District Benchmark Assessments • MAP Data	N/A

By October 2027 Booker T. Washington Elementary will increase the Reading and Math combined status percentage from 35.7 to 40.7.					
Objective	**Strategy**	**Activities**	**Measure of Success**	**Progress Monitoring**	**Funding**
	KCWP 4: Review, Analyze, Apply Data Results				
By 2025, *Booker T. Washington Elementary* will increase P/D in Math to 26%	KCWP 1: Design and Deploy Standards KCWP 2: Design and Deliver Instruction KCWP 4: Review, Analyze, Apply Data Results	• Restructure of Planning/PLC processes to strengthen Tier 1 instruction. • Identification of core elements for lesson implementation • Increased opportunities for student led learning.	Analysis of student data in leadership and PLC meetings	• Weekly Formative Assessments • Unit Assessments • District Benchmark Assessments • MAP Data	N/A

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

By October 2027 Booker T. Washington Elementary will increase the Science, Social Studies and Combined Writing status percentage from 42.3 to 47.3.					
Objective	**Strategy**	**Activities**	**Measure of Success**	**Progress Monitoring**	**Funding**
By 2025, *Booker T. Washington Elementary* will increase P/D in Science to 30%	KCWP 1: Design and Deploy Standards KCWP 2: Design and Deliver Instruction KCWP 4: Review, Analyze, Apply Data Results	Increasing frequency of opportunities for student inquiry and hands-on learning.	Analysis of student data in leadership and PLC meetings	• Weekly Formative Assessments • Unit Assessments • District Benchmark Assessments • MAP Data	N/A
By 2025, *Booker T. Washington Elementary* will increase P/D in Social Studies to 20%.	KCWP 1: Design and Deploy Standards KCWP 2: Design and Deliver Instruction	Cross Curricular Integration	Analysis of student data in leadership and PLC meetings	• Weekly Formative Assessments • Unit Assessments • District Benchmark Assessments • MAP Datas •	N/A

By October 2027 Booker T. Washington Elementary will increase the Science, Social Studies and Combined Writing status percentage from 42.3 to 47.3.

Objective	Strategy	Activities	Measure of Success	Progress Monitoring	Funding
	KCWP 4: Review, Analyze, Apply Data Results				
By 2025, *Booker T. Washington Elementary* will increase P/D in Combined Writing to 25%	KCWP 1: Design and Deploy Standards KCWP 2: Design and Deliver Instruction KCWP 4: Review, Analyze, Apply Data Results	On Demand Writing Scrimmages Writing Across the Curriculum	Analysis of student data in leadership and PLC meetings	• Weekly Formative Assessments • District Benchmark Assessments • On Demand Writing Scrimmages	N/A

3: Achievement Gap

Objective	Strategy	Activities	Measure of Success	Progress Monitoring	Funding
By spring of 2025, 36% of EL students will score at or above the 41st percentile on the spring reading MAP assessment. 31% scored at or above the 41st percentile in the fall of 2024. By spring of 2025, 38% of EL students will score at or above the 41st percentile on the spring math MAP assessment. 33% scored at or above the 41st percentile in the fall of	KCWP 1: Design and Deploy Standards KCWP 2: Design and Deliver Instruction	Implementation and integration of 7 Steps to a Language Rich, Interactive Classroom.	Fidelity walkthroughs conducted by Instructional Leadership	Analysis of frequency and effectiveness data from walkthroughs	N/A

Objective	Strategy	Activities	Measure of Success	Progress Monitoring	Funding
2024.					
By spring of 2025, 28% of students with IEPs will score at or above the 41st percentile on the spring reading MAP assessment. 23% scored at or above the 41st percentile in the fall of 2024. By spring of 2025, 42% of students with IEPs will score at or above the 41st percentile on the spring math MAP assessment. 37% scored at or above the 41st percentile in the fall of 2024.	KCWP 1: Design and Deploy Standards KCWP 2: Design and Deliver Instruction	● Increase opportunities for student-led learning in the classroom ● Common planning with Special education teachers and regular education teachers	● PLC evidence with item analysis ● Classroom observations	● Weekly Formative Assessments ● Unit Assessments ● District Benchmark Assessments ● MAP Data	N/A

4: English Learner Progress

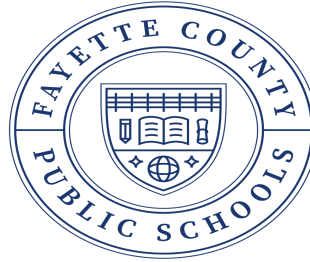| By April 2025, 80% of EL students will grow by at least .5 in their ACCESS composite score.					
Objective	**Strategy**	**Activities**	**Measure of Success**	**Progress Monitoring**	**Funding**
By 2027, *Booker T. Washington Elementary* will increase English Learner progress to 57% as measured by KSA. Current level is 51.8	KCWP 2: Design and Deliver Instruction	Implementation and integration of 7 Steps to a Language Rich, Interactive Classroom.	Fidelity walkthroughs conducted by Instructional Leadership	Analysis of frequency and effectiveness data from walkthroughs	N/A

5: Quality of School Climate and Safety

By October 2027 Booker T. Washington Elementary will increase the Quality of School Climate and Safety status from 70.4 to 75.4.

Objective	Strategy	Activities	Measure of Success	Progress Monitoring	Funding
Increase the Climate Index on the Quality of School Climate and Safety Status Survey from 70.4 in 23-24 to 75.4 in 24-25.	KCWP 5: Design, Align, and Deliver Support	Restructure PBIS, Behavioral, and Academic MTSS processes. Implement Student Assistance Form and Process to increase responsiveness and teacher support.	Improvement in campus eOS percentages. Increase in number of students attending Campus PBIS Rewards	Weekly Data monitoring by SST. Weekly Data monitoring by Administration.	N/A

6: Family Engagement

By Feb 2027 Booker T. Washington Elementary School will demonstrate evidence of engaging families through a variety of strategies that enhance the academic and overall well-being of our students.

Objective	Strategy	Activities	Measure of Success	Progress Monitoring	Funding
By February Booker T. Washington Elementary will have developed a FACE (Family and Community Engagement Plan)	Implement and monitor the strategies developed in the plan.	FACE committee with support from the district FACE liaisons will develop the focus for the year	- Copy of FACE plan - Family Surveys - Parent/Community participation in committees/FRC advisory council/volunteer opportunities	Principal, FACE lead and FACE liaison will monitor FACE plan throughout the year.	- Section 6 - Title 1 - FRC - PTA
		Execute the expectations established on the FACE action plan.	- Pre-Post action plan data/reflection - Participation data	Principal, FACE lead and FACE liaison will monitor FACE plan throughout the year.	- Section 6 - Title 1 - FRC - PTA
		Offer a variety of events, activities and supports for families per the FACE plan.	- Participation at events - List of resources provided- and # or families accessing the resources	Principal, FACE lead and FACE liaison will monitor FACE plan throughout the year.	- Section 6 - Title 1 - FRC - PTA

Comprehensive School Improvement Plan (CSIP)

Needs Assessment: Priorities

KSA Data shows that males are underperforming females in reading and combined writing. All other subject areas are only 1% difference in male/female.
- Reading - P/D females is 54% and P/D males is 44%
- Combined Writing - P/D females is 65% and P/D males is 43%

KSA Data shows a high percentage of students in the disability with IEP subgroup are scoring novice in reading and math.
- 55% of students in the disability with IEP subgroup scored novice in reading.
- 57% of students in the disability with IEP subgroup scored novice in math.

KSA Data shows a low percentage of students scoring proficiency in social studies and science.
- 32% of students scored P/D in social studies.
- 21% of students scored P/D in science.

Needs Assessment: Processes, Practices, or Conditions

Key Core Work Process (KCWP) 1: Design and Deploy Standards
Key Core Work Process (KCWP) 2: Design and Deliver Instruction
Key Core Work Process (KCWP) 4: Review, Analyze and Apply Data

Focus Area 1: Professional Learning Communities (PLCs)
- Breckinridge Elementary will use a PDSA (Plan-Do-Study-Act) model effectively to improve student learning.

Focus Area 2: Assessment
- Breckinridge Elementary will develop a balanced assessment system.

Focus Area 3: Accelerated Learning
- Breckinridge Elementary will develop and implement standards-based instruction to accelerate learning.

Focus Area 4: Culture/Climate
- Breckinridge Elementary will provide support to meet students' academic and social-emotional needs and foster a sense of belonging to include intentional family and community engagement.

Kentucky Summative Indicators: Status and Change

Indicator	Status	Change
State Assessment Results in reading and mathematics	61.3 Medium (Yellow)	-1.0 (Maintain)
State Assessment Results in science, social studies, and writing	58.9 Medium (Orange)	-2.2 (Decrease)
English Learner Progress	82.5 Green (Very High)	-5.1 (Decrease)
Quality of School Climate and Safety	82.3 Blue (Very High)	-1.6 (Maintain)
Postsecondary Readiness - *High School only*	N/A	N/A
Graduation Rate - *High School only*	N/A	N/A

1: State Assessment Results in Reading and Mathematics

By October 2025, Breckinridge Elementary will increase Reading and Math Proficiency to 66.3, as measured by KSA.

Objective	Strategy	Activities	Measure of Success	Progress Monitoring	Funding
Objective 1: By May 2025, Breckinridge Elementary will increase Reading proficiency from 48% to 53%, as measured by KSA.	-KCWP 1: Design and Deploy Standards -KCWP 2: Design and Deliver Instruction -KCWP 3: Design and Deliver Assessment Literacy -KCWP 4: Review, Analyze and Apply Data -KCWP 5: Design, Align and Deliver Supports	-The administration team will work with teachers in PLCs to plan strategically in the selection of high-yield instructional strategy usage within lessons. Teachers will then utilize knowledge of best practices/high-yield instructional strategies to aid in curricular adjustments when students fail to meet mastery in reading.	-PLC Data -Benchmark Weekly and Unit Assessments -iReady -MAP -Literacy Profile Card -UFLI -Letterland -BTM Lessons	-PLC Rolling Agenda/minutes weekly -Utilize PDSA Protocol during PLCs weekly -iReady and MAP 3 times per year -LIteracy Profile Card twice a month -UFLI and Letterland daily data -BTM Lessons once a month -Student Data Notebooks weekly -Grade Level Data Tracker	-Tile I
		-Teachers will continue to analyze assessment data to make informed decisions on reading instruction. This will include decisions made for the whole class, small group, and individual instruction/reteaches.	-PLC Data -Benchmark Weekly and Unit Assessments -iReady -MAP -Literacy Profile Card -UFLI -Letterland	-PLC Rolling Agenda/minutes weekly -Utilize PDSA Protocol during PLCs weekly -iReady and MAP 3 times per year -Literacy Profile Card twice a month -UFLI and Letterland daily data -BTM Lessons once a month -Student Data Notebooks weekly -Grade Level Data Tracker	-Title I

By October 2025, Breckinridge Elementary will increase Reading and Math Proficiency to 66.3, as measured by KSA.

Objective	Strategy	Activities	Measure of Success	Progress Monitoring	Funding
		-Teachers will continue to work with grade level teams, along with Special Education teacher, interventionist, and EL teacher during sub-release days to design reading units using backward design. They will work collaboratively to develop formative assessments aligned to standards and create visible learning strategies to clarify objectives for students. Teams will share their work, provide feedback, and refine their plans together.	-Benchmark Weekly and Unit Assessments	-Sub Release Rolling Agenda/Minutes once a month -Lesson Plans	-Title I -RDIF Grant
		-All students will be exposed to grade level text and offered appropriate scaffolds to interact with text successfully. Interventionists, EL teachers, Special Education teachers, and coaches will support this process.	-Benchmark Weekly and Unit Assessments -iReady -MAP -Literacy Profile Card -UFLI -Letterland	-Literacy Profile Card twice a month -UFLI and Letterland weekly data -Daily work in Benchmark Reading -Student Data Notebook weekly -Grade Level Data Tracker	-Title I -RDIF Grant
		-Curriculum Coach and PGES Coach will provide live coaching in reading for whole group and small group to ensure teacher clarity and high quality reading instruction for all students.	-Benchmark Weekly and Unit Assessments -iReady -MAP -Literacy Profile Card -UFLI -Letterland	Coaching and Feedback protocol and schedule (provided by coaches during coaching cycle)	-N/A
Objective 2:\n\nBy May 2025, Breckinridge Elementary will increase Math proficiency from 43% to 48%, as measured by KSA.	-KCWP 1: Design and Deploy Standards -KCWP 2: Design and Deliver Instruction -KCWP 3: Design and Deliver Assessment Literacy -KCWP 4: Review, Analyze and Apply Data -KCWP 5: Design, Align, and Deliver Support	-The administration team will work with teachers in PLCs to plan strategically in the selection of high-yield instructional strategy usage within lessons. Teachers will then utilize knowledge of best practices/high-yield instructional strategies to aid in curricular adjustments when students fail to meet mastery in math.	-PLC Data -iReady Math Weekly and Unit Assessments -iReady Data -MAP Data -Math Fact Fluency -BTM Lessons	-PLC Rolling Agenda/minutes weekly -Utilize PDSA Protocol during PLCs weekly -iReady and MAP 3 times per year -Math Fact Fluency Tracker weekly -BTM Lessons once a month -Student Data Notebooks weekly -Grade Level Data Tracker	-Title I
		-Teachers will continue to analyze assessment data to make informed	-PLC Data	-PLC Rolling Agenda/minutes weekly	-Title I

By October 2025, Breckinridge Elementary will increase Reading and Math Proficiency to 66.3, as measured by KSA.

Objective	Strategy	Activities	Measure of Success	Progress Monitoring	Funding
		decisions on math instruction. This will include decisions made for the whole class, small group, and individual instruction/reteaches.	-iReady Math Weekly and Unit Assessments -iReady Data -Math Fact Fluency -MAP Data	-Utilize PDSA Protocol during PLCs weekly -iReady and MAP 3 times per year -Math Fact Fluency Tracker weekly -BTM Lessons once a month -Student Data Notebooks weekly -Grade Level Data Tracker	
		-Teachers will continue to work with grade level teams, along with Special Education teacher, interventionist, and EL teacher during sub-release days to design reading units using backward design. They work collaboratively to develop formative assessments aligned to standards and create visible learning strategies to clarify objectives for students. Teams share their work, provide feedback, and refine their plans together.	-iReady Math Weekly and Unit Assessments	-Sub Release Rolling Agenda/Minutes once a month -Lesson Plans	-Title I -MAF Grant
		-Teachers will continue attending professional learning on concrete representation, abstract, and mathematical practices. They will use what they learn to effectively scaffold math concepts for deeper understanding.	-iReady Math Weekly and Unit Assessments -iReady Data -MAP Data -Math Fact Fluency	-iReady and MAP 3 times per year -Math Fact Fluency Tracker weekly -Student Data Notebooks weekly -Grade Level Data Tracker	-Title I -MAF Grant
		-Curriculum Coach and PGES Coach will provide live coaching in math whole group and small group to ensure teacher clarity and high quality math instruction for all students.	-iReady Math Weekly and Unit Assessments -iReady -MAP -Math Fact Fluency	Coaching and Feedback protocol and schedule (provided by coaches during coaching cycle)	-N/A

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

By October 2025, Breckinridge Elementary will increase Science, Social Studies, and Writing Proficiency to 63.9, as measured by KSA.

Objective	Strategy	Activities	Measure of Success	Progress Monitoring	Funding
Objective 1: By May 2025, Breckinridge Elementary will increase Science proficiency from 21% to 26%, as measured by KSA.	-KCWP 1: Design and Deploy Standards -KCWP 2: Design and Deliver Instruction -KCWP 3: Design and Deliver Assessment Literacy -KCWP 4: Review, Analyze and Apply Data -KCWP 5: Design, Align and Deliver Supports	-The administration team will work with teachers in PLCs to plan strategically in the selection of high-yield instructional strategy usage within lessons. Teachers will then utilize knowledge of best practices/high-yield instructional strategies to aid in curricular adjustments when students fail to meet mastery in science.	-PLC Data -Unit Assessments	-PLC Rolling Agenda/minutes weekly -Utilize PDSA Protocol during PLCs weekly -Student Data Notebooks weekly -Grade Level Data Tracker	-Title I
		-Achievement teams (one member from each grade level, special education, EI, and intervention) meet monthly to review science standards and vertical alignment across grade levels. Teams will continue to analyze science results using grade level standard assessments and KSA to inform instruction.	-Formative and Summative Assessments -Achievement Team Data and Documentation	-Members of Administration will monitor Achievement Team Meetings once a month	-Title I
		-Attend professional learning opportunities to engage in best practices when utilizing the HQIR anchor resources.	-Formative and Summative Assessments	-Formative and Summative Assessments	-Title I -District Funds
		-Science content will be taught and assessed in both the classroom and the STEM lab.	-Formative and Summative Assessments	-Formative and Summative Assessments	N/A
Objective 2: By May 2025, Breckinridge Elementary will increase Social Studies proficiency from 32% to 37%, as measured by KSA.	-KCWP 1: Design and Deploy Standards -KCWP 2: Design and Deliver Instruction -KCWP 3: Design and Deliver Assessment Literacy -KCWP 4: Review, Analyze and Apply Data	-The administration team will work with teachers in PLCs to plan strategically in the selection of high-yield instructional strategy usage within lessons. Teachers will then utilize knowledge of best practices/high-yield instructional strategies to aid in curricular	-PLC Data -Unit Assessments	-PLC Rolling Agenda/minutes weekly -Utilize PDSA Protocol during PLCs weekly -Student Data Notebooks weekly -Grade Level Data Tracker	-Title I

By October 2025, Breckinridge Elementary will increase Science, Social Studies, and Writing Proficiency to 63.9, as measured by KSA.

Objective	Strategy	Activities	Measure of Success	Progress Monitoring	Funding
	-KCWP 5: Design, Align and Deliver Supports	adjustments when students fail to meet mastery in social studies.			
		-Achievement teams (one member from each grade level, special education, El, and intervention) meet monthly to review social studies standards and vertical alignment across grade levels. Teams will continue to analyze social studies results using grade level standard assessments and KSA to inform instruction.	-Formative and Summative Assessments -Achievement Team Data and Documentation	-Members of Administration will monitor Achievement Team Meetings once a month	-Title I
		-Attend professional learning opportunities to engage in best practices when utilizing the HQIR anchor resources.	-Formative and summative Assessments	-Formative and Summative Assessments	-Title I -District Funds
Objective 3: By May 2025, Breckinridge Elementary will increase Combined Writing from 52% to 57%, as measured by KSA.	-KCWP 1: Design and Deploy Standards -KCWP 2: Design and Deliver Instruction -KCWP 3: Design and Deliver Assessment Literacy -KCWP 4: Review, Analyze and Apply Data -KCWP 5: Design, Align and Deliver Supports	-The administration team will work with teachers in PLCs to plan strategically in the selection of high-yield instructional strategy usage within lessons. Teachers will then utilize knowledge of best practices/high-yield instructional strategies to aid in curricular adjustments when students fail to meet mastery in writing.	-PLC Data -Writing Pieces	-PLC Rolling Agenda/minutes weekly -Utilize PDSA Protocol during PLCs weekly -Student Data Notebooks weekly -Grade Level Data Tracker	-Title I
		-Achievement teams (one member from each grade level, special education, El, and intervention) meet monthly to review writing standards and vertical alignment across grade levels.	-Writing Pieces -Achievement Team Data and Documentation	-Members of Administration will monitor Achievement Team Meetings once a month	-TItle I
		-Attend professional learning on effective writing instruction, data analysis, and differentiated strategies.	-Writing pieces	-Benchmark Writing will be given 3 times per year	-Title I -District Funds

By October 2025, Breckinridge Elementary will increase Science, Social Studies, and Writing Proficiency to 63.9, as measured by KSA.					
Objective	**Strategy**	**Activities**	**Measure of Success**	**Progress Monitoring**	**Funding**
		-The Four Square Writing Model will be used in all classrooms.	-Writing Pieces	-Benchmark Writing will be given 3 times per year	-N/A

3: Achievement Gap

Objective	Strategy	Activities	Measure of Success	Progress Monitoring	Funding
Objective 1: By May 2025, Breckinridge Elementary will decrease Reading Novice by 5% with male students, Students with Disabilities, and English Learners.	--KCWP 1: Design and Deploy Standards -KCWP 2: Design and Deliver Instruction -KCWP 3: Design and Deliver Assessment Literacy -KCWP 4: Review, Analyze and Apply Data -KCWP 5: Design, Align, and Deliver Support	-Achievement teams (one member from each grade level, special education, El, and intervention) meet monthly to review reading standards and skill progression across grade levels. Team will continue to analyze reading results using unit assessments, iReady Reading, MAP Reading, Literacy Profile Card, small group anecdotal notes, and KSA to inform instruction.	-Formative and Summative Assessments -iReady Data -MAP Data -ACCESS -Achievement Team Data and Documentation -Literacy Profile Card	-Members of Administration will monitor Achievement Team Meetings once a month	-Title I
		-The administration team will continue to work with teachers in PLCs to focus attention on reading data from identified subgroups and plan instruction and reteaches accordingly.	-PLC Rolling Agenda/Minutes	-Curriculum Coach will monitor PLCs once a week	-Title I
		-Implement close reading strategies that encourage a multiple read routine, writing to learn, and writing to demonstrate learning, while incorporating culturally responsive materials.	-Formative and Summative Assessments -Student work samples -iReady -MAP -ACCESS	-Administration will monitor this during walkthroughs, observations, BTM Lessons, and work samples throughout the year	-Title I
		-Implement the MTSS framework to identify and address tiered reading intervention.	-Reading Progress Monitoring Data -MTSS Rolling Agenda/minutes	-MTSS Team will meet twice a month -MTSS Rolling Agenda/minutes	-N/A

Objective	Strategy	Activities	Measure of Success	Progress Monitoring	Funding
		-PLC training will be provided to grade level and special area team leads, along with other staff members, to gain a deeper understanding of the PLC process and be able to better implement the process.	-PLC Training Certificate	-Administration will register teachers for PLC Conference once a year	-Title I
Objective 2: By May 2025, Breckinridge Elementary will decrease Math Novice by 5% with male students, Students with Disabilities, and English Learners.	-KCWP 1: Design and Deploy Standards -KCWP 2: Design and Deliver Instruction -KCWP 3: Design and Deliver Assessment Literacy -KCWP 4: Review, Analyze and Apply Data -KCWP 5: Design, Align, and Deliver Support	-Achievement teams (one member from each grade level, special education, El, and intervention) meet monthly to review math standards and skill progression across grade levels. Team will continue to analyze math results using unit assessments, iReady Math, MAP Math, Fact Fluency, and KSA to inform instruction.	-Formative and Summative Assessments -iReady Data -MAP Data -ACCESS -Achievement Team Data and Documentation	-Members of Administration will monitor Achievement Team Meetings monthly	-Title I
		-The administration team will continue to work with teachers in PLCs to focus attention on math data from identified subgroups and plan instruction and reteaches accordingly.	-PLC Rolling Agenda/minutes	-Curriculum Coach will monitor PLCs once a week	-Title I
		-Implement the MTSS framework to identify and address tiered math intervention.	-Math Progress Monitoring Data	-MTSS Team will meet twice a month -MTSS Rolling Agenda/minutes	-N/A
		-PLC training will be provided to grade level and special area team leads, along with other staff members, to gain a deeper understanding of the PLC process and be able to better implement the process.	-PLC Training Certificate	-Administration will register teachers for PLC Conference once a year	-Title I

4: English Learner Progress

By April 2025, 80% of Breckinridge Elementary EL students will grow by at least .5 in their ACCESS composite score.

Objective	Strategy	Activities	Measure of Success	Progress Monitoring	Funding
Objective 1: By February 2025, 80% of Breckinridge Elementary English learners will grow 0.5 on their composite score (listening, reading, speaking, and writing) as measured by ACCESS.	-KCWP 1: Design and Deploy Standards -KCWP 2: Design and Deliver Instruction -KCWP 3: Design and Deliver Assessment Literacy -KCWP 4: Review, Analyze and Apply Data -KCWP 5: Design, Align, and Deliver Support	-EL teachers will use Ellevation Strategies to help implement instruction.	-ACCESS Results	-ACCESS given once a year -Lesson Plan documentation throughout the year	-District EL
		-All teachers ensure that multilingual learners receive input they can understand and engage with effectively.	-ACCESS Results	-ACCESS given once a year -Walkthroughs and observations throughout the year	-N/A
		Provide professional learning for teachers on strategies for integrating skills (listening, reading, speaking, and writing) during Tier 1 and small group instruction to enhance learning for English language learners.	-ACCESS Results -Formative and Summative Assessments -iReady -MAP	-Walkthroughs throughout the year -ACCESS given once a year	-Title I -DIstrict EL
		-EL Teachers will provide research based teaching strategies to the faculty in monthly staff meetings.	-ACCESS Results -Formative and Summative Assessments -iReady -MAP	-Staff Meeting Powerpoints - monthly	-N/A
		-Teachers will continue to work with grade level teams, along with Special Education teacher, interventionist, and EL teacher during sub-release days to design reading and math units using backward design. They work collaboratively to develop formative assessments aligned to standards and create visible learning strategies to clarify objectives for students. Teams share their work, provide feedback, and refine their plans together.	-iReady Math Weekly and Unit Assessments -Benchmark Reading Weekly and Unit Assessments	-Sub Release Rolling Agenda/Minutes once a month -Lesson Plans	-Title I

5: Quality of School Climate and Safety

By October 2025, Breckinridge Elementary will increase student's sense of belonging to 87.3, as measured by KSA.

Objective	Strategy	Activities	Measure of Success	Progress Monitoring	Funding
Objective 1: By May 2025, Breckinridge Elementary will increase belonging-focused initiatives to increase student efficacy to learn at high levels.	-KCWP 5: Design, Align and Deliver Support -KCWP 6: Establishing Learning Culture and Environment	-Implement practices. strategies. and structures of the district-approved mentoring program (age-appropriate).	-Number of student participants -QSCS Results by student groups by school (ethnicity, gender) -Student Voice Survey -DESSA	-Teachers of the program will monitor student attendance, participation, and academics.	-Stronger Connections Grant
		-School staff responsible for leading the mentoring program will participate in training/PD opportunities.	-Number of school staff identified and supported	-Office of Unity, Belonging, and Student Efficacy will monitor the participation and engagement rate of the program.	-Stronger Connections Grant
		-Continue to partner with community organizations to provide mentoring opportunities to students. Mentors visit their mentees once a week during the school day. They play games, read books, talk, eat, etc.	-Number of students/mentors -Student attendance	-FRC Coordinator will monitor attendance of mentors/mentees	-Southland
		-Monthly PBIS Celebrations where students are rewarded for their positive behavior for the month.	-eOS Data	-Behavior data monitored by behavior team weekly -Monthly SEL PLC Meetings with data trackers	-Title I -SEL -District Funds
		-Teachers will implement an SEL curriculum daily. Lessons will be culturally responsive and reflective.	-eOS Data -KSA Quality of School Climate and Safety Results -SEL Lesson Plans	-Monthly SEL PLC Meetings with data trackers	-N/A
		-Analyze data from Quality of School Climate and Safety Survey and other surveys throughout the year about student's feelings and sense of belonging. Use the data to provide appropriate services to students.	-KSA QSCS Survey -Student Voice Survey -Bloomsights -DESSA	-Admin will meet with students and complete student voice survey, at least, 2 times a year -DESSA will be administered at least 4 times a year	-N/A

6: Postsecondary Readiness

N/A

Objective	Strategy	Activities	Measure of Success	Progress Monitoring	Funding

7: Graduation Rate

N/A

Objective	Strategy	Activities	Measure of Success	Progress Monitoring	Funding

8: Family Engagement

By May 2025, Breckinridge Elementary will demonstrate evidence of engaging families through a variety of strategies that enhance the academic and overall well-being of our students.

Objective	Strategy	Activities	Measure of Success	Progress Monitoring	Funding
Objective 1: By February 2025, Breckinridge Elementary will have developed a FACE action plan.	-KCWP 6: Establishing Learning Culture and Environment	-Collaboration of the school team and FACE Lead to develop a focus for the current school year	-Family Survey -Participation of Staff and Families	-Principal, FACE Lead, and FACE Liaison will monitor through monthly school support visits	-N/A
		-Execute the expectations established on the FACE action plan	-Analyze pre and post action plan data -Participate data of staff and families	-Principal, FACE Lead, and FACE Liaison will monitor at the beginning and end of the year	-Title I -FRC -FACE District Funds
		-Provide professional learning to school staff on evidence-based family community and engagement strategies and best practices	-Participation of Staff -Staff Learning Feedback form	-FACE Lead and FACE Department will monitor professional learning request form and staff learning feedback form	-Title I -FACE District Funds

SBDM Approval 12/17/24

Special Considerations for Targeted Support and Improvement (TSI)

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:

TSI 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), 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 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.	☒
		☐
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Comprehensive School Improvement Plan (CSIP)

Needs Assessment: Priorities

Efforts will be focused on reading and math to raise proficiency in 2024-2025 to address the indicator score drop from 76.5 to 72.9 indicating a change in status to Decline.

Efforts will be focused on reading proficiency for students with disabilities based on current KSA data showing 17% of students with Disability (with IEP) scoring proficient/distinguished.

Efforts will be focused on science, social studies, and writing to address the indicator score decrease from 77.5 to 68.2, Significant Decline.

Needs Assessment: Processes, Practices, or Conditions

Brenda Cowan Elementary uses various data points to assess student progress and needs, including MAP assessments, KSA data, formative assessments, district unit assessments, reading running records, and more. The Instructional Leadership Team reviews school-wide data, determines professional development needs, and sets school-wide goals. The Multi-tiered Systems of Support team meets weekly to discuss students' tier 2 and tier 3 ELA, Math, and behavioral support plans.

Kentucky Summative Indicators: Status and Change

Indicator	Status	Change
State Assessment Results in reading and mathematics	72.9	Decline
State Assessment Results in science, social studies, and writing	68.2	Significant Decline
English Learner Progress	72.1	Decline
Quality of School Climate and Safety	77.3	Increase
Postsecondary Readiness - *High School only*	NA	NA
Graduation Rate - *High School only*	NA	NA

1: State Assessment Results in Reading and Mathematics

Objective	Strategy	Activities	Measure of Success	Progress Monitoring	Funding
Increased student achievement in reading and math.	KCWP 2 Design and Deliver Instruction	Provide training on the district PLC framework and associated Five Key Questions to strengthen understanding with focus on continuous improvement.	Student achievement data as it is used throughout the Plan Do Study Act process	PLC Observations PLC Evidence (minutes, agendas, district PLC framework components, etc.)	
		Develop, implement, and monitor effective PLCs working collaboratively in recurring cycles of collective inquiry and action research, PDSA model.	Student achievement data as it is used throughout the Plan Do Study Act process	PLC Observations PLC Evidence (minutes, agendas, district PLC framework components, etc.)	
	KCWP 4 Review and Analyze Data	Consistently develop and utilize assessments (district benchmark, state level, common assessments, summative and formative framework assessments) to inform planning and determine next steps.	Student achievement data as it is used throughout the Plan Do Study Act process	Assessment Data Collection	

2: State Assessment Results in Science, Social Studies, and Combined Writing
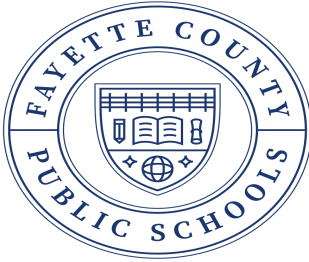
Objective	Strategy	Activities	Measure of Success	Progress Monitoring	Funding
Increased student achievement in science, social studies, and combined writing.	KCWP 2 Design and Deliver Instruction	Provide professional learning to expand the Core Connections content writing program to fourth grade with the goal of including all intermediate classrooms.	Student writing data and analysis of student writing samples	PLC minutes and data analysis protocols	
		Develop, implement, and monitor effective PLCs working collaboratively in recurring cycles of collective inquiry and action research, PDSA model.	Student achievement data as it is used throughout the Plan Do Study Act process	PLC Observations PLC Evidence (minutes, agendas, district PLC framework components, etc.)	

3: Achievement Gap

Objective	Strategy	Activities	Measure of Success	Progress Monitoring	Funding
Increase reading proficiency for students with disabilities, IEP.	KCWP 2 Design and Deliver Instruction	Deliver effective reading instruction after engaging in district training and professional learning on the use of SPIRE.	Student reading data	Special Education PLC and district feedback	

4: English Learner Progress

Objective	Strategy	Activities	Measure of Success	Progress Monitoring	Funding
Increase English Learner Progress.	KCWP 2 Design and Deliver Instruction	Design, develop, and implement effective teaching strategies with continued training on the Elevation Platform.	Student Data	EL PLC Student Data	

5: Quality of School Climate and Safety

Objective	Strategy	Activities	Measure of Success	Progress Monitoring	Funding
Create a positive environment for learning.	KCWP 6	Track survey data throughout the year about students' sense of belonging and their feelings about culture, climate, and safety while utilizing the Plan, Do, Student, Act protocol with analyzed data.	Survey Data	PBIS surveys KSA surveys	
Increase student social and emotional learning.	KCWP 6	Teachers will continue to use the Caring Schools Community curriculum to address students' social emotional learning issues. At the same time, there will be a plan for support of students whose social-emotional needs show up on DESSA as a concern by implementing small group and individual lessons with mental health specialists in the building.	DESSA data	DESSA Caring Schools Community	

6: Family Engagement

Objective	Strategy	Activities	Measure of Success	Progress Monitoring	Funding
Increased family and community engagement.	KCWP 6	Family engagement activities will be planned and executed by a committee to increase parent involvement, as well as information on how families can help support student learning.	Family Survey	Family Survey Committee Minutes Calendar of Events	

Goals

Comprehensive School Improvement Plan (CSIP)

Needs Assessment: Priorities

Priorities for Needs Assessments:

- **KCWP 2: Design and Deliver Instruction**
- **KCWP 4: Review, Analyze, Apply Data Results**

Needs Assessment: Processes, Practices, or Conditions

Processes, Practices, or Conditions for Needs Assessment on Steps:

1. **Enhance the Use of PLC Time**
   Focus on utilizing Professional Learning Community (PLC) time specifically for reviewing, analyzing, and applying data results. This will help in making instructional adjustments based on student performance, aligning with **KCWP 4: Review, Analyze, Apply Data Results**.
2. **Provide Professional Development**
   Offer professional development opportunities that emphasize effectively interpreting data to inform teaching practices. This training will support educators in applying data results in instructional planning, in line with **KCWP 2: Design and Deliver Instruction**.
3. **Create Structured Collaboration Time**
   Establish dedicated time for teachers to collaboratively review, analyze, and discuss data. This structured approach will emphasize trends and address student needs through the application of data results, reinforcing both **KCWP 2** and **KCWP 4** objectives.

Kentucky Summative Indicators: Status and Change

Indicator	Status	Change
State Assessment Results in reading and mathematics	40.6	+5.1

State Assessment Results in science, social studies, and writing	41.5	+2.5
English Learner Progress	62.9	-4.1
Quality of School Climate and Safety	76.6	-2.4
Postsecondary Readiness - *High School only*		
Graduation Rate - *High School only*		

1: State Assessment Results in Reading and Mathematics

State Assessment Results in Reading

- By 2025, <mark>Cardinal Valley Elementary</mark> will increase Reading proficient and distinguished level to 60% as measured by KSA. The current level is 23%.

State Assessment Results in Math

- By 2025, <mark>Cardinal Valley Elementary</mark> will increase Math proficiency and distinguished level to 55% as measured by KSA. The current level is 17%.

Objective	Strategy	Activities	Measure of Success	Progress Monitoring	Funding
By 2025, Cardinal Valley Elementary will increase P/D in Reading to 60%.	KCWP3	Process- Formal and informal processes to gather student learning data; academic monitoring during instruction, identification of enrichment of reteach, formative weekly assessments, unit assessments	PLC Observations Grade Level Data Spreadsheets Grade Level Assessments		
	KCWP4	Process- Develop and use a tracking system for monitoring student progress by learning intentions/standards. System for tracking standard attainment weekly (continuing deconstruction of ELA standards, added in math)	Grade Level Data Spreadsheets		
	KCWP2	Practice- Explicit instruction in reading foundation skills using a clear scope and sequence in grades K-2.	Observations Grade Level Plans Student work		
By 2025, Cardinal Valley Elementary will increase	KCWP3	Process- Formal and informal processes to gather student learning	PLC Observations Grade Level Data		

State Assessment Results in Reading

- By 2025, *Cardinal Valley Elementary* will increase Reading proficient and distinguished level to 60% as measured by KSA. The current level is 23%.

State Assessment Results in Math

- By 2025, *Cardinal Valley Elementary* will increase Math proficiency and distinguished level to 55% as measured by KSA. The current level is 17%.

Objective	Strategy	Activities	Measure of Success	Progress Monitoring	Funding
P/D in Math to 55%.		data; academic monitoring during instruction, identification of enrichment of reteach, formative weekly assessments, unit assessments	Spreadsheets Grade Level Assessments		
	KCWP4	Process– Develop and use a tracking system for monitoring student progress by learning intentions/standards. System for tracking standard attainment weekly (continuing deconstruction of ELA standards, added in math)	Grade Level Data Spreadsheets		
	KCWP2	Practice– Explicit instruction in math foundation skills using data from the KCM math fluency assessments to determine scope and sequence. Students will have access to conceptual math strategies through the use of Investigations Daily Routines/10- minute math, small group instruction, and manipulatives.	Observations Grade Level Plans Student work		

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

State Assessment Results in Science

- By 2025, *Cardinal Valley Elementary* will increase Science proficiency and distinguished level to 45% as measured by KSA. The current level is 10%.

State Assessment Results in Social Studies

- By 2025, *Cardinal Valley Elementary* will increase Social Studies proficient and distinguished level to 60% as measured by KSA. The current level is 15%.

State Assessment Results in Combined Writing

- By 2025, *Cardinal Valley Elementary* will increase Combined Writing proficiency and distinguished level to 60% as measured by KSA. The current level is 21%.

Objective	Strategy	Activities	Measure of Success	Progress Monitoring	Funding
By 2025, Cardinal Valley Elementary will increase P/D in Science to 45%.	KCWP2	Practice– Plan and implement Thinking Maps strategies school-wide. Students have the opportunity to organize their thinking, teachers will explicitly teach and model the focus map and students will have the opportunity to apply the learning to the map	Observations Grade Level Plans Student work		
By 2025, Cardinal Valley Elementary will increase P/D in Social Studies to 60%.	KCWP2	Practice– Plan and implement Thinking Maps strategies school-wide. Students have the opportunity to organize their thinking, teachers will explicitly teach and model the focus map and students will have the opportunity to apply the learning to the map	Observations Grade Level Plans Student work		
By 2025, Cardinal Valley Elementary will increase P/D in Combined Writing to 60%.	KCWP2	Practice– Plan and implement Thinking Maps strategies school-wide. Students have the opportunity to organize their thinking, teachers will explicitly teach and model the focus map and students	Observations Grade Level Plans Student work		

State Assessment Results in Science

- By 2025, *Cardinal Valley Elementary* will increase Science proficiency and distinguished level to 45% as measured by KSA. The current level is 10%.

State Assessment Results in Social Studies

- By 2025, *Cardinal Valley Elementary* will increase Social Studies proficient and distinguished level to 60% as measured by KSA. The current level is 15%.

State Assessment Results in Combined Writing

- By 2025, *Cardinal Valley Elementary* will increase Combined Writing proficiency and distinguished level to 60% as measured by KSA. The current level is 21%.

Objective	Strategy	Activities	Measure of Success	Progress Monitoring	Funding
		will have the opportunity to apply the learning to the map			
	KCWP2	Practice– Writing committee meets to deconstruct writing composition standards, trains the staff on implementing high-yield writing strategies, and school-wide vertical alignment. Students will receive explicit instruction in writing skills via mini-lessons, writer's workshop, and conferences. Teachers created writing rubrics and exemplars to share with students.	Observations Grade Level PlansRubrics Exemplars Student work		

3: Achievement Gap

Objective	Strategy	Activities	Measure of Success	Progress Monitoring	Funding
- By 2025, *Cardinal Valley Elementary* will decrease the percentage of students with disabilities scoring novice in reading from	KCWP5	Practice– Provide behavior-specific praise and reinforcement. Implement and commit to scheduled monitoring efforts in accordance with continuous improvement needs.	Observations Student Behavior Plans and Charts		

Objective	Strategy	Activities	Measure of Success	Progress Monitoring	Funding
68% to 9%. ● By 2025, <mark>*Cardinal Valley Elementary*</mark> will decrease the percentage of students with disabilities scoring novice in math from 77% to 10%. ●	KCWP5	Practice- Identify curricular modification needs and front load concepts where high levels of prerequisite skills are identified.	Special Education Teacher Lesson Plans EL Teacher Lesson Plans Observations		
	KCWP5	Condition- Allocate human resources and modify master schedule to better meet the needs of students with IEPs and PSPs leads to: - Teaching small interactive groups - Greater opportunities for co-teaching - Teaching content in multiple ways - Providing immediate feedback - Teaching self-regulation and self-monitoring	District Staffing Allocation (all special education staffing needs are allocated as determined by student IEPs)		
● By 2025, <mark>*Cardinal Valley Elementary*</mark> will decrease the percentage of EL students scoring novice in reading from 54% to 7%. ● By 2025, <mark>*Cardinal Valley Elementary*</mark> will decrease the percentage of EL students scoring novice in math from 62% to 8%.	KCWP2	Practice- Plan and implement Thinking Maps strategies school-wide. Students have the opportunity to organize their thinking, teachers will explicitly teach and model the focus map and students will have the opportunity to apply the learning to the map	Observations Grade Level Plans Student work		
	KCWP2	Practice- Explicit instruction in math foundation skills using data from the KCM math fluency assessments to determine scope and sequence. Students will have access to conceptual math strategies through the use of Investigations Daily Routines/10- minute math, small group instruction, and	Observations Grade Level Plans Student work		

Objective	Strategy	Activities	Measure of Success	Progress Monitoring	Funding
		manipulatives.			

4: English Learner Progress

English Learner Progress

- By 2025, <mark>Cardinal Valley Elementary</mark> will grow 100% of EL students by at least .5 in their composite score as measured by ACCESS. The current level is 66%.

Objective	Strategy	Activities	Measure of Success	Progress Monitoring	Funding
By 2025, Cardinal Valley Elementary will grow 100% of EL students by at least .5 in their composite score as measured by ACCESS.	KCWP2	Practice- Plan and implement oracy strategies (intentional planning of oracy activities by grade level teams)	Observations Grade Level Plans		
By 2025, Cardinal Valley Elementary will grow 100% of EL students by at least .5 in their composite score as measured by ACCESS.	KCWP5	Practice- Identify curricular modification needs and front load concepts where high levels of prerequisite skills are identified.	Special Education Teacher Lesson Plans EL Teacher Lesson Plans Observations		

5: Quality of School Climate and Safety

Quality of School Climate and Safety

- By 2025, <mark>Cardinal Valley Elementary</mark> will increase the quality of the school climate and safety index to 85% as measured by KSA. The current level is 79.4%.

Objective	Strategy	Activities	Measure of Success	Progress Monitoring	Funding
By 2025, Cardinal Valley Elementary will increase the Quality of School Climate and Safety Index from 82.9% to 85%	KCWP6	Practice- Ensure expectations of students are clearly defined and group norms have been established in the classroom and school - Intentional instruction of behaviors in all areas at beginning of school year and after breaks, visual reminders (posters/banners) throughout school	Beginning of school plans Midyear plans Morning announcements		
		Process- Ensure implementation of character education practices (respectful, responsible, safe) - Monthly character trait recognitions - Daily instruction of positive traits using Caring Schools Community - Monthly PBIS celebrations/recognitions - Small group instruction with various programs for T2 and T3 students as determined by data	Eos Behavior Platform		
By 2025, Cardinal Valley Elementary will increase the Quality of School Climate and Safety Index from 82.9% to 85%	KCWP6	Process- Ensure effective implementation of anti-bullying policies and procedures	Beginning of year school plansPLP Eos Behavior Platform		
		Process- Ensure that classrooms operate within the school's guidelines of cultural responsiveness - Morning announcements with recognition of achievements within diverse cultures - Purchasing diverse school library books and resources - Celebrating diverse cultures during	Morning Announcements Library Catalog Title 1 Agenda		

Quality of School Climate and Safety

- By 2025, *Cardinal Valley Elementary* will increase the quality of the school climate and safety index to 85% as measured by KSA. The current level is 79.4%.

Objective	Strategy	Activities	Measure of Success	Progress Monitoring	Funding
		Title 1 nights			

6: Postsecondary Readiness

Objective	Strategy	Activities	Measure of Success	Progress Monitoring	Funding

7: Graduation Rate

Objective	Strategy	Activities	Measure of Success	Progress Monitoring	Funding

Objective	Strategy	Activities	Measure of Success	Progress Monitoring	Funding

8: Family Engagement

Objective	Strategy	Activities	Measure of Success	Progress Monitoring	Funding

Special Considerations for Targeted Support and Improvement (TSI)

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:

TSI 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), 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 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.

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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:
    o   State Assessment Results in reading and mathematics
    o   State Assessment Results in science, social studies and writing
    o   Achievement Gap
    o   English Learner Progress
    o   Quality of School Climate and Safety

- The required goals for **high schools** include the following:
    o   State Assessment Results in reading and mathematics
    o   State Assessment Results in science, social studies and writing
    o   Achievement Gap
    o   English Learner Progress
    o   Quality of School Climate and Safety
    o   Postsecondary Readiness
    o   Graduation Rate

Alignment to Needs:

Results of the Phase Two needs assessment process should inform the development of the comprehensive school improvement plan. List the identified priorities below to be addressed in order to build staff capacity and increase student achievement.

Priorities/Concerns from Needs Assessment for Schools

List two or three of the greatest areas of weakness identified in question #5 of the Needs Assessment for Schools that will be thoroughly addressed in the strategies and activities outlined in this template.

> 1. Our first priority will be our EL students. Our progress status has had a slight decline in the last 2 years with a negative change of 1.1.
> 2. Our second priority will be our students with disabilities. In the last 2 years, we have had a decrease in P/D in reading from 35% to 33% but an increase in novice from 35% to 37%.

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.

> **Review, Revise and Analyze Data:** Cassidy's staff consistently communicate and implement a sustainable system for reviewing, analyzing, and applying data results through our PLC process. Teams have implemented a uniform way to elicit and interpret data. Our current goal is to act on meaningful evidence of student learning to determine priorities for student growth and achievement.
>
> Design and Deliver Assessment Literacy: Our school in conjunction with our district has a comprehensive assessment system. Throughout units of instruction, students are given assessments for the four primary assessment purposes: formative, diagnostic, interim/benchmark, and summative. These four assessment purposes provide a variety of evidence to support educational decision-making. The evidence is collected and triangulated to determine instructional decisions moving forward for individual student needs.

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

Indicator	Status	Change
State Assessment Results in reading and mathematics	92.5	5.1
State Assessment Results in science, social studies and writing	88.5	1.8
English Learner Progress	64	-1.1
Quality of School Climate and Safety	79.7	0.5
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.): State Assessment Results in Reading
By 2025, Cassidy School will increase Reading proficient and distinguished level to 75% as measured by KSA. Based on the 2023-2024 KSA data 74% of our students were proficient in reading.

State Assessment Results in Math
By 2025, Cassidy School will increase Math proficient and distinguished level to 76% as measured by KSA. Based on the 2023-2024 KSA data, 75% of our students were proficient in math.

Cassidy Elementary reading and math status will increase status to 94.5.

Objective	Strategy	Activities	Measure of Success	Progress Monitoring	Funding
Objective 1 ● By 2025, Cassidy will increase reading proficient and distinguished levels for African American students from 33% to 48% ● By 2025, Cassidy will increase reading proficient and distinguished levels for English Learners from 46% to 61% ● By 2025, Cassidy will increase reading proficient and distinguished levels for Economically Disadvantaged Students from 38% to 53%	KCWP 1	PLCs are using the learning intentions and success criteria from the curriculum framework to plan instruction and assessments.	PLC Meeting Agenda/Minutes/Docs Classroom Walkthrough PLC data collection tool	Progress will be monitored weekly and reviewed with staff monthly	n/a
	KCWP 2	Ensure professional development in the area of best practice/high yield instructional strategies to aid in circular adjustments when students fail to meet mastery	PLC Evidence Classroom Walkthrough	Progress will be monitored weekly and reviewed with staff monthly	n/a
	KCWP 3	Ensure that assessments are designed to best evaluate student learning	PLC Evidence PLC Agenda PLC data tool Unit Assessments	Progress will be monitored weekly and reviewed with staff monthly	n/a
Objective 2 ● By 2025, Cassidy will increase math proficient and distinguished levels	KCWP 3	Common unit assessments will be given at regular intervals and align to the standards in content and level of thinking. These will be given in	District common assessments District rubrics	Progress will be monitored weekly and reviewed with staff monthly	n/a

Goal 1 (State your reading and math goal.): State Assessment Results in Reading
By 2025, Cassidy School will increase Reading proficient and distinguished level to 75% as measured by KSA. Based on the 2023-2024 KSA data 74% of our students were proficient in reading.

State Assessment Results in Math
By 2025, Cassidy School will increase Math proficient and distinguished level to 76% as measured by KSA. Based on the 2023-2024 KSA data, 75% of our students were proficient in math.

Cassidy Elementary reading and math status will increase status to 94.5.

Objective	Strategy	Activities	Measure of Success	Progress Monitoring	Funding
for African American students from 30% to 45% • By 2025, Cassidy will increase math proficient and distinguished levels for English Learners from 46% to 61% • By 2025, Cassidy will increase math proficient and distinguished levels for Economically Disadvantaged Students from 38% to 53%		the core subjects in grades 3-5. The assessment will include items that mirror formats on the state assessment as appropriate.			
		Collect and use student data from common and formative assessments to inform classroom instruction and task selection. Data from assessments will be collected and organized on our PLC data collection tool. Our school PLC Google folder will house reports.	FCPS ROIS PLC documentation PLC data collection	Progress will be monitored weekly and reviewed with staff monthly	n/a

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

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

State Assessment Results in Science

By 2025, Cassidy School will increase Science proficient and distinguished level to 51% as measured by KSA. Based on the 2023-2024 KSA data, 49% of our students were proficient in science.

State Assessment Results in Social Studies

By 2025, Cassidy School will increase Social Studies proficient and distinguished level to 73% as measured by KSA. Based on the 2023-2024 KSA data, 72% of our students were proficient in social studies.

State Assessment Results in Combined Writing

By 2025, Cassidy School will increase Combined Writing proficient and distinguished level to 82% as measured by KSA. Based on the 2023-2024 KSA data, 81% of our students were proficient in writing.

Cassidy Elementary will increase the Science, Social Studies, and Writing status to 92.3.

Objective	Strategy	Activities	Measure of Success	Progress Monitoring	Funding
Objective 1 ● By 2025, Cassidy will increase science proficient and distinguished levels for Economically Disadvantaged Students from 12% to 30%	KCWP 1	PLCs are using the learning intentions and success criteria from the curriculum framework to plan instruction and assessments.	PLC Meeting Agenda/Minutes/Docs Classroom Walkthrough PLC data collection tool		n/a

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

State Assessment Results in Science

By 2025, Cassidy School will increase Science proficient and distinguished level to 51% as measured by KSA. Based on the 2023-2024 KSA data, 49% of our students were proficient in science.

State Assessment Results in Social Studies

By 2025, Cassidy School will increase Social Studies proficient and distinguished level to 73% as measured by KSA. Based on the 2023-2024 KSA data, 72% of our students were proficient in social studies.

State Assessment Results in Combined Writing

By 2025, Cassidy School will increase Combined Writing proficient and distinguished level to 82% as measured by KSA. Based on the 2023-2024 KSA data, 81% of our students were proficient in writing.

Cassidy Elementary will increase the Science, Social Studies, and Writing status to 92.3.

Objective	Strategy	Activities	Measure of Success	Progress Monitoring	Funding
Objective 2 • By 2025, Cassidy will increase social studies proficient and distinguished levels for Economically Disadvantaged Students from 30% to 45% • By 2025, Cassidy will increase writing proficient and distinguished levels for Economically Disadvantaged Students from 51% to 65%	KCWP 2	Ensure professional development in the area of best practice/high yield instructional strategies to aid in circular adjustments when students fail to meet mastery	PLC Evidence Classroom Walkthrough		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 ● By 2025, Cassidy will decrease reading novice levels for African American students from 22% to 15% ● By 2025, Cassidy will decrease reading novice levels for English Learners from 26% to 20% ● By 2025, Cassidy will decrease reading novice levels for Economically Disadvantaged Students from 23% to 20%	KCWP 3	Common unit assessments will be given at regular intervals and align to the standards in content and level of thinking. These will be given in the core subjects in grades 3-5. The assessment will include items that mirror formats on the state assessment as appropriate	District common assessments District rubrics		n/a
	KCWP 2	Ensure professional development in the area of best practice/high yield instructional strategies to aid in circular adjustments when students fail to meet mastery	PLC Evidence PLC Agenda PLC data tool		n/a
Objective 2 ● By 2025, Cassidy will decrease math novice levels for African American students from 19% to 10% ● By 2025, Cassidy will decrease math novice levels for English	KCWP 3	Common unit assessments will be given at regular intervals and align to the standards in content and level of thinking. These will be given in the core subjects in grades 3-5. The assessment will include items that mirror formats on the state assessment as appropriate	District common assessments District rubrics		n/a
	KCWP 2	Ensure professional development in the area of best practice/high yield instructional strategies to aid in circular	PLC Evidence PLC Agenda PLC data tool		n/a

Objective	Strategy	Activities	Measure of Success	Progress Monitoring	Funding
Learners from 30% to 25% • By 2025, Cassidy will decrease math novice levels for Economically Disadvantaged Students from 22% to 15%		adjustments when students fail to meet mastery			
Objective 3					

4: English Learner Progress

Goal 4 (State your English Learner goal.):
By 2025, Cassidy School will grow 100% of EL students by at least .5 in their composite score as measured by ACCESS. Current level is 51%.

Cassidy Elementary will increase the English Learner Progress status to 66.

Objective	Strategy	Activities	Measure of Success	Progress Monitoring	Funding
Objective 1 By 2025, Cassidy School will grow 100% of EL students by at least .5 in their composite score as measured by ACCESS. Current level is 64%.	KCWP 4	Incorporate explicit data review, analysis, and application components into all PLC meetings	PLC Data Protocols School formative and summative data PLC meetings		
Objective 2					

5: Quality of School Climate and Safety

Goal 5 (State your climate and safety goal.):
By 2025, Cassidy School will increase the quality of school climate and safety index to 83 as measured by KSA. Based on the 2023-2024 KSA results, our status is 79.7

Cassidy Elementary will increase the Quality of School Climate and Safety status to 82.2.

Objective	Strategy	Activities	Measure of Success	Progress Monitoring	Funding
Objective 1 By 2025, Cassidy School will increase the quality of school climate and safety index to 83 as measured by KSA. Based on the 2023-2024 KSA results, our status is 79.7	KCWP 2	Begin training staff on diversity, equity, inclusion, and belonging to develop a common language that will be utilized in the curriculum development process	Faculty Meeting Agendas Classroom Walkthrough		n/a
Objective 2					

6: Postsecondary Readiness (High School Only)

Goal 6 (State your postsecondary goal.):

Objective	Strategy	Activities	Measure of Success	Progress Monitoring	Funding
Objective 1					
Objective 2					

7: Graduation Rate (High School Only)

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

8: Other (Optional)

Goal 8 (State your separate goal.):

Objective	Strategy	Activities	Measure of Success	Progress Monitoring	Funding
Objective 1					
Objective 2					

Addendum for Schools Identified for Targeted or Comprehensive Support

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

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

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

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

Components of Turnaround Leadership Development and Support:
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.	☒
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Special Considerations for Comprehensive Support and Improvement (CSI) Schools

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

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

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

CSI Evidence-based Practices

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

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

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

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Comprehensive School Improvement Plan (CSIP)

Needs Assessment: Priorities

ELL Student Achievement, Reading & Math proficiency

Needs Assessment: Processes, Practices, or Conditions

[COE Key Elements oCOE School Key Elements Template](#)

Kentucky Summative Indicators: Status and Change

Indicator	Status	Change
State Assessment Results in reading and mathematics	46.6	+5
State Assessment Results in science, social studies, and writing	43.2	-4.4
English Learner Progress	65.3	-5.5
Quality of School Climate and Safety	75.9	+3.4

1: State Assessment Results in Reading and Mathematics

By October 2028 Coventry Oak Elementary will increase the Reading and Math combined status percentage from 46.6 to 51.6

Objective	Strategy	Activities	Measure of Success	Progress Monitoring	Funding
By 2025, Coventry Oak Elementary will increase P/D in Reading to 48.3.	KCWP 1 - Design & Deploy Standards	Continue to monitor and adjust instruction to ensure high quality and rigorous instruction is occuring at Tier 1, 2 and 3.	-TNTP Rubric -PLC monitoring -PLC observations -Self assessment	Leadership team will analyze Common Assessment data and provide actionable feedback to teachers	NA

By October 2028 Coventry Oak Elementary will increase the Reading and Math combined status percentage from 46.6 to 51.6

Objective	Strategy	Activities	Measure of Success	Progress Monitoring	Funding
By 2025, Coventry Oak Elementary will increase P/D in Math to 48.3.	KCWP 3 – Design and Deliver Assessment Literacy	Continue to monitor and revise common assessments to ensure grade level rigor and focus on deeper DOK levels (in alignment to the standard) are utilized to determine student achievement.	Common assessment monitoring PLC observation	Leadership team will review common planning and provide actionable feedback to teachers	NA
	KCWP 4 – Review, Analyze, Apply Data Results	Continual monitoring of assessment results using PLC data trackers and online platforms to determine instructional needs and improvement	Common Unit and Formative Assessments	Leadership team will analyze district common assessments on ADAM (Pearson) Platform Leadership will use Formative data assessment trackers to analyze classroom data on a weekly basis	NA

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

By October 2028 Coventry Oak Elementary will increase the Science, Social Studies and Combined Writing status percentage from 43.2 to 48.2

Objective	Strategy	Activities	Measure of Success	Progress Monitoring	Funding
By 2025, Coventry Oak Elementary will increase P/D in Science to 44.8. By 2025, Coventry Oak Elementary will increase P/D in Social Studies to 44.8. By 2025, Coventry Oak Elementary will increase P/D in Combined Writing to 44.8.	KCWP 2: Design and Deliver Instruction	Develop, implement, and monitor strong, effective PLCs utilizing the district PLC framework and protocol. Capacity will be built with grade-level team leaders for facilitating effective PLC meetings and data analysis.	PLC agendas, ILT agendas, lesson plans, classroom observations, and walk-through data.	Weekly by administration	N/A
	KCWP 4 – Review, Analyze, Apply Data Results	Collect and use student learning data from common unit assessments to inform classroom instruction and curriculum decisions. Data from assessments will be collected and organized systematically, using technology and district resources as much as possible.	Formative Assessment data	Monthly by administration	N/A

3: Achievement Gap

Objective	Strategy	Activities	Measure of Success	Progress Monitoring	Funding
By 2025, Coventry Oak Elementary will increase AA students scoring P/D in Science, SS, and Writing to 41.5. By 2025, Coventry Oak Elementary will increase economically disadvantaged students scoring P/D in Science, SS, and Writing to 39.	KCWP 2: Design and Deliver Instruction	Develop, implement, and monitor strong, effective PLCs utilizing the district PLC framework and protocol. Capacity will be built with grade-level team leaders for facilitating effective PLC meetings and data analysis.	PLC agendas, ILT agendas, lesson plans, classroom observations, and walk-through data.	Weekly by administration	N/A
	KCWP 4 - Review, Analyze, Apply Data Results	Collect and use student learning data from common unit assessments to inform classroom instruction and curriculum decisions. Data from assessments will be collected and organized systematically, using technology and district resources as much as possible.	Formative Assessment data	Monthly by administration	N/A

4: English Learner Progress

By April 2025, 80% of EL students will grow by at least .5 in their ACCESS composite score. From 65.3 to 65.8.

Objective	Strategy	Activities	Measure of Success	Progress Monitoring	Funding
By 2025, *Coventry Oak Elementary* will grow 80% of EL students by at least .5 in their composite score as measured by ACCESS.	KCWP 1, 2, 3 & 6	*Implement and sustain* systems for analyzing student data and determining instructional support plans for students in underperforming groups.	PLC agenda, individual data meeting notes, data dashboard	bi-weekly by administration	N/A
		Provide training to teachers and support staff on diversity, equity and inclusion to develop a common language/framework to be integrated in the curriculum planning, review and feedback process and included in the PLC process.	DEIB Lead, FACE Committee, lesson plans, classroom observations, walk through data.	bi-weekly by administration	N/A

5: Quality of School Climate and Safety

By October 2028 Coventry Oak Elementary will increase the Quality of School Climate and Safety status from 75.9 to 80.9

Objective	Strategy	Activities	Measure of Success	Progress Monitoring	Funding
Increase the quality of school climate and safety index to 77.6 as measured by KSA.	KCWP 5 - Design, Align, Deliver, Support Processes	Continue to refine master schedule to ensure collaboration of interventionists, Special Education staff, and EL specialists are utilized in Tier 1 as effectively as possible. Co-teaching and push-in models will be utilized when applicable to support the Tiered instruction and the overall Tier 1.	Master & Teacher Schedules to ensure Common Plannings and Co-Teaching	Leadership Team will monitor IEPs throughout the building and ensure student plans and accommodations are being followed and implemented	

6: Family Engagement

By February 2028 Coventry Oak Elementary School will demonstrate evidence of engaging families through a variety of strategies that enhance the academic and overall well-being of our students.

Objective	Strategy	Activities	Measure of Success	Progress Monitoring	Funding
By February 2028, Coventry Oak Elementary School will have developed a FACE (Family and Community Engagement Plan)	Implement and monitor the strategies developed in the plan.	FACE committee with support from the district FACE liaisons will develop the focus for the year	- Copy of FACE plan - Family Surveys - Parent/Community participation in committees/FRC advisory council/volunteer opportunities	Principal, FACE lead and FACE liaison will monitor FACE plan throughout the year.	- Section 6 - Title 1 - FRC - PTA
		Execute the expectations established on the FACE action plan	- Pre-Post action plan data/reflection - Participation data	Principal, FACE lead and FACE liaison will monitor FACE plan throughout the year.	- Section 6 - Title 1 - FRC - PTA
		Offer a variety of events, activities and supports for families per the FACE plan.	- Participation at events - List of resources provided- and # or families accessing the resources	Principal, FACE lead and FACE liaison will monitor FACE plan throughout the year.	- Section 6 - Title 1 - FRC - PTA

Special Considerations for Targeted Support and Improvement (TSI)

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:**

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?
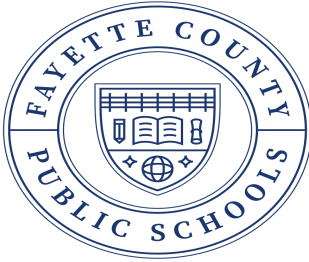
Response:

TSI 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), 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 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.	☒
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Comprehensive School Improvement Plan (CSIP)

Needs Assessment: Priorities

Deep Springs Elementary will continue to focus on increasing the percent Proficient/Distinguished for students in Reading and Math based on KSA data. According to Deep Springs Elementary 2024 KSA Data, we had declines in EL student data (ACCESS Testing decrease of 15%), Reading (decrease of 2%), and Quality of School Climate & Safety Student Survey (decrease of 3%).

Needs Assessment: Processes, Practices, or Conditions

KCWP 1: Design and Deploy Standards

Continually assess, review, and revise curricula to support the assurance that all students have the knowledge, skills, and dispositions for future success.

KCWP 2: Design and Deliver Instruction

The Instructional program includes consistent implementation of evidence-based instructional practices essential for academic, behavioral, and social-emotional competencies 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 to ensure a uniform way to elicit, interpret, and act on meaningful evidence of student learning.

Kentucky Summative Indicators: Status and Change

Indicator	Status	Change
State Assessment Results in reading and mathematics	47.6	2.0
State Assessment Results in science, social studies, and writing	60.1	11.5
English Learner Progress	58.1	-14.9
Quality of School Climate and Safety	76.1	-1.6

1: State Assessment Results in Reading and Mathematics

By the fall of 2028, Deep Springs Elementary will increase the Reading and Math combined status percentage from 47.6 to 53.6

Objective	Strategy	Activities	Measure of Success	Progress Monitoring	Funding
By the fall of 2025, Deep Springs Elementary will increase the Reading and Math combined status percentage from 47.6 to 49.6	KCWP 3: Teachers will Design and Deliver Assessment Literacy by collaborating with teammates on common formative and summative assessments.	We will develop common unit assessments.	ELA and Math Common Unit Assessments PLC Minutes	January 2026 March 2026 June 2026	N/A
	KCWP 4: Teachers will develop a systematic process to review, analyze, and apply data utilizing various platforms.	We will measure student outcomes through data platforms, ensuring the reduction of achievement gaps.	Data Platforms (MAP, KSA, Imagine Learning, FastBridge, etc)	January 2026 March 2026 June 2026	Title 1
	KCWP 2: Teachers will design and deliver Instruction by recording their lessons/instruction and coaching/providing feedback to colleagues (CCT - Coaching Colleagues Together).	We will continue to monitor student progress in all tiers of instruction with fidelity checks, unit framework alignment, and student success criteria.	Walkthrough Data PLC Minutes	January 2026 March 2026 June 2026	N/A

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

By the fall of 2028, Deep Springs Elementary will increase the Science, Social Studies, and Combined Writing status percentage from 60.1 to 66.1

Objective	Strategy	Activities	Measure of Success	Progress Monitoring	Funding
By the fall of 2025, Deep Springs Elementary will increase the Science, Social Studies, and Combined Writing	KCWP 2: Teachers will develop a systematic process to design and deliver Instruction by integrating KAGAN strategies	During PLCs, teachers will collaborate to determine which KAGAN strategy to include in their lesson plans	PLC Minutes Lesson Plans	January 2026 March 2026 June 2026	N/A

By the fall of 2028, Deep Springs Elementary will increase the Science, Social Studies, and Combined Writing status percentage from 60.1 to 66.1

Objective	Strategy	Activities	Measure of Success	Progress Monitoring	Funding
status percentage from 60.1 to 62.1	into their classroom lesson plans.	focusing specifically on our low performing students to ensure active engagement.	Observations		
	KCWP 4: Teachers will develop a systematic process to review, analyze, and apply data looking for ways to integrate multiple content areas.	We will follow the process for interdisciplinary PLC practices for utilizing the integrated content with the unit frameworks to include clarity of teaching and learning practices and student self-assessment practices across multiple areas of learning.	District Provided Integrated Framework	January 2026 March 2026 June 2026	N/A
	KCWP 4: Teachers will develop a systematic process to review, analyze, and apply data during each PLC meeting.	We will work with district support and other high-functioning PLCs to enhance effective PLC practices. Practices include teaching and learning, assessment analysis processes, student opportunities to respond to learning, and students becoming assessment-capable.	PLC Agendas PLC Minutes	January 2026 March 2026 June 2026	N/A

3: Achievement Gap

Objective	Strategy	Activities	Measure of Success	Progress Monitoring	Funding
By the spring of 2025, Reading MAP Achievement for African American students will increase an average of 3 percentile of all grades K-5.	KCWP 3: Teachers will Design and Deliver Assessment Literacy by using student data to inform instruction.	We will continue to collect and use African American student learning data from Fall and Winter MAP assessments to inform classroom instruction and make	PLC Agendas/Minutes MAP Assessment Platform Student Work Analysis	March 2025 June 2025	N/A

Objective	Strategy	Activities	Measure of Success	Progress Monitoring	Funding
		curriculum decisions.			

4: English Learner Progress

By the fall of 2028, Deep Springs Elementary will increase the ACCESS status percentage for EL students from 58.1 to 64.1

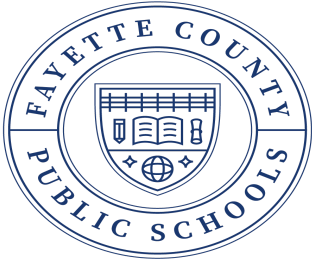| Objective	Strategy	Activities	Measure of Success	Progress Monitoring	Funding
By the fall of 2025, Deep Springs Elementary will increase the ACCESS status percentage for EL students from 58.1 to 60.1	KCWP 3: El & Homeroom Teachers will Design and Deliver Assessment Literacy by using student data to inform instruction.	Ensure that EL students receive intentional small-group teaching with EL teachers. Their focus will be on speaking, listening, reading, and writing.	Increase student achievement on ACCESS composite scores for English Learners	EL Teachers - January 2026, March 2026, June 2026	N/A
		EL students will have opportunities to learn with differentiated instruction in the classroom based on their individual needs.			

5: Quality of School Climate and Safety

By the fall of 2028, Deep Springs Elementary will increase the Quality of School Climate and Safety status from 76.1 to 82.1

Objective	Strategy	Activities	Measure of Success	Progress Monitoring	Funding
By the fall of 2025, Deep Springs Elementary will increase the Quality of School Climate and Safety status from 76.1 to 78.1	Implement and monitor SEL lessons used throughout the building.	Daily SEL Lessons across the school	Master Schedule	SST Team will monitor the implementation of SEL Lessons monthly	District Funding for Curriculum
		Implement eOS system	System Fidelity by staff	PBIS Team and Behavior Coach will monitor eOS School and Student Data on a monthly basis	N/A

6: Family Engagement

By the fall of 2028, Deep Springs Elementary School will demonstrate evidence of engaging families through a variety of strategies that enhance the academic and overall well-being of our students.

Objective	Strategy	Activities	Measure of Success	Progress Monitoring		Funding
By the fall of 2025, Deep Springs Elementary will create an action plan through our FACE (Family and Community Engagement) committee to increase family and community engagement.	Implement and monitor the strategies developed in the plan.	FACE committee with support from the district FACE liaisons will develop the focus for the year	FACE action plan Family Surveys Parent/Community participation in committees/FRC advisory council/volunteer opportunities	Principal, FACE school lead and FACE district liaison will monitor the FACE plan throughout the year.		Section 6 Title 1 FRC PTA
		Execute the expectations established on the FACE action plan	Pre-Post action plan data/reflection Participation data	Principal, FACE school lead and FACE district liaison will monitor the FACE plan throughout the year.		Section 6 Title 1 FRC PTA
		Offer a variety of events, activities and supports for families per the FACE plan.	Participation at events List of resources provided- and # or families accessing the resources	Principal, FACE school lead and FACE district liaison will monitor the FACE plan throughout the year.		Section 6 Title 1 FRC PTA

Comprehensive School Improvement Plan (CSIP)

Needs Assessment: Priorities

Special Education and ELL student achievement; Social Studies and Writing Achievement

Needs Assessment: Processes, Practices, or Conditions

Dixie Magnet KCWP

Kentucky Summative Indicators: Status and Change

Indicator	Status	Change
State Assessment Results in reading and mathematics	66.4	-0.7 Decline
State Assessment Results in science, social studies, and writing	52.9	-5.9 Decline
English Learner Progress	16.1	-37.5 Significant Decline
Quality of School Climate and Safety	74.5	0.5 Increase
Postsecondary Readiness - *High School only*	NA	
Graduation Rate - *High School only*	NA	

1: State Assessment Results in Reading and Mathematics

By 2028, Dixie Magnet Elementary will increase reading and math combined status levels to 72.7 as measured by KSA. The current level is 67.1.

Objective	Strategy	Activities	Measure of Success	Progress Monitoring	Funding
By 2025, Dixie Magnet Elementary will increase reading proficient and	KCWP 2	Develop, implement, and monitor strong, effective PLCs utilizing the district PLC framework and protocol.	PLT agendas, ILT agendas, lesson plans, classroom	Weekly by administration	N/A

By 2028, Dixie Magnet Elementary will increase reading and math combined status levels to 72.7 as measured by KSA. The current level is 67.1.					
Objective	**Strategy**	**Activities**	**Measure of Success**	**Progress Monitoring**	**Funding**
distinguished levels 72.6. The current level is 70.6.		Capacity will be built with grade-level team leaders for facilitating effective PLC meetings and data analysis.	observations, and walk-through data.		
	KCWP 4	Collect and use student learning data from common unit assessments to inform classroom instruction and curriculum decisions. Data from assessments will be collected and organized systematically, using technology and district resources as much as possible.	Formative Assessment data	bi-weekly by administration	N/A
By 2025, Dixie Magnet Elementary will increase math proficient and distinguished levels 65.5. The current level is 63.5.	KCWP 2	Develop, implement, and monitor strong, effective PLCs utilizing the district PLC framework and protocol. Capacity will be built with grade-level team leaders for facilitating effective PLC meetings and data analysis.	PLT agendas, ILT agendas, lesson plans, classroom observations, and walk-through data.	Weekly by administration	N/A
	KCWP 4	Collect and use student learning data from common unit assessments to inform classroom instruction and curriculum decisions. Data from assessments will be collected and organized systematically, using technology and district resources as much as possible.	Formative Assessment data	bi-weekly by administration	N/A

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

By 2028, Dixie Magnet Elementary will increase science, social studies, and combined writing status to 63.3 as measured by KSA. The current level is 58.3.					
Objective	**Strategy**	**Activities**	**Measure of Success**	**Progress Monitoring**	**Funding**
By 2025, Dixie Magnet Elementary will increase	KCWP 2	Develop, implement, and monitor	PLT agendas, ILT agendas, lesson	Weekly by administration	N/A

By 2028, Dixie Magnet Elementary will increase science, social studies, and combined writing status to 63.3 as measured by KSA. The current level is 58.3.					
Objective	**Strategy**	**Activities**	**Measure of Success**	**Progress Monitoring**	**Funding**
science proficient and distinguished levels to 59.3. The current level is 57.3.		strong, effective PLCs utilizing the district PLC framework and protocol. Capacity will be built with grade-level team leaders for facilitating effective PLC meetings and data analysis.	plans, classroom observations, and walk-through data.		
	KCWP 4	Collect and use student learning data from common unit assessments to inform classroom instruction and curriculum decisions. Data from assessments will be collected and organized systematically, using technology and district resources as much as possible.	Formative Assessment data	bi-weekly by administration	N/A
By 2025, Dixie Magnet Elementary will increase social studies proficient and distinguished levels to 58.1. The current level is 55.1.	KCWP 2	Develop, implement, and monitor strong, effective PLCs utilizing the district PLC framework and protocol. Capacity will be built with grade-level team leaders for facilitating effective PLC meetings and data analysis.	PLT agendas, ILT agendas, lesson plans, classroom observations, and walk-through data.	Weekly by administration	N/A
	KCWP 4	Collect and use student learning data from common unit assessments to inform classroom instruction and curriculum decisions. Data from assessments will be collected and organized systematically, using technology and district resources as much as possible.	Formative Assessment data	bi-weekly by administration	N/A
By 2025, Dixie Magnet Elementary will increase combined writing proficient and distinguished levels to 62.4. The current level is 61.4.	KCWP 2	Develop, implement, and monitor strong, effective PLCs utilizing the district PLC framework and protocol. Capacity will be built with grade-level team leaders for facilitating effective PLC meetings and data analysis.	PLT agendas, ILT agendas, lesson plans, classroom observations, and walk-through data.	Weekly by administration	N/A

By 2028, Dixie Magnet Elementary will increase science, social studies, and combined writing status to 63.3 as measured by KSA. The current level is 58.3.						
Objective	**Strategy**	**Activities**	**Measure of Success**	**Progress Monitoring**	**Funding**	
	KCWP 4	Collect and use student learning data from common unit assessments to inform classroom instruction and curriculum decisions. Data from assessments will be collected and organized systematically, using technology and district resources as much as possible.	Formative Assessment data	bi-weekly by administration	N/A	

3: Achievement Gap

Objective	Strategy	Activities	Measure of Success	Progress Monitoring	Funding
By 2025, Dixie Magnet will increase EL proficient and distinguished levels to 42.3. The current level 40.3.	KCWP 5	***Develop and implement*** a system for monitoring and providing feedback to students regarding the use of allowable accommodations during formative assessments. Ex. utilizing headphones and tools for having questions or passages re-read instead of rushing through and not utilizing accommodations..	Formative assessment data, qualitative observation data, IEP goal progress	bi-weekly by administration	N/A
	KCWP 5	***Implement and refine*** systems for data analysis muti-tiered systems of support (MTSS) for academics, behavior, and attendance.	Classroom observations, walk through data, PBIS data, formative assessment data, DESSA data	bi-weekly by administration	N/A
By 2025, Dixie Magnet Elementary Special Education proficient and distinguished levels to 46.7. The current level is 44.7	KCWP 5	***Develop and implement*** a system for monitoring and providing feedback to students regarding the use of allowable accommodations during formative assessments. Ex. utilizing headphones and tools for having questions or passages re-read instead of rushing through and not utilizing accommodations..	Formative assessment data, qualitative observation data, IEP goal progress	bi-weekly by administration	N/A
	KCWP 5	***Implement and refine*** systems for data analysis muti-tiered systems of support (MTSS) for academics, behavior, and attendance.	Classroom observations, walk through data, PBIS data, formative	bi-weekly by administration	N/A

Objective	Strategy	Activities	Measure of Success	Progress Monitoring	Funding
			assessment data, DESSA data		

4: English Learner Progress

By 2028, *Dixie Magnet Elementary* will grow 100% of EL students by at least .5 in their composite score as measured by ACCESS.

Objective	Strategy	Activities	Measure of Success	Progress Monitoring	Funding
By 2025, Dixie Magnet Elementary will grow 100% of EL students by at least .5 in their composite score as measured by ACCESS.	KCWP 1, 2, 3 & 6	**Implement and sustain** systems for analyzing student data and determining instructional support plans for students in underperforming groups.	PLC agenda, individual data meeting notes, data dashboard	bi-weekly by administration	N/A
		Provide training to teachers and support staff on diversity, equity and inclusion to develop a common language/framework to be integrated in the curriculum planning, review and feedback process and included in the PLC process.	DEIB Lead, DEIB Committee, lesson plans, classroom observations, walk through data.	bi-weekly by administration	N/A

5: Quality of School Climate and Safety

By 2028, *Dixie Magnet Elementary* will increase the quality of school climate and safety index to 79.5 as measured by KSA. Current level is **74.5**.

Objective	Strategy	Activities	Measure of Success	Progress Monitoring	Funding
By 2025, Dixie Magnet Elementary will increase the quality of school climate and safety index to 76.5. The current level is 74.5.	KCWP 5 & 6	**Develop and implement** ongoing professional learning for teachers and staff in the area of Culturally Responsive Teaching and Learning (CRTL) and Trauma Informed Care practices.	Classroom observations, walk through data, PBIS data, formative assessment data, DESSA data	bi-weekly by administration	N/A
		Continue to learn, develop, and improve design and implementation of muti-tiered systems of support (MTSS) for academics and behavior	Classroom observations, walk through data, PBIS data, formative assessment data, DESSA data	bi-weekly by administration	N/A

6: Postsecondary Readiness

Objective	Strategy	Activities	Measure of Success	Progress Monitoring	Funding

7: Graduation Rate

Objective	Strategy	Activities	Measure of Success	Progress Monitoring	Funding

8: Family Engagement

By 2028, Dixie Magnet Elementary will increase family engagement to foster a collaborative partnership that supports student achievement, well-being, and school community development by having 100% of our families engaged in person at least twice a year.

Objective	Strategy	Activities	Measure of Success	Progress Monitoring	Funding
By 2025, Dixie Magnet will increase family engagement by having 95% of our families engaged in person at least twice a year.	KCWP 6	Dixie will host a Multicultural, Tech Safety, Wellness, and PBL nights where families and students collaborate to support student achievement, well-being, and school community.	Compact Signature Pages, sign-in pages for each event, overall attendance tracker	Monthly	Title I
		Dixie Teachers will discuss each students progress with parents two times a school year.	Compact Signature Pages, sign-in pages for each event, overall attendance tracker	Monthly	N/A

Special Considerations for Targeted Support and Improvement (TSI)

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?
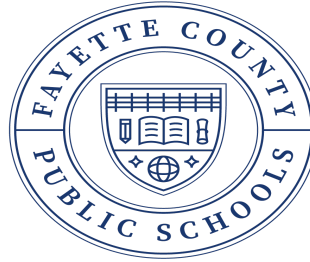
Response:

TSI 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), 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 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.	☒
		☐
		☐
		☐
☒		☒

Comprehensive School Improvement Plan (CSIP)

Needs Assessment: Priorities

Based on 2024 KSA Assessment Data

Reading

- 48% of African American students reached proficiency in reading while 60% of all student were proficient.

- 45% of Hispanic students reached proficiency in reading while 60% of all student were proficient.

- 47% of economically disadvantaged students reached proficiency in reading while 60% of all student were proficient.

- 36% of students with disabilities reached proficiency in reading while 60% of all student were proficient.

- 36% of EL students reached proficiency in reading while 60% of all student were proficient.

Math

- 23% of Hispanic students reached proficiency in reading while 51% of all student were proficient.

- 28% of economically disadvantaged students reached proficiency in reading while 51% of all student were proficient.

- 21% of students with disabilities reached proficiency in reading while 51% of all student were proficient.

- 27% of EL students reached proficiency in reading while 51% of all student were proficient.

Needs Assessment: Processes, Practices, or Conditions

Processes

At Garden Springs Elementary, we use a variety of approaches to ensure stakeholders are involved in the improvement planning process. Stakeholder groups include families, district level administration, community partners, students, and faculty and staff from our school. All of these stakeholder groups play an important part in the development of our school improvement plan.

Parents have been involved through our School Based Council, PBIS committee, Title I Advisory Council, and through family surveys. SBDM parents are elected to serve as council members and contribute to our school improvement efforts. They are informed of their roles and responsibilities at their first council meeting. We schedule monthly meetings after school hours to allow parents, teachers and community members the opportunity to attend these meetings and have a voice in school improvement efforts. At our monthly SBDM meetings, we analyze a variety of academic, behavioral and attendance data. We use this data to celebrate accomplishments and to create strategies to address areas of need. We also get parent input through our school's PBIS committee. A parent representative serves on this committee where we review our school-wide behavior data and discuss next steps at our monthly PBIS meetings. In addition, families have an opportunity to provide input throughout Title I Advisory Council. Finally, parents have an opportunity to provide feedback by completing our parent satisfaction survey.

Faculty and staff are involved through their participation during faculty meetings, PLC meetings, and during Continuous Improvement Team meetings. All teachers participate in our weekly faculty and PLC meetings. We use this time to analyze a variety of data to determine our progress toward improvement goals and evaluate implementation of activities to meet these goals. The Continuous Improvement Team is made up of team leads from all grade levels and departments. This team meets throughout the school year and they are a key part of our school improvement planning and evaluation of progress.

District level administration has been involved by providing support and guidance throughout the improvement planning process. They are instrumental in helping us secure high quality professional learning opportunities for our teachers. The professional learning opportunities directly impact the teaching and learning taking place in the classroom.

Students in 3rd, 4th, and 5th grades are selected to serve on our Student Advisory Council. This provides an opportunity for students to provide feedback about things that are going well school-wide and ideas for improvement. 3rd, 4th, and 5th grade students also have an opportunity to complete the Quality of School

Climate and Safety survey as part of the Kentucky Summative Assessment.

All of these stakeholder groups play an important role in analyzing a variety of data including MAP universal screening data, PBIS behavior data, Next Steps in Guided Reading data, formative assessment data, common assessment data, survey data, attendance data, and KSA data to determine needs in our school, identifying improvement efforts that will address these needs, and monitoring progress toward our school-wide goals. This data is analyzed in a timely manner once the data is released and available. Agendas and minutes are kept for all meetings.

Practices

Our 2023 - 2024 CSIP plan focuses on the following activities:

- All grade levels/departments will complete the PLC self-assessment to determine priority areas for improvement which includes processes to support standards based instruction (focus on learning) within the Plan- Do - Study - Act model.
- Apply for district Title II funds to send a team to Solution Tree's Professional Learning Communities at Work Institute this summer.
- Apply for district Title II funds to have a PLC coach work with grade level teams to implement PLCs with fidelity.
- PLCs will use grade level Kentucky Academic Standards and the FCPS unit frameworks to create learning intentions, success criteria, lessons, and assessments following the PDSA model. We will also integrate standards deconstruction into this process.
- PLCs will create formative and summative assessments and review the data to measure student progress, supports, and opportunities for acceleration.
- We will use ESS funds to hire a daytime waiver teacher to work with small groups during math small group time.
- Teachers will participate in professional learning around our revised writing plan and meet the expectations included in the plan.
- Teachers will participate in professional learning around the district adopted High Quality Instructional Resources for reading and math and implement the programs with fidelity.

The following information details how successful these activities have been to this point:

- All grade levels/departments will complete the PLC self-assessment to determine priority areas for improvement which includes processes to support standards based instruction

(focus on learning) within the Plan- Do - Study - Act model.

- We had teams complete the PLC self - assessment at the start of this school year. We will revisit this throughout the school year to measure progress.

- Apply for district Title II funds to send a team to Solution Tree's Professional Learning Communities at Work Institute this summer.

  - Our team attended the Solution Tree PLC Summer Institute. This was a valuable experience for our team leads and has contributed to improvements with our PLCs.

- Apply for district Title II funds to have a PLC coach work with grade level teams to implement PLCs with fidelity.

  - We did not receive funding for this activity.

- PLCs will use grade level Kentucky Academic Standards and the FCPS unit frameworks to create learning intentions, success criteria, lessons, and assessments following the PDSA model. We will also integrate standards deconstruction into this process.

  - Our PLCs do a good job of planning lessons and creating assessments.

- PLCs will create formative and summative assessments and review the data to measure student progress, supports, and opportunities for acceleration.

  - This data is used to inform instruction in the classroom and measure teaching and learning.

- We will use ESS funds to hire a daytime waiver teacher to work with small groups during math small group time.

  - This activity is starting this year.

- Teachers will participate in professional learning around our revised writing plan and meet the expectations included in the plan.

  - We feel this has contributed to improved student writing and increase assessment scores.

- Teachers will participate in professional learning around the district adopted High Quality Instructional Resources for reading and math and implement the programs with fidelity.

  - Teachers participated in PL around our new HQIR, but we continue to provide ongoing support and professional learning.

We plan to continue our work with PLCs, our writing plan, HQIRs, the Daytime ESS waiver, engagement strategies, balanced assessment, and small group instruction when we create our CSIP plan for the current school year.

Conditions - Priorities/Concerns

Based on 2024 KSA Assessment Data

Reading

- 48% of African American students reached proficiency in reading while 60% of all student were proficient.
- 45% of Hispanic students reached proficiency in reading while 60% of all student were proficient.
- 47% of economically disadvantaged students reached proficiency in reading while 60% of all student were proficient.
- 36% of students with disabilities reached proficiency in reading while 60% of all student were proficient.
- 36% of EL students reached proficiency in reading while 60% of all student were proficient.

Math

- 23% of Hispanic students reached proficiency in reading while 51% of all student were proficient.
- 28% of economically disadvantaged students reached proficiency in reading while 51% of all student were proficient.
- 21% of students with disabilities reached proficiency in reading while 51% of all student were proficient.
- 27% of EL students reached proficiency in reading while 51% of all student were proficient.

Conditions - Strengths/Leverages

Based on 2024 KSA Assessment Data

Reading

- The percentage of students scoring novice on the KSA decreased by 3%.
- The percentage of students scoring proficient/distinguished on the KSA increased by 11%.

Math

- The percentage of students scoring novice on the KSA decreased by 9%.
- The percentage of students scoring proficient/distinguished on the KSA increased by 11%.

Science

- The percentage of students scoring proficient/distinguished on the KSA increased by 2%.

Social Studies

- The percentage of students scoring novice on the KSA decreased by 10%.
- The percentage of students scoring proficient/distinguished on the KSA increased by 16%.

Combined Writing

- The percentage of students scoring novice on the KSA decreased by 4%.
- The percentage of students scoring proficient/distinguished on the KSA increased by 23%.

We feel the reduction in novice is a direct result of our continued improvement in our Tier I instruction, MTSS program, and student writing. We also feel the increase in small group instruction in the classroom will contribute to an increase in proficiency.

Kentucky Summative Indicators: Status and Change

Indicator	Status	Change
State Assessment Results in reading and mathematics	High - 74.5	Increased Significantly - +9.1
State Assessment Results in science, social studies, and writing	High - 67.9	Increased Significantly - +10.7
English Learner Progress	Very High - 67.6	Declined - -4.5
Quality of School Climate and Safety	High - 79.1	Maintained - -.4

1: State Assessment Results in Reading and Mathematics

Goal
By October 2025, Garden Springs Elementary will increase the Reading and Math combined status score on KSA from 74.5 to 79.5.

Objective	Strategy	Activities	Measure of Success	Progress Monitoring	Funding
By October 2025, Garden Springs Elementary will increase the percentage of students scoring proficient/distinguished in reading from 61% to 66%. By October 2025, Garden Springs Elementary will increase the percentage of students scoring proficient/distinguished in math from 52% to 57%.	KCWP 1: Design and Deploy Standards	All grade levels/departments will complete the PLC self-assessment to determine priority areas for improvement which includes processes to support standards based instruction (focus on learning) within the Plan- Do - Study - Act model.	PLC Self-Assessment will be completed at the start of the year and end of year. Success will be measured by growth on the self assessment.	PLC Observations to measure if teams are improving in identified growth areas	n/a
	KCWP 1: Design and Deploy Standards	PLCs will use grade level Kentucky Academic Standards and the FCPS unit frameworks to create learning intentions, success criteria, lessons, and assessments following the PDSA model.	Administration will monitor success through classroom walkthroughs	Administration will analyze walkthrough data to monitor progress	n/a
	KCWP 4: Review, Analyze, and Apply Data	PLCs will create formative and summative assessments and review	PLC observations	Administration will attend PLCs regularly to analyze formative and summative assessment data	n/a

Goal
By October 2025, Garden Springs Elementary will increase the Reading and Math combined status score on KSA from 74.5 to 79.5.

Objective	Strategy	Activities	Measure of Success	Progress Monitoring	Funding
		the data to measure student progress, supports, and opportunities for acceleration.	PLC minutes		
	KCWP 5: Design, Align, and Deliver Support	Teachers will meet expectations outlined in our Reading Small Group Instruction Guidelines and Math Small Group Instruction Guidelines.	Administration will monitor success through classroom walkthroughs	Administration will analyze walkthrough data to monitor progress	n/a
	KCWP 2: Design and Deliver Instruction	Teachers will meet the expectations created in our school's Kagan Structures and Kagan Grade Level "Must Dos"	Administration will monitor success through classroom walkthroughs	Administration will analyze walkthrough data to monitor progress	
	KCWP 5: Design, Align, and Deliver Support	We will use ESS funds to hire a daytime ESS waiver teacher to support Tier I instruction and struggling students	Administration will monitor success through classroom walkthroughs	Administration will analyze walkthrough data to monitor progress	ESS Funds
	KCWP 2: Design and Deliver Instruction	We will use Title I funds to reduce class sizes in order to increase student engagement	Administration will monitor success through classroom walkthroughs	Administration will analyze walkthrough data to monitor progress	Title I Funds

Goal
By October 2025, Garden Springs Elementary will increase the Reading and Math combined status score on KSA from 74.5 to 79.5.

Objective	Strategy	Activities	Measure of Success	Progress Monitoring	Funding
	KCWP 2: Design and Deliver Instruction	Teachers will participate in professional learning around the district adopted High Quality Instructional Resources for reading and math and use the materials as their anchor resource.	Administration will monitor success through classroom walkthroughs	Administration will analyze walkthrough data to monitor progress	
	KCWP 2: Design and Deliver Instruction	Teachers will meet expectations outlined in the GSE Instructional Expectations.	Administration will monitor success through classroom walkthroughs	Administration will analyze walkthrough data to monitor progress	

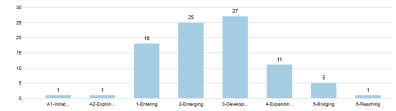## 2: State Assessment Results in Science, Social Studies, and Combined Writing

Goal
By October 2025, Garden Springs Elementary will increase the Science, Social Studies, Writing combined status score on KSA from 67.9 to 72.9.

Objective	Strategy	Activities	Measure of Success	Progress Monitoring	Funding
By October 2025, Garden Springs Elementary will increase the percentage of students scoring proficient/distinguished in science from 43% to 48%.	KCWP 1: Design and Deploy Standards	Teachers will meet expectations outlined in our School - Wide Writing Plan.	Student writing will improve based on the writing scoring rubric	Analyze student writing monthly to monitor progress	
By October 2025, Garden Springs Elementary will increase the percentage of students scoring proficient/distinguished in social studies from 51% to 56%.					
By October 2025, Garden Springs Elementary will increase the percentage of students scoring proficient/distinguished in combined writing from 45% to 50%.					

3: Achievement Gap

Objective	Strategy	Activities	Measure of Success	Progress Monitoring	Funding
By spring of 2025, 59% of EL students will score at or above the 41st percentile on the spring reading MAP assessment. 54% scored at or above the 41st percentile in the	KCWP 2: Design and Deliver Instruction	Professional Learning will be provided on the 7 Steps to a Language Rich, Interactive Classroom and teachers will use these strategies in their classrooms.	Administration will monitor success through classroom walkthroughs	Administration will analyze walkthrough data to monitor progress	

Objective	Strategy	Activities	Measure of Success	Progress Monitoring	Funding
fall of 2024. By spring of 2025, 42% of EL students will score at or above the 41st percentile on the spring math MAP assessment. 37% scored at or above the 41st percentile in the fall of 2024.					
By spring of 2025, 53% of students with IEPs will score at or above the 41st percentile on the spring reading MAP assessment. 48% scored at or above the 41st percentile in the fall of 2024. By spring of 2025, 55% of students with IEPs will score at or above the 41st percentile on the spring math MAP assessment. 50% scored at or above the 41st percentile in the fall of 2024.					

4: English Learner Progress

Goal
By April 2025, 80% of EL students will grow by at least .5 on the ACCESS composite score.

Objective	Strategy	Activities	Measure of Success	Progress Monitoring	Funding
Composite Levels	KCWP 2: Design and Deliver Instruction	Professional Learning will be provided on the 7 Steps to a Language Rich, Interactive Classroom and teachers will use these strategies in their classrooms.	Administration will monitor success through classroom walkthroughs	Administration will analyze walkthrough data to monitor progress	

5: Quality of School Climate and Safety

Goal
By October 2025, Garden Springs Elementary will increase the Quality of School Climate and Safety Status from 79.1 to 84.1.

Objective	Strategy	Activities	Measure of Success	Progress Monitoring	Funding
Increase the Climate Index on the Quality of School Climate and Safety Status Survey from 82.3 in 23-24 to 87.3 in 24-25.	KCWP 5: Design, Align, and Deliver Support	The PBIS and BEST teams will complete the Tiered Fidelity Inventory and create an action plan to continue to improve PBIS structures.	We will see an improvement in the percentage of students who attend our Pawsitive Parties and a	Our BEST team will analyze behavior data weekly.	

Goal
By October 2025, Garden Springs Elementary will increase the Quality of School Climate and Safety Status from 79.1 to 84.1.

Objective	Strategy	Activities	Measure of Success	Progress Monitoring	Funding
			decrease in office referrals.		
Increase the Safety Index on the Quality of School Climate and Safety Status Survey from 75.9 in 23-24 to 80.9 in 24-25.					

6: Family Engagement

Goal
By May 2025, Garden Springs Elementary will demonstrate evidence of engaging families through a variety of strategies that enhance the academic and overall well-being of our students.

Objective	Strategy	Activities	Measure of Success	Progress Monitoring	Funding
By February 2025, Garden Springs Elementary will have a Family and Community Engagement Plan.	KCWP 5: Design, Align, and Deliver Support	FACE committee with support from the district FACE liaisons will develop the focus for the year	Copy of FACE plan Family Satisfaction Survey Parent/Community participation in committees/FRC advisory council/volunteer opportunities	Principal, FACE lead and FACE liaison will monitor FACE plan throughout the year.	Section 6 Title 1 FRC PTA
		Execute the expectations established on the FACE action plan	Pre-Post action plan data/reflection Participation data	Principal, FACE lead and FACE liaison will monitor FACE plan throughout the year.	Section 6 Title 1 FRC

Goal
By May 2025, Garden Springs Elementary will demonstrate evidence of engaging families through a variety of strategies that enhance the academic and overall well-being of our students.

Objective	Strategy	Activities	Measure of Success	Progress Monitoring	Funding
					PTA
		Offer a variety of events, activities and supports for families per the FACE plan.	Participation at events	Principal, FACE lead and FACE liaison will monitor FACE plan throughout the year.	Section 6 Title 1 FRC PTA

Comprehensive School Improvement Plan 2022-2025
Garrett Morgan Elementary

Comprehensive District Improvement Goals Reading and Math (by Spring 2025)	MAP (K–8)
State Assessment ● Less than 15% Novice in reading ● Less than 15% Novice in math ● Greater than 60% P/D in reading ● Greater than 55% P/D in math ● Increase or decrease by 7% if already <15% N or >55/60% P/D ● Comprehensive District Improvement Goals Science, Social Studies, and Combined Writing (by Spring 2025) State Assessment ● Less than 21% Novice in Science ● Less than 23% Novice in Social Studies ● Greater than 45% P/D in Science ● Greater than 60% P/D in Social Studies ● Increase or decrease by 7% if already <21/23% N or >45/60% P/D ● Less than 10% Novice in Combined Writing ● Greater than 60% P/D in Combined Writing ● Increase or decrease by 7% if already <10% N or >60% P/D	**MAP (K–8)** ● 100% grow in reading and math ● 60% meet growth projection in reading ● 55% meet growth projection in math ● Increase or decrease by 7% if already <15% N or >55/60% P/D

State Assessment Results in Reading

● By 2025, Garrett Morgan Elementary will increase Reading proficient and distinguished level to 88% as measured by KSA. Current level is 67%.

State Assessment Results in Math

● By 2025, Garrett Morgan Elementary will increase Math proficient and distinguished level to 75% as measured by KSA. Current level is 54%.

● By 2025, Garrett Morgan Elementary will decrease Math Novice to less than 15%. Current level is 18% Novice.

State Assessment Results in Science

● By 2025, Garrett Morgan Elementary will increase Science proficient and distinguished level to 64% as measured by KSA. Current level is 43%.

State Assessment Results in Social Studies

● By 2025, Garrett Morgan Elementary will increase Social Studies proficient and distinguished level to 84% as measured by KSA. Current level is 63%.

- By 2025 Garrett Morgan elementary will decrease Social Studies Novice to less than 15%. Current level is 15% Novice.

State Assessment Results in Combined Writing

- By 2025, Garrett Morgan Elementary will increase Combined Writing proficient and distinguished level to 78% as measured by KSA. Current level is 56%.

Achievement Gap Goal

- By 2025, less than 15% of the African American population at Garrett Morgan Elementary will score Novice in Reading. Current level is 32% Novice.

- By 2025, less than 15% of the African American population at Garrett Morgan Elementary will score Novice in Math. Current level is 38% Novice.

English Learner Progress

- By 2025, Garrett Morgan Elementary will grow 100% of EL students by at least .5 in their composite score as measured by ACCESS. Current level is 75.6%.

Quality of School Climate and Safety

- By 2025, Garrett Morgan Elementary will increase the quality of school climate and safety index to 99.1 as measured by KSA. Current level is 78.1.

Reading and Math Objectives		
Year 1	Year 2	Year 3
By 2023, Garrett Morgan Elementary will increase P/D in Reading to 74%. By 2023, Garrett Morgan Elementary will increase P/D in Math to 61%. By 2023 GME will decrease Novice to less than 17%.	By 2024, Garrett Morgan Elementary will increase P/D in Reading to 81%. By 2024, Garrett Morgan Elementary will increase P/D in Math to 68%. By 2023 GME will decrease Novice to less than 16%.	By 2025, Garrett Morgan Elementary will increase P/D in Reading to 88%. By 2025, Garrett Morgan Elementary will increase P/D in Math to 75%. By 2023 GME will decrease Novice to less than 15%.

Science, Social Studies, and Combined Writing Objectives		
Year 1	Year 2	Year 3
By 2023, Garrett Morgan Elementary will increase P/D in Science to 51%. By 2023, Garrett Morgan Elementary will increase P/D in Social Studies to 70%. By 2023, Garrett Morgan Elementary will decrease Novice in Social Studies to less than 15%. By 2023, Garrett Morgan Elementary will increase P/D in Combined Writing to 64%.	By 2024, Garrett Morgan Elementary will increase P/D in Science to 58%. By 2024, Garrett Morgan Elementary will increase P/D in Social Studies to 77%. By 2023, Garrett Morgan Elementary will decrease Novice in Social Studies to less than 15%. By 2024, Garrett Morgan Elementary will increase P/D in Combined Writing to 71%.	By 2025, Garrett Morgan Elementary will increase P/D in Science to 64%. By 2025, Garrett Morgan Elementary will increase P/D in Social Studies to 84%. By 2023, Garrett Morgan Elementary will decrease Novice in Social Studies to less than 15%. By 2025, Garrett Morgan Elementary will increase P/D in Combined Writing to 78%.

Achievement Gap Objectives - African American subgroup		
Year 1	Year 2	Year 3
By 2023,Garrett Morgan Elementary will decrease Novice in Reading to 27%. By 2023, Garrett Morgan Elementary will decrease Novice in Math to 31%.	By 2024, Garrett Morgan Elementary will decrease Novice in Reading to 21%. By 2024, Garrett Morgan Elementary will decrease Novice in Math to 23%.	By 2025, Garrett Morgan Elementary will decrease Novice in Reading to less than 15%. By 2025, Garrett Morgan Elementary will decrease Novice in Math to less than 15%.

English Learner Progress Objectives		
Year 1	Year 2	Year 3
By 2023, Garrett Morgan Elementary will grow 100% of EL students by at least .5 in their composite score as measured by ACCESS. Current level is 75.6%.	By 2024,Garrett Morgan Elementary will grow 100% of EL students by at least .5 in their composite score as measured by ACCESS.	By 2025, Garrett Morgan Elementary will grow 100% of EL students by at least .5 in their composite score as measured by ACCESS.

School Climate and Safety Objectives		
Year 1	Year 2	Year 3
By 2023, Garrett Morgan Elementary will grow to an index of 85 on the School Climate and Safety measurement. Current level is 78.1.	By 2024,Garrett Morgan Elementary will grow to an index of 92 on the School Climate and Safety measurement.	By 2025, Garrett Morgan Elementary will grow to an index of 99 on the School Climate and Safety measurement.

Special Considerations for Targeted School and Improvement (TSI), Additional Targeted School and Improvement (ATSI), and Comprehensive School and Improvement (CSI)

Year 1 Focus Areas

1. Math Proficiency in Tier 1				
Goal Alignment	**Strategy**	**Activities**	**Measure/Monitoring**	**Funding Source**
Objective 1: By 2023, Garrett Morgan Elementary will increase P/D in Math to 61%. By 2023 GME will decrease Novice to less than 17%.	KCWP 1: Design and Deploy Standards	● Staff focus on deconstruction of mathematics standards using the Clarity for Learning process of determining concepts and skills, a learning progress, learning intentions, and success criteria. ● Use of the district Unit Framework to ensure the teaching is paced with accuracy. ● AVMR training for staff	● Summative assessments - data aggregated by standard ● TNTP math assignment analysis tool to ensure the rigor of the tasks ● AVMR data	$9,000 for AVMR materials - ESSER
Progress Monitoring				
December 8, 2022				

2. Reading Proficiency in Tier 1				
Goal Alignment	**Strategy**	**Activities**	**Measure/Monitoring**	**Funding Source**
Objective 2: By 2023, Garrett Morgan Elementary will increase proficiency in Reading to 70%.	KCWP 1: Design and Deploy Standards	● Staff continued work on deconstruction of reading and writing standards using the Clarity for Learning process of determining concepts and skills, a learning progress, learning intentions, and success criteria. ● Use of the district Unit Framework to ensure the teaching is paced with accuracy. ● Increased use of authentic texts in the hands of students	● Summative assessments - data aggregated by standard ● TNTP reading assignment analysis tool to ensure the rigor of the tasks ● Evidence of Total Participation Techniques in lesson plans and class	$10,000 for the purchase of authentic texts - ESSER

			observation ● Evidence of authentic texts in lesson plans and class observations	
Progress Monitoring				
December 8, 2022				

3. Math Tier 1 for Achievement Gap Group				
Goal Alignment	**Strategy**	**Activities**	**Measure/Monitoring**	**Funding Source**
Objective 3: By 2023, Garrett Morgan Elementary will decrease Novice in Math to 31% for the gap group of African American students.	KCWP 1: Design and Deploy Standards	● Staff focus on deconstruction of mathematics standards using the Clarity for Learning process of determining concepts and skills, a learning progress, learning intentions, and success criteria. ● Use of the district Unit Framework to ensure the teaching is paced with accuracy. ● AVMR training for staff ● Staff focus on use of Total Participation Techniques from professional learning to increase participation of all students	● Summative assessments - data aggregated by standard ● TNTP math assignment analysis tool to ensure the rigor of the tasks ● AVMR data ● Evidence of Total Participation Techniques in lesson plans and class observations	$2,000 for Total Participation Techniques books - ESSER
Progress Monitoring				
December 8, 2022				

4. Science Tier 1 Instruction				
Goal Alignment	**Strategy**	**Activities**	**Measure/Monitoring**	**Funding Source**
Objective 4: By 2023, Garrett Morgan Elementary will increase P/D in Science to 51%.	KCWP 1: Design and Deploy Standards	- Staff will participate in monthly focus groups to increase understanding of the science standards using the Clarity for Learning process of determining concepts and skills, a learning progress, learning intentions, and success criteria. - Use of the district Unit Framework to ensure the teaching is paced with accuracy. - Bi-annual support/professional learning from district science specialist	- Summative assessments - data aggregated by standard - Student writing samples in science and STEM class demonstrating conceptual understanding - Evidence of learning of district science specialist through class observations and less plan review	$0
Progress Monitoring				
December 8, 2022				

Year 2 Focus Areas

1. Math Proficiency in Tier 1				
Goal Alignment	**Strategy**	**Activities**	**Measure/Monitoring**	**Funding Source**
Objective 1: By 2024, Garrett Morgan Elementary will increase P/D in Math to 68%. By 2023 GME will decrease Novice to less than 16%.	KCWP 1: Design and Deploy Standards	● Staff focus on deconstruction of mathematics standards using the Clarity for Learning process of determining concepts and skills, a learning progress, learning intentions, and success criteria. ● Use of the district Unit Framework to ensure the teaching is paced with accuracy. ● Use of AVMR strategies in whole and small group instruction	● Summative assessments - data aggregated by standard ● TNTP math assignment analysis tool to ensure the rigor of the tasks ● AVMR data	$0
	KCWP 2: Design and Deliver Instruction	● Intermittent planning with teams to monitor alignment of learning intention, activities, and the standards ● PLC time to conduct TNTP math assignment analysis ● Regular formative assessment to monitor instruction during and after learning ● Plan for opportunities for all students to engage in the content ● Use of AVMR strategies in whole and small group instruction	● Summative assessments - data aggregated by standard ● TNTP math assignment analysis tool to ensure the rigor of the tasks ● Evidence of Total Participation techniques and strategies in lesson plans and classroom observations ● AVMR data ● Spring 2024 KSA data ● Winter and Spring MAP math data	$0
Progress Monitoring				

2. Reading Proficiency in Tier 1				
Goal Alignment	**Strategy**	**Activities**	**Measure/Monitoring**	**Funding Source**
Objective 2: By 2024, Garrett Morgan Elementary will increase P/D in Reading to 81%.	KCWP 1: Design and Deploy Standards	• Staff continued work on deconstruction of reading and writing standards using the Clarity for Learning process of determining concepts and skills, a learning progress, learning intentions, and success criteria. • Use of the district Unit Framework to ensure the teaching is paced with accuracy. • Increased use of authentic texts in the hands of students	• Summative assessments - data aggregated by standard • TNTP reading assignment analysis tool to ensure the rigor of the tasks • Evidence of Total Participation Techniques in lesson plans and class observation • Evidence of authentic texts in lesson plans and class observations	$5000 for purchase of authentic, culturally responsive texts - MUNIS funds
	KCWP 2: Design and Deliver Instruction	• Intermittent planning with teams to monitor alignment of learning intention, activities, and the standards - specifically include culturally responsive teaching strategies and authentic texts • PLC time to conduct TNTP literacy assignment analysis • Regular formative assessment to monitor instruction during and after learning • Plan for opportunities for all students to engage in all parts of the content • Targeted Tier 1 and Tier 2 groups for students	• Administration observations - students demonstrate through speech or writing understanding of the learning intentions • Summative assessments - data aggregated by standard • TNTP reading assignment analysis tool to ensure the rigor of the tasks • Evidence of Total Participation Techniques in	$0

			• lesson plans and class observation • Evidence of authentic texts in lesson plans and class observations • Spring 2024 KSA data • Winter and Spring MAP reading data	

Progress Monitoring

3. Math Tier 1 for Achievement Gap Group				
Goal Alignment	**Strategy**	**Activities**	**Measure/Monitoring**	**Funding Source**
Objective 3: By 2024, Garrett Morgan Elementary will decrease Novice in Math to 23% for the gap group of African American students.	KCWP 1: Design and Deploy Standards	• Staff focus on deconstruction of mathematics standards using the Clarity for Learning process of determining concepts and skills, a learning progress, learning intentions, and success criteria. • Use of the district Unit Framework to ensure the teaching is paced with accuracy. • AVMR training for staff • Staff focus on use of Total Participation Techniques from professional learning to increase participation of all students	• Summative assessments - data aggregated by standard • TNTP math assignment analysis tool to ensure the rigor of the tasks • Formative assessment data • AVMR data • Evidence of Total Participation Techniques in lesson plans and class observations	$0

	KCWP 2: Design and Deliver Instruction	• Intermittent planning with teams to monitor alignment of learning intention, activities, and the standards - specifically include culturally responsive teaching strategies to meet the needs of the gap group • PLC time to conduct TNTP math assignment analysis • Regular formative assessment to monitor instruction during and after learning • Plan for opportunities for all students to engage in all parts of the content • Targeted Tier 1 and Tier 2 groups for gap students • Use of AVMR strategies in whole and small group instruction	• Summative assessments - data aggregated by standard • TNTP math assignment analysis tool to ensure the rigor of the tasks • Formative assessment data from Tier 1 and Tier 2 learning • Evidence of Total Participation techniques and strategies in lesson plans and classroom observations • AVMR data • Spring 2024 KSA data • Winter and Spring MAP math data	$0
	Progress Monitoring			

4. Science Tier 1 Instruction				
Goal Alignment	**Strategy**	**Activities**	**Measure/Monitoring**	**Funding Source**
Objective 4: By 2024, Garrett Morgan Elementary will increase P/D in Science to 58%.	KCWP 2: Design and Deploy Standards	• Staff will participate in monthly focus groups to increase understanding of the science standards using the Clarity for Learning process of determining concepts and skills, a learning progress, learning intentions, and success criteria. • Creation and revision of learning intentions and success criteria to ensure they are clear and concise for students • Use of the district Unit Framework to ensure the teaching is paced with	• Review of posted learning intentions and success criteria that is clear and concise for students • Summative assessments - data aggregated by standard • Student writing samples in	$0

			science and STEM class demonstrating conceptual understanding ● Evidence of learning of district science specialist through class observations and less plan review	
accuracy. ● Bi-annual support/professional learning from district science specialist				
Progress Monitoring				

5. Growth				
Goal Alignment	**Strategy**	**Activities**	**Measure/Monitoring**	**Funding Source**
Objective 5: By 2024, Garrett Morgan Elementary will increase students' math growth indicator score to _____.		●	●	$0
Progress Monitoring				

Year 3 Focus Areas

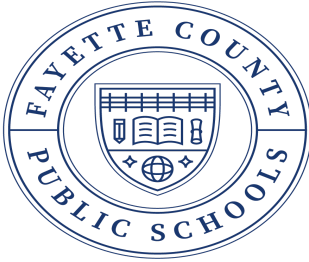| 1. Math Proficiency in Tier 1				
Goal Alignment	**Strategy**	**Activities**	**Measure/Monitoring**	**Funding Source**
Objective 1: By 2025, Garrett Morgan Elementary will increase P/D in Math to 75%. By 2023 GME will decrease Novice to less than 15%.	KCWP 2: Design and Deliver Instruction	● Continued intermittent planning with teams to monitor alignment of learning intention, activities, and the standards - specifically include culturally responsive teaching strategies to meet the needs of the gap group ● PLC time to conduct TNTP math assignment analysis ● Regular formative assessment to monitor instruction during and after learning ● Plan for opportunities for all students to engage in all parts of the content ● Targeted Tier 1 and Tier 2 groups for students as needed ● Use of AVMR strategies in whole and small group instruction ● Regular walkthroughs by administration to interview students to ensure all have an understanding of the learning ● Mid-year and summative conferences (and additional conferences as needed) with teachers with a focus on math data to measure teacher's instructional effectiveness based on student data	● Summative assessments - data aggregated by standard ● TNTP math assignment analysis tool to ensure the rigor of the tasks ● AVMR data ● Administration observations - students demonstrate through speech or writing understanding of the learning intentions ● Mid-year and summative conference notes and form ● Spring 2025 KSA data ● Winter and Spring MAP math data	$0
Progress Monitoring				

2. Reading Proficiency in Tier 1

Goal Alignment	Strategy	Activities	Measure/Monitoring	Funding Source
Objective 2: By 2025, Garrett Morgan Elementary will increase P/D in Reading to 88%.	KCWP 2: Design and Deliver Instruction	• Continued intermittent planning with teams to monitor alignment of learning intention, activities, and the standards - specifically include culturally responsive teaching strategies and authentic texts • PLC time to conduct TNTP literacy assignment analysis • Regular formative assessment to monitor instruction during and after learning • Plan for opportunities for all students to engage in all parts of the content • Targeted Tier 1 and Tier 2 groups for students • Professional learning around High Yield Instructional strategies and using learned strategies as part of Total Participation Techniques	• Team planning notes/lesson plans • Administration observations - students demonstrate through speech or writing understanding of the learning intentions • Summative assessments - data aggregated by standard • TNTP reading assignment analysis tool to ensure the rigor of the tasks • Evidence of Total Participation Techniques in lesson plans and class observation • Evidence of High Yield Instructional Strategies in lesson plans and observations • Evidence of authentic texts in lesson plans and class observations • Spring 2025 KSA data • Winter and Spring	$5000 for purchase of authentic, culturally responsive texts - MUNIS funds

			MAP reading data	

| **Progress Monitoring** |||||

3. Math Tier 1 Instruction for the Achievement Gap Group				
Goal Alignment	**Strategy**	**Activities**	**Measure/Monitoring**	**Funding Source**
Objective 3: By 2024, Garrett Morgan Elementary will decrease Novice in Math to 23%.	KCWP 2: Design and Deliver Instruction	• Continued intermittent planning with teams to monitor alignment of learning intention, activities, and the standards - specifically include culturally responsive teaching strategies to meet the needs of the gap group • PLC time to conduct TNTP math assignment analysis • Regular formative assessment to monitor instruction during and after learning • Plan for opportunities for all students to engage in all parts of the content • Targeted Tier 1 and Tier 2 groups for gap students • Use of AVMR strategies in whole and small group instruction • Regular walkthroughs by administration to interview students to ensure all have an understanding of the learning • Mid-year and summative conferences (and additional conferences as needed) with teachers with a focus on math data to measure teacher's instructional effectiveness based on student data	• Summative assessments - data aggregated by standard • TNTP math assignment analysis tool to ensure the rigor of the tasks • Formative assessment data from Tier 1 and Tier 2 learning • Evidence of Total Participation techniques and strategies in lesson plans and classroom observations • AVMR data • Administration observations - students demonstrate through speech or writing understanding of the learning intentions • Mid-year and summative conference notes and form • Spring 2025 KSA data • Winter and Spring MAP math data	$0
Progress Monitoring				

4. Science Tier 1 Instruction				
Goal Alignment	**Strategy**	**Activities**	**Measure/Monitoring**	**Funding Source**
Objective 4: By 2025, Garrett Morgan Elementary will increase P/D in Science to 64%.	KCWP 2: Design and Deploy Standards	● Staff will participate in monthly focus groups to increase understanding of the science standards using the Clarity for Learning process of determining concepts and skills, a learning progress, learning intentions, and success criteria. ● Revision of learning intentions and success criteria to ensure they are clear and concise for students ● Intentional work to establish cross-curricular connections to reinforce learning ● Use of the district Unit Framework to ensure the teaching is paced with accuracy. ● Bi-annual support/professional learning from district science specialist ● Bi-annual work for vertical alignment	● Review of posted learning intentions and success criteria that is clear and concise for students ● Summative assessments - data aggregated by standard ● Student writing samples in science and STEM class demonstrating conceptual understanding ● Evidence of learning of district science specialist through class observations and less plan review	$0
Progress Monitoring				

Comprehensive School Improvement Plan (CSIP)

Needs Assessment: Priorities

- The overall proficiency of our Hispanic (Reading: 48%, Math: 39%) students is below the achievement of the white (Reading: 75%, Math: 79%) reference group in reading and in math.
- The overall proficiency of our Economically Disadvantaged students (Reading: 44%, Math: 44%) is below the achievement of the non-economically disadvantaged reference group (Reading: 85%, Math: 88%) in reading and math.
- The overall proficiency of our English learning students (Reading: 40%, Math: 40%) is below the achievement of the non-English learning reference group (Reading: 73%, Math: 75%) in reading and math.

Needs Assessment: Processes, Practices, or Conditions

- Writing: The Glendover staff will develop and implement a tier 1 writing program that directly addresses the standards to improve student's ability to express their learning in a written format.
- Student Engagement: The Glendover Staff will improve student achievement by learning and implementing student engagement strategies.

Kentucky Summative Indicators: Status and Change

Indicator	Status	Change
State Assessment Results in reading and mathematics	83.5 Very High	5.7 Increased
State Assessment Results in science, social studies, and writing	66.3 Medium	-8.3 Declined Significantly
English Learner Progress	61.1 High	-21.4 Declined Significantly
Quality of School Climate and Safety	83.0 Very High	3.2 Increased
Postsecondary Readiness - *High School only*		
Graduation Rate - *High School only*		

1: State Assessment Results in Reading and Mathematics

Goal:Glendover Elementary will increase Reading and Math status to 85.5 as measured by KSA.

State Assessment Results in Reading
- By 2025, *Glendover Elementary* will increase Reading proficient and distinguished level to 65% as measured by KSA.
    - 2022 level is 58%.
    - 2023 level is 57%.
    - 2024 level is 63%

State Assessment Results in Math
- By 2025, *Glendover Elementary* will increase Math proficient and distinguished level to 62% as measured by KSA.
    - 2022 level is 55%.
    - 2023 level is 58%.
    - 2024 level is 65%

Objective	Strategy	Activities	Measure of Success	Progress Monitoring	Funding
Writing: The Glendover staff will develop and implement a tier 1 writing program that directly addresses the standards to improve student's ability to express their learning in a written format.	1, 2	**Revised Activity from Year 2:** Grade level teams will revise daily lesson plans in the area of writing instruction	Lesson Plans Classroom Observations	Principal, and Assistant Principal will monitor implementation of lesson plans throughout the year.	N/A
	1, 2, 3	**Revised Activity from Year 2:** Grade level teams will incorporate writing opportunities into daily lesson plans of Reading, Math, Science and Social Studies	Lesson Plans Classroom Observations	Principal, and Assistant Principal will monitor implementation of lesson plans throughout the year.	N/A
		New Activity: Curriculum Committee will evaluate the effectiveness of Tier 1 Writing program and will recommend next steps based on school-wide data	Curriculum Committee Minutes	Principal, and Assistant Principal will monitor implementation of writing plan throughout the year.	N/A
	2, 3, 4	PLCs will work together to score and analyze student writing to improve upon current practices within the writing process.	PLC Observations PLC Evidence	Principal, and Assistant Principal will monitor implementation of writing plan throughout the year.	N/A
	1, 2, 3, 4	Admin team will implement a schoolwide process in which instructional decisions are made based on data analysis, both by individual teachers and grade level teams to ensure students make continuous progress toward mastery of standards.	Data Tracking Documents PLC Evidence	Principal, and Assistant Principal will monitor implementation of writing plan throughout the year.	N/A

	1, 2, 3, 4	All grade levels will participate in benchmark writing assessments multiple times per school year in order to monitor individual student progress. Data from benchmark writing assessments will be used to drive classroom writing instruction.	Aimsweb Data	Principal, and Assistant Principal will monitor implementation of writing plan throughout the year.	N/A
Student Engagement: The Glendover Staff will improve student achievement by learning and implementing student engagement strategies.	2, 5	Teachers will be trained in student engagement strategies through faculty meetings, PLCs and professional development opportunities.	Faculty Meeting Agendas PLC Observations PD Plan	Principal, and Assistant Principal will monitor implementation of student engagement strategies throughout the year.	N/A
	2	Grade level teams will develop and incorporate student engagement strategies into daily lesson plans.	Lesson Plans Classroom Observations	Principal, and Assistant Principal will monitor implementation of student engagement strategies throughout the year.	N/A
	5	PLCs will work together to analyze the effectiveness of student engagement strategies and the impact on student achievement	PLC Observations PLC Evidence	Principal, and Assistant Principal will monitor implementation of student engagement strategies throughout the year.	N/A
	2	Admin team will review and provide feedback on student engagement strategies through walkthroughs and lesson plan review.	Lesson Plans Classroom Observations	Principal, and Assistant Principal will monitor implementation of student engagement strategies throughout the year.	N/A
	2	Teachers will embed the use of open-ended questions, discussion strategies and appropriate graphic organizers into daily instruction.	Lesson Plans Classroom Observations	Principal, and Assistant Principal will monitor implementation of student engagement strategies throughout the year.	N/A
	2, 6	Teachers will utilize application-based learning through hands-on experiences, use of manipulatives, and real-life scenarios in the classroom setting.	Lesson Plans Classroom Observations	Principal, and Assistant Principal will monitor implementation of student engagement strategies throughout the year.	

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

Goal:Glendover Elementary will increase Science, Social Studies and Combined Writing status to 71.3 as measured by KSA.

State Assessment Results in Science
- By 2025, *Glendover Elementary* will increase Science proficient and distinguished level to 57% as measured by KSA.
  - 2022 level is 50%.
  - 2023 level is 38%
  - 2024 level is 50%

State Assessment Results in Social Studies
- By 2025, *Glendover Elementary* will increase Social Studies proficient and distinguished level to 60% as measured by KSA.
  - 2022 level is 45%.
  - 2023 level is 73%
  - 2024 level is 50%

State Assessment Results in Combined Writing
- By 2025, *Glendover Elementary* will increase Combined Writing proficient and distinguished level to 60% as measured by KSA.
  - 2022 level is 32%.
  - 2023 level is 48%
  - 2024 level is 30%

Objective	Strategy	Activities	Measure of Success	Progress Monitoring	Funding
Writing: The Glendover staff will develop and implement a tier 1 writing program that directly addresses the standards to improve student's ability to express their learning in a written format.	1, 2	**Revised Activity from Year 2:** Grade level teams will revise daily lesson plans in the area of writing instruction	Lesson Plans Classroom Observations	Principal, and Assistant Principal will monitor implementation of lesson plans throughout the year.	N/A
	1, 2, 3	**Revised Activity from Year 2:** Grade level teams will incorporate writing opportunities into daily lesson plans of Reading, Math, Science and Social Studies	Lesson Plans Classroom Observations	Principal, and Assistant Principal will monitor implementation of lesson plans throughout the year.	N/A
		New Activity: Curriculum Committee will evaluate the effectiveness of Tier 1 Writing program and will recommend next steps based on school-wide data	Curriculum Committee Minutes	Principal, and Assistant Principal will monitor implementation of writing plan throughout the year.	N/A
	2, 3, 4	PLCs will work together to score and analyze student writing to improve upon current practices within the writing process.	PLC Observations PLC Evidence	Principal, and Assistant Principal will monitor implementation of writing plan throughout the year.	N/A

	1, 2, 3, 4	Admin team will implement a schoolwide process in which instructional decisions are made based on data analysis, both by individual teachers and grade level teams to ensure students make continuous progress toward mastery of standards.	Data Tracking Documents PLC Evidence	Principal, and Assistant Principal will monitor implementation of writing plan throughout the year.	N/A
	1, 2, 3, 4	All grade levels will participate in benchmark writing assessments multiple times per school year in order to monitor individual student progress. Data from benchmark writing assessments will be used to drive classroom writing instruction.	Aimsweb Data	Principal, and Assistant Principal will monitor implementation of writing plan throughout the year.	N/A
Student Engagement: The Glendover Staff will improve student achievement by learning and implementing student engagement strategies.	2, 5	Teachers will be trained in student engagement strategies through faculty meetings, PLCs and professional development opportunities.	Faculty Meeting Agendas PLC Observations PD Plan	Principal, and Assistant Principal will monitor implementation of student engagement strategies throughout the year.	N/A
	2	Grade level teams will develop and incorporate student engagement strategies into daily lesson plans.	Lesson Plans Classroom Observations	Principal, and Assistant Principal will monitor implementation of student engagement strategies throughout the year.	N/A
	5	PLCs will work together to analyze the effectiveness of student engagement strategies and the impact on student achievement	PLC Observations PLC Evidence	Principal, and Assistant Principal will monitor implementation of student engagement strategies throughout the year.	N/A
	2	Admin team will review and provide feedback on student engagement strategies through walkthroughs and lesson plan review.	Lesson Plans Classroom Observations	Principal, and Assistant Principal will monitor implementation of student engagement strategies throughout the year.	N/A
	2	Teachers will embed the use of open-ended questions, discussion strategies and appropriate graphic organizers into daily instruction.	Lesson Plans Classroom Observations	Principal, and Assistant Principal will monitor implementation of student engagement strategies throughout the year.	N/A
	2, 6	Teachers will utilize application-based learning through hands-on experiences, use of manipulatives, and real-life scenarios in the classroom setting.	Lesson Plans Classroom Observations	Principal, and Assistant Principal will monitor implementation of student engagement strategies throughout the year.	N/A

3: Achievement Gap

Objective	Strategy	Activities	Measure of Success	Progress Monitoring	Funding
Writing: The Glendover staff will develop and implement a tier 1 writing program that directly addresses the standards to improve student's ability to express their learning in a written format.	1, 2	**Revised Activity from Year 2:** Grade level teams will revise daily lesson plans in the area of writing instruction	Lesson Plans Classroom Observations	Principal, and Assistant Principal will monitor implementation of writing plan throughout the year.	N/A
	1, 2, 3	**Revised Activity from Year 2:** Grade level teams will incorporate writing opportunities into daily lesson plans of Reading, Math, Science and Social Studies	Lesson Plans Classroom Observations	Principal, and Assistant Principal will monitor implementation of writing plan throughout the year.	N/A
		New Activity: Curriculum Committee will evaluate the effectiveness of Tier 1 Writing program and will recommend next steps based on school-wide data	Curriculum Committee Minutes	Principal, and Assistant Principal will monitor implementation of writing plan throughout the year.	N/A
	2, 3, 4	PLCs will work together to score and analyze student writing to improve upon current practices within the writing process.	PLC Observations PLC Evidence	Principal, and Assistant Principal will monitor implementation of writing plan throughout the year.	N/A
	1, 2, 3, 4	Admin team will implement a schoolwide process in which instructional decisions are made based on data analysis, both by individual teachers and grade level teams to ensure students make continuous progress toward mastery of standards.	Data Tracking Documents PLC Evidence	Principal, and Assistant Principal will monitor implementation of writing plan throughout the year.	N/A
	1, 2, 3, 4	All grade levels will participate in benchmark writing assessments multiple times per school year in order to monitor individual student progress. Data from benchmark writing assessments will be used to drive classroom writing instruction.	Aimsweb Data	Principal, and Assistant Principal will monitor implementation of writing plan throughout the year.	N/A
Student Engagement: The Glendover Staff will improve student achievement by learning and implementing student engagement strategies.	2, 5	Teachers will be trained in student engagement strategies through faculty meetings, PLCs and professional development opportunities.	Faculty Meeting Agendas PLC Observations PD Plan	Principal, and Assistant Principal will monitor implementation of student engagement strategies throughout the year.	N/A

Objective	Strategy	Activities	Measure of Success	Progress Monitoring	Funding
	2	Grade level teams will develop and incorporate student engagement strategies into daily lesson plans.	Lesson Plans Classroom Observations	Principal, and Assistant Principal will monitor implementation of student engagement strategies throughout the year.	N/A
	5	PLCs will work together to analyze the effectiveness of student engagement strategies and the impact on student achievement	PLC Observations PLC Evidence	Principal, and Assistant Principal will monitor implementation of student engagement strategies throughout the year.	N/A
	2	Admin team will review and provide feedback on student engagement strategies through walkthroughs and lesson plan review.	Lesson Plans Classroom Observations	Principal, and Assistant Principal will monitor implementation of student engagement strategies throughout the year.	N/A
	2	Teachers will embed the use of open-ended questions, discussion strategies and appropriate graphic organizers into daily instruction.	Lesson Plans Classroom Observations	Principal, and Assistant Principal will monitor implementation of student engagement strategies throughout the year.	N/A
	2, 6	Teachers will utilize application-based learning through hands-on experiences, use of manipulatives, and real-life scenarios in the classroom setting.	Lesson Plans Classroom Observations	Principal, and Assistant Principal will monitor implementation of student engagement strategies throughout the year.	N/A

4: English Learner Progress

Goal: Glendover Elementary will grow English Learners by at least 0.5 in their ACCESS composite score.

English Learner Progress
- By 2025, *Glendover Elementary* will grow 100% of EL students currently scoring below 3.0 by at least 1.0 in their composite score and 100% of EL students currently scoring above 2.9 by at least .5 in their composite score as measured by ACCESS.
    - 2022 level is 47%.
    - 2023 level is 66%
    - 2024 level is 29%

Objective	Strategy	Activities	Measure of Success	Progress Monitoring	Funding
Writing: The Glendover staff will develop and implement a tier 1 writing program that directly addresses the standards to improve student's ability to express their learning in a written format.	1, 2	**Revised Activity from Year 2:** Grade level teams will revise daily lesson plans in the area of writing instruction	Lesson Plans Classroom Observations	Principal, and Assistant Principal will monitor implementation of writing plan throughout the year.	N/A
	1, 2, 3	**Revised Activity from Year 2:** Grade level teams will incorporate writing opportunities into daily lesson plans of Reading, Math, Science and Social Studies	Lesson Plans Classroom Observations	Principal, and Assistant Principal will monitor implementation of writing plan throughout the year.	N/A
		New Activity: Curriculum Committee will evaluate the effectiveness of Tier 1 Writing program and will recommend next steps based on school-wide data	Curriculum Committee Minutes	Principal, and Assistant Principal will monitor implementation of writing plan throughout the year.	N/A
	2, 3, 4	PLCs will work together to score and analyze student writing to improve upon current practices within the writing process.	PLC Observations PLC Evidence	Principal, and Assistant Principal will monitor implementation of writing plan throughout the year.	N/A
	1, 2, 3, 4	Admin team will implement a schoolwide process in which instructional decisions are made based on data analysis, both by individual teachers and grade level teams to ensure students make continuous progress toward mastery of standards.	Data Tracking Documents PLC Evidence	Principal, and Assistant Principal will monitor implementation of writing plan throughout the year.	N/A
	1, 2, 3, 4	All grade levels will participate in benchmark writing assessments multiple times per school year in order to monitor individual student progress. Data from benchmark writing assessments will be used to drive classroom writing instruction.	Aimsweb Data	Principal, and Assistant Principal will monitor implementation of writing plan throughout the year.	N/A

| Student Engagement: The Glendover Staff will improve student achievement by learning and implementing student engagement strategies. | 2, 5 | Teachers will be trained in student engagement strategies through faculty meetings, PLCs and professional development opportunities. | Faculty Meeting Agendas

PLC Observations

PD Plan | Principal, and Assistant Principal will monitor implementation of student engagement strategies throughout the year. | N/A |
| --- | --- | --- | --- | --- | --- |
| | 2 | Grade level teams will develop and incorporate student engagement strategies into daily lesson plans. | Lesson Plans

Classroom Observations | Principal, and Assistant Principal will monitor implementation of student engagement strategies throughout the year. | N/A |
| | 5 | PLCs will work together to analyze the effectiveness of student engagement strategies and the impact on student achievement | PLC Observations

PLC Evidence | Principal, and Assistant Principal will monitor implementation of student engagement strategies throughout the year. | N/A |
| | 2 | Admin team will review and provide feedback on student engagement strategies through walkthroughs and lesson plan review. | Lesson Plans

Classroom Observations | Principal, and Assistant Principal will monitor implementation of student engagement strategies throughout the year. | N/A |
| | 2 | Teachers will embed the use of open-ended questions, discussion strategies and appropriate graphic organizers into daily instruction. | Lesson Plans

Classroom Observations | Principal, and Assistant Principal will monitor implementation of student engagement strategies throughout the year. | N/A |
| | 2, 6 | Teachers will utilize application-based learning through hands-on experiences, use of manipulatives, and real-life scenarios in the classroom setting. | Lesson Plans

Classroom Observations | Principal, and Assistant Principal will monitor implementation of student engagement strategies throughout the year. | N/A |

5: Quality of School Climate and Safety

Quality of School Climate and Safety
- By 2025, *Glendover Elementary* will increase the quality of school climate and safety index to 86.3 as measured by KSA.
  - 2022 level is 79.3.
  - 2023 level is 78.5
  - 2024 level is 83.0

Objective	Strategy	Activities	Measure of Success	Progress Monitoring	Funding
To increase attendance for consistently truant students and families.		Increase Family Resource Coordinator to full-time status	Full time employee status		
		Implement attendance into weekly meetings to monitor high frequency students and create action plans to sustain improved attendance	PLC Agendas PLP tab in IC	BEAST committee will review ROIS reports for attendance to determine if success has been met. Principal, Assistant Principal, and Family Resource Coordinator will complete and review PLP tab in IC to document family contacts.	N/A
		Complete home visits as necessary, in coordination with DPP office.	PLP tab in IC	BEAST committee will review ROIS reports for attendance to determine if success has been met. Principal, Assistant Principal, and Family Resource Coordinator will complete and review PLP tab in IC to document family contacts.	N/A
To increase diversity-based educational opportunities for all students		Partner with University of Kentucky to incorporate opportunities to diversify leadership and community-based experiences for all students	Schedule	Family & Community Liaison, Family Resource Coordinator, and appropriate Administrators will review opportunities presented and monitor the outcome of each based on stakeholder feedback.	N/A
To create leadership opportunities for students		Students will apply and be selected to become House Chairs; House Chairs will plan,execute, and lead schoolwide house meetings and activities to increase student engagement and overall community within Glendover.	Student Applications Monthly House Meetings Monthly Presentations	Dojo: House Points Monthly Assembly Stakeholder Feedback	N/A

			Weekly House Chair Lunch with Sponsor		
		Students will participate in nominating and voting on Staffulty award winners each month to increase community and well-being throughout the building.			N/A

6: Postsecondary Readiness

N/A

Objective	Strategy	Activities	Measure of Success	Progress Monitoring	Funding

7: Graduation Rate

N/A

Objective	Strategy	Activities	Measure of Success	Progress Monitoring	Funding

8: Family Engagement

By May 2025, 100% of schools will demonstrate evidence of engaging families through a variety of strategies that enhance the academic and overall well being of our students.

Objective	Strategy	Activities	Measure of Success	Progress Monitoring	Funding
By February 2025 Glendover Elementary will have developed a FACE (Family and Community Engagement) Plan	Implement and monitor the strategies developed in the plan.	FACE committee with support from the district FACE liaisons will develop the focus for the year	• Copy of FACE plan • Family Surveys • Parent/Community participation in committees/FRC advisory council/volunteer opportunities	Principal, FACE lead and FACE liaison will monitor FACE plan throughout the year.	• Section 6 • Title 1 • FRC • PTA
		Execute the expectations established on the FACE action plan	• Pre-Post action plan data/reflection • Participation data	Principal, FACE lead and FACE liaison will monitor FACE plan throughout the year.	• Section 6 • Title 1 • FRC • PTA
		Offer a variety of events, activities and supports for families per the FACE plan.	• Participation at events • List of resources provided- and # or families accessing the resources	Principal, FACE lead and FACE liaison will monitor FACE plan throughout the year.	• Section 6 • Title 1 • FRC • PTA

Special Considerations for Targeted Support and Improvement (TSI)

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:

TSI 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), 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 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.	☒
		☐
		☐
		☐
☒		☒

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.

Only 6.45% of 5th grade students scored proficient/distinguished in On-Demand Writing on the 23-24 KSA.

Only 18.55% of students in grades 3-5 scored proficient/distinguished in math on the 23-24 KSA.

Only 12.5% of students in 5th grade scored proficient/distinguished in social studies on the 23-24 KSA.

Only 3.3% of students in 4th grade scored proficient/distinguished in science on the 23-24 KSA.

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

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

- Differentiated Tier I Instruction with Aggressive Monitoring designed to meet the rigor level of the standard
- Highly Effective Professional Learning Communities
- Impactful Feedback and Coaching
- Implementation of FCPS Unit Frameworks and new curriculum (Benchmark Reading and iReady Math)
- Teacher Clarity
- Student Engagement through the use of Cooperative learning strategies
- Explicit vocabulary instruction (Frayer model)

Indicator Scores

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

Explanations/Directions

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

Objective	Strategy	Activities	Measure of Success	Progress Monitoring	Funding
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.

Indicator				Status	Change
State Assessment Results in reading and mathematics				32.9 red	-20.5 red
State Assessment Results in science, social studies and writing				32.5 red	-9.1 red
English Learner Progress				NA	NA
Quality of School Climate and Safety				77.3 green	+10
Postsecondary Readiness (high schools and districts only)				NA	NA
Graduation Rate (high schools and districts only)				NA	NA

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**

1: State Assessment Results in Reading and Mathematics

Goal 1:Increase student proficient/distinguished scores by 10+ points and double-digit novice reduction in reading, math, science, social studies, on-demand writing, language mechanics as measured by the KSA in May 2025.

Objective	Strategy	Activities	Measure of Success	Progress Monitoring	Funding
Objective 1	KCWP 1: Design and Deploy Standards	Individual coaching to build capacity and improve student outcomes (modeling & co-teaching in classrooms) - Purchase of 2 Swivls used for observation and coaching support	Increased student proficiency on CUAs(common unit assessments, MAP, KSA, exit slips, etc.)	Weekly Collab Planning & Data PLCs	$4,548
		Collaborative lesson planning in all content areas- weekly	same as above		
	KCWP 2: Design and Deliver Instruction	Grade level coaching/lesson planning, modeling & co-teaching in reading, math, social studies, science and writing	Increased student proficiency on all assessments as stated above	Weekly Collab Planning & Data PLCs Monthly EL Professional Learning	$0
		Targeted professional learning to strengthen pedagogy in reading, math, writing and EL strategies	Increased student proficiency on all assessments, including ACCESS for ELs		
		Backward Planning Model using FCPS unit frameworks and Kentucky Academic Standards	same as above		$0
		Aggressive Monitoring during tier 1 instruction to meet the rigor level of	same as above	Daily during Tier I instruction in all content areas	$5,000 consultant 6-hour professional learning on 1/6/25

Goal 1:Increase student proficient/distinguished scores by 10+ points and double-digit novice reduction in reading, math, science, social studies, on-demand writing, language mechanics as measured by the KSA in May 2025.

Objective	Strategy	Activities	Measure of Success	Progress Monitoring	Funding
		the standard and scaffold students to meet the learning target daily			
Objective 2	KCWP 3: Design and Deliver Assessment Literacy	Data PLCs to analyze student performance on assessments/tasks	Increased student proficiency on all assessments	Weekly Collab Planning & Data PLCs	$0
	KCWP 4: Review, Analyze, Apply Data Results	Reteach and re-assessment within 2 days to inform instructional decisions	Increase proficiency on specific (KAS) standards	Weekly during Data PLCs when re-teach data is presented	$0
			Literacy Materials for guided reading instruction and professional learning Provided by our RTA grant teacher.	Increased student growth from guided reading instruction using the Jan Plan and best practices for small group reading instruction.	Daily observations by our curriculum coaches and administrators. $1740 Comprehension sets/word study books
			Practice workbooks, instructional materials to support HQIRs (Simple Solutions workbooks, Flocabulary, Storyworks, Magnetic Reading, etc.)	Increased student growth from guided reading instruction using the Jan Plan and best practices for small group reading instruction.	$40,000 (SIF and Title I Funds)

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

Goal 2: Increase student proficient/distinguished scores by 10+ points and double-digit novice reduction in reading, math, science, social studies, on-demand writing, language mechanics as measured by the KSA in May 2025.

Objective	Strategy	Activities	Measure of Success	Progress Monitoring	Funding
Objective 1	KCWP 1: Design and Deploy Standards KCWP 2: Design and Deliver Instruction	All activities implemented above for reading and math and... - TCT practice in science (4th grade) - TCT practice in social studies (5th grade) - On-Demand Writing Live-scoring (5th grade)	Increased student proficiency on CUAs(common unit assessments, MAP, KSA, Benchmark assessments, exit slips, etc.)	Data PLCs to review student performance on TCTs and planning for specialized instruction & strategies to improve proficiency on the next TCT	$0

Goal 2: Increase student proficient/distinguished scores by 10+ points and double-digit novice reduction in reading, math, science, social studies, on-demand writing, language mechanics as measured by the KSA in May 2025.

Objective	Strategy	Activities	Measure of Success	Progress Monitoring	Funding
Objective 2	KCWP 3: Design and Deliver Assessment Literacy KCWP 4: Review, Analyze, Apply Data Results	All activities implemented above for reading and math and… • Four-Square Writing professional learning • Professional learning on the purposes of writing • Professional learning to integrate writing into all content areas.	Increased student proficiency on CUAs(common unit assessments, MAP, KSA, Benchmark assessments, exit slips, etc.)	Daily during classroom instruction, weekly at PLCs, Monthly at faculty meetings to review student work.	$0

3: Achievement Gap

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

Objective	Strategy	Activities	Measure of Success	Progress Monitoring	Funding
Objective 1 By May 2025, Harrison Elementary will…	KCWP 1: Design and Deploy Standards	All activities implemented above for reading and math and…	Increased student proficiency on CUAs(common unit	Daily walkthroughs, Data PLCs weekly, MAP, KSA	$0

Objective	Strategy	Activities	Measure of Success	Progress Monitoring	Funding
decrease Novice Reading from 47% to 37%. decrease Novice in Reading for African American students to 45% Current level is 55%.	KCWP 2: Design and Deliver Instruction KCWP 3: Design and Deliver Assessment Literacy KCWP 4: Review, Analyze, Apply Data Results	• Tier 2 Interventions for 20 minutes each daily in reading and math to target deficit skills in grade-level KAS • MTSS/Tier 3 Interventions- for students in the bottom 20th percentile based upon MAP, Benchmark assessments, Reading Fluency data	assessments, MAP, KSA, Benchmark assessments, exit slips, etc.)		
By May 2025, Harrison Elementary will…decrease Novice Math to 37%. Current level is 47%.	KCWP 1-4	All activities implemented above for reading and math and... • Tier 2 Interventions for 20 minutes each daily in reading and math to target deficit skills in grade-level KAS • MTSS/Tier 3 Interventions- for students in the bottom 20th percentile based upon MAP, Benchmark assessments, iReady My Path data and formative assessments. • Purchase of Happy Numbers math practice licenses for K-5	Decrease in students scoring novice on formative assessments/KSA and increase of students scoring proficient & distinguished on formative assessments and KSA.	Daily walkthroughs, Data PLCs weekly, MAP, KSA	$9,620 iReady My Path $2,900 Happy Numbers licenses
		Kentucky Center for Mathematics professional learning 2 hours per week for the entire 24-25 school year. Focus is on Tier 2 instruction and the implementation of the Mathematical Practices	Decrease in students scoring novice on formative assessments/KSA and increase of students scoring proficient & distinguished on formative assessments and KSA.	PL Monthly 8/24-5/25	Paid for with Math Achievement Fund grant funds $3,500

Objective	Strategy	Activities	Measure of Success	Progress Monitoring	Funding
		Co-teaching, modeling and coaching in mathematics from in-house math coach daily. Support with lesson planning and assessment in math and analysis of data to inform next instructional steps. Focus on two mathematical practices named in the grant.	Focus is on improving teacher capacity in tier 1 and tier 2 math instruction.	Daily, monthly	Position paid for with Math Achievement Fund grant funds from KDE.
		Hired math interventionist starting 1/6/25 to co-teach math Tier 1, push in for Tier 2 math groups and provide Tier 3 MTSS instruction			$62,000 (Title I funds)
Objective 3 By May 2025, Harrison Elementary will… decrease Novice Social Studies to 38%. Current level is 68% By May 2025, Harrison Elementary will… decrease Novice Combined Writing to 20%. Current level is 35%.	KCWP 1-4	Co-teaching and modeling during Tier 1 instruction daily - curriculum coaches			$0
		Intentional review of lesson planning for social studies to ensure standards alignment and lessons meet the rigor of the standard			$0
	KCWP 1-4	Co-teaching and modeling during Tier 1 instruction daily - curriculum coaches Intentional review of lesson planning for social studies to ensure standards alignment and lessons meet the rigor of the standard			$0
		Monthly On-Demand Live Scoring to provide real-time feedback and provide practice for timed-writing tasks			$0

4: English Learner Progress

Goal 4: By May 2025, Harrison Elementary will increase 100% of EL students by at least .5 in their composite score as measured by ACCESS.

Objective	Strategy	Activities	Measure of Success	Progress Monitoring	Funding
Objective 1	KCWP 1: Design and Deploy Standards KCWP 2: Design and Deliver Instruction KCWP 3: Design and Deliver Assessment Literacy KCWP 4: Review, Analyze, Apply Data Results	All activities implemented for reading and math and... • Implementation of Benchmark Reading for tier 1 and tier 2. This HQIR has targeted strategies and resources for EL students. • Targeted professional learning for teachers and paraeducators by our EL teacher to strengthen pedagogy in strategies targeted for EL students.	Increased EL student proficiency on ACCESS, CUAs, MAP, KSA, etc.	Daily formative assessments, observations, fluency assessments Monthly at faculty meetings, Data PLCs weekly, MAP, Benchmark assessments	$0
		• Tier 2 guided reading groups facilitated by our EL teacher to improve reading proficiency for EL students	Increased EL student proficiency on ACCESS, CUAs, MAP, KSA, etc.	Daily formative assessments, observations, reading fluency assessments	$0
		• Explicit front-loading of vocabulary during tier 1 and tier 2 instruction to scaffold EL students' understanding of text	Increased EL student proficiency on ACCESS, CUAs, MAP, KSA, etc.	Daily formative assessments, observations, reading fluency assessments	$0
Objective 2 Increase family and community engagement for our EL families as measured by increased attendance at school functions (sign in sheets)	KCWP 6: Establish Learning Environment and Culture	Hold at least 1 family engagement event per year specifically for our EL families to orient them to our school, staff and resources available to increase student achievement and a sense of belonging	Increased EL family attendance at our annual EL family night event.	First event was held 11/21/2024.	$600

Goal 4: By May 2025, Harrison Elementary will increase 100% of EL students by at least .5 in their composite score as measured by ACCESS.					
Objective	**Strategy**	**Activities**	**Measure of Success**	**Progress Monitoring**	**Funding**

5: Quality of School Climate and Safety

Goal 5: By May 2025, Harrison Elementary will increase the Quality of School Climate and Safety index to 82.3% as measured by KSA. Current level is 77.3 %.					
Objective	**Strategy**	**Activities**	**Measure of Success**	**Progress Monitoring**	**Funding**
Objective 1 Increase the Quality of School Climate and Safety index to 82.3% as measured by KSA. Current level is 77.3 %.	KCWP 6: Establish Learning Environment and Culture	Implementation of Positive Behavior Interventions & Supports to create school-wide expectations for behavior and to celebrate students' academic success	Decrease in ODRs & Focus referrals for violations of the FCPS Student Code of Conduct	eOS,ROIS	$0
		Daily Social Emotional Learning through our Tier I program-Caring School Communities	Decrease in calls for support to classrooms, ODRs & Focus referrals for violations of the FCPS Student Code of Conduct	eOS, Daily monitoring by the teachers and paraeducators, admins, counselors, behavior Coach and MHP	$0
		Purchase of PBIS curriculum to teach students strategies to deal with their emotions and actions. (Why Try & Zones of Regulation)	Decrease in calls for support to classrooms, ODRs & Focus referrals for violations of the FCPS Student Code of Conduct	eOS, Daily monitoring by the teachers and paraeducators, admins, counselors, behavior Coach and MHP	$800
		Student Support Team meets bi-weekly to support teachers and individual students who need additional support to achieve success behaviorally, socially and academically. District PBIS coach attends.	Increased instructional time for students resulting in higher academic achievement, partnering with families to support student success	Bi-weekly, daily as needed	$0
Objective 2 Increase student attendance (ADA) to prevent chronic absenteeism and increase	Daily Reminders that attendance is important.	Morning and afternoon announcements by Admin. Students receive 5 eBucks for attending school	Increase in student attendance school wide. Goal is 95% each day.	Infinite Campus	$0

Goal 5: By May 2025, Harrison Elementary will increase the Quality of School Climate and Safety index to 82.3% as measured by KSA. Current level is 77.3 %.

Objective	Strategy	Activities	Measure of Success	Progress Monitoring	Funding
students' opportunities for learning to prepare for the next level of learning. Goal is 95% for the year.		each day. At 10 dance on Fridays if goal is met.			
	Providing information to parents about the importance of student attendance at school when children are not sick	Principal newsletters, Class Dojo, Facebook, Instagram, School website, TV screens in the building constant slides about the importance of attendance	Increase in student ADA school-wide	Infinite Campus	$0
	Attendance Team discusses home visits and calls to families of students missing 2 or more days in a row.	Bi-weekly meetings	Improved student attendance school-wide. Goal is 95% daily.	Infinite Campus	$0

6: Postsecondary Readiness (High School Only)

Goal 6 (State your postsecondary goal.):

Objective	Strategy	Activities	Measure of Success	Progress Monitoring	Funding
Objective 1					
Objective 2					

7: Graduation Rate (High School Only)

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

8: Other (Optional)

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

Addendum for Schools Identified for Targeted or Comprehensive Support

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

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

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

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

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

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

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

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

TSI/ATSI Evidence-based Practices

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

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

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

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

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

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

Turnaround Team:
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:**

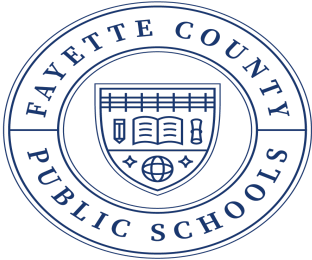| Identification of Critical Resources Inequities: |
|---|
| **Consider:** Describe the process used to review the allocation and use of resources (people, time, and money), any resource inequities that were identified that may contribute to underperformance, and how identified resource inequities will 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.	☒
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Comprehensive School Improvement Plan (CSIP)

Needs Assessment: Priorities

Increase proficiency in reading and math, decrease novice and increase proficiency for minority, special education and English Language Learners.

Needs Assessment: Processes, Practices, or Conditions

Julius Marks Elementary is a growing school, focusing on both academics and behavior development. Our primary academic focus remains on improving reading and math outcomes for minority students, linguistically gifted students, and students with special needs. To ensure progress, all students are assessed three times annually, with adjustments to their plans made based on growth.

At JME, we hold targeted meetings twice weekly: one day dedicated to reading and the other to math. Additionally, approximately every six weeks, we review the progress of students in the MTSS (Multi-Tiered System of Supports) process for both academics and behaviors.

For behavior management, we utilize PBIS (Positive Behavioral Interventions and Supports) and emphasize character development to foster a strong sense of personal responsibility within students toward their classroom, school, and community. Monthly Town Hall meetings celebrate students' mastery of character equations and introduce the new character focus for the upcoming month.

To monitor behavior trends, we employ tools like Class DOJO and eOS, analyzing data to make informed corrections and promote continuous improvement. Instructionally, we adhere to the district framework for teaching standards and leverage highly qualified instructional resources to support student learning effectively.

Kentucky Summative Indicators: Status and Change

State Assessment Results in reading and mathematics	51.6	-5.2
State Assessment Results in science, social studies, and writing	51.0	-11.4

Indicator	Status	Change
English Learner Progress	57.8	-15.4
Quality of School Climate and Safety	72.4	-3.1

1: State Assessment Results in Reading and Mathematics

By October 2025 Julius Marks Elementary will increase the Reading and Math combined status percentage from 51.6 to 56.6

Objective	Strategy	Activities	Measure of Success	Progress Monitoring	Funding
Objective 1 – By May 2025 increase reading proficiency scores from 42% to 47% Objective 2: By May 2025 increase math proficiency scores from 36% to 41%	KCWP 1: Design and Deploy Standards: Refine system to assess, review, and refine curricula to support assurance that all students have the knowledge, skills and dispositions for future success.	Continue PLC process for assessing instruction of state standards and its congruence with curriculum resources. Refine and ensure all standards are covered with instruction.	PLC Agendas/Minutes Common Assessment Data	Beginning of year, Middle of year and End of year benchmark assessments	
		Provide professional learning around best practices in literacy and math. Continue with implementation of backward planning, data talks, implementation of systematic phonics program for primary students.	Professional Learning Agendas/sign in sheets. Student work displayed with teacher models, rubrics and scoring guides.	Beginning of year, Middle of year and End of year benchmark assessments	
	KCWP 2: Design and Deliver Instruction – Refining our system to ensure the instructional program is intentional and high quality.	Provide teachers with support of standards deconstruction and analysis.	PLC Agenda/Minutes Walkthrough Data Common Assessment Data	Beginning of year, Middle of year and End of year benchmark assessments	
		Provide teachers with engagement strategies to ensure all students are actively engaged in high quality learning activities.	Co-Teaching Professional development and Thinking Maps	Beginning of year, Middle of year and End of year benchmark assessments	

By October 2025 Julius Marks Elementary will increase the Reading and Math combined status percentage from 51.6 to 56.6

Objective	Strategy	Activities	Measure of Success	Progress Monitoring	Funding
			Professional Development implementation		
	KCWP 3: Design and Deliver Assessment Literacy – Refine system to analyze data to identify school priorities and implement actionable steps that impact instruction and student learning.	Implement systematic data analysis of multiple data points, including, but not limited to MAP, Common Assessments and Unit Assessments, using new HQIR resources, iReady, Benchmark and UFLI	PLC Agenda/Minutes Staff Meeting Agenda/Minutes	Beginning of year, Middle of year and End of year benchmark assessments	
	KCWP 4: Review, Analyze, and Apply Data : Using the activities from KCWP 3, teachers will have an established system for examining, interpreting and analyzing classroom data in order to determine instructional needs and priorities for individual student success.	Provide teachers with training/practice with analysis of data to improve instruction through Professional Development and PLCs.	Analysis Protocol PLC Agendas/Minutes	Beginning of year, Middle of year and End of year benchmark assessments	
				Beginning of year, Middle of year and End of year benchmark assessments	

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

By October 2025 Julius Marks Elementary will increase the Science, Social Studies and Combined Writing status percentage from _____ 51.0 to 56.0

Objective	Strategy	Activities	Measure of Success	Progress Monitoring	Funding
Objective 1 – By May 2025 increase Science proficiency scores from 48.2 to 53.2	KCWP 1: Revise and deploy an instructional process system that includes	Conduct job-embedded professional learning support in the area of best practice/high yield	Aligned targets for classroom use – Curriculum documents	Beginning of year, Middle of year and End of year benchmark assessments	NA

By October 2025 Julius Marks Elementary will increase the Science, Social Studies and Combined Writing status percentage from _____ 51.0 to 56.0

Objective	Strategy	Activities	Measure of Success	Progress Monitoring	Funding
	monitoring to ensure curriculum is taught at a high level of fidelity and create grade appropriate standards based learning targets.	instructional strategies to inform instruction, provide interventions for students that fail to meet mastery, and enrich instruction for those that already demonstrate mastery.	PLC Agendas/Minutes Teacher plans Walkthrough and Student Achievement data per Amplify.		
Objective 2 – May 2025 increase social Studies proficiency scores from 40.6 to 45.6		Identify teacher leaders for Social Studies to work directly with district leaders to ensure vertical alignment and identify instructional gaps, including planning for the introduction of the standard, development, gradual release phases, and arrival at standards mastery.	Aligned targets for classroom use – Curriculum documents PLC Agendas/Minutes	Beginning of year, Middle of year and End of year benchmark assessments	NA
Objective 3 – By May 2025 increase Writing proficiency scores from 64.2-69.2	KCWP 2: Design and deliver instruction. Teachers will design Tier 1 instruction through standards based lessons/activities to deliver and assess for progress and mastery.	Writers Workshop in common area of school	On Demand Writing	Beginning of year, Middle of year and End of year benchmark assessments	NA
		Implement Common On Demand tasks monthly with a minimum of 3 live scoring sessions.	On Demand Scoring JME Data Tracker PLC Agenda	Beginning of year, Middle of year and End of year benchmark assessments	NA
	KCWP 4: Review Analyze and Apply Data – Implement a process where teachers will analyze On Demand tasks to improve instruction and address students needing additional support.	Analyze On Demand tasks for trends and instructional feedback.	PLC Agenda On Demand Formative Assessment Data	Beginning of year, Middle of year and End of year benchmark assessments	NA

3: Achievement Gap

Objective	Strategy	Activities	Measure of Success	Progress Monitoring	Funding
By May 2025, Julius Marks Elementary will decrease the number of novice African American students from- to - .	Identify students based on MAP scores and add to Targeted Support Group		Growth on Weekly assessments	Targeted Support Tracker	NA

4: English Learner Progress

By April 2025, 80% of EL students will grow by at least .5 in their ACCESS composite score.

Objective	Strategy	Activities	Measure of Success	Progress Monitoring	Funding
		Push in and Co-teach model	JME Data tracker	Beginning of year, Middle of year and End of year benchmark assessments	NA
		Pre-teach of vocabulary	JME Data Tracker	Beginning of year, Middle of year and End of year benchmark assessments	NA

C	D	E	J
School Name	Leve	Demographic Grou	Current Yr English Learners Progress
Julius Marks Elementary School	ES	All Students	73.8
Julius Marks Elementary School	ES	English Learners plus M	73.8
Julius Marks Elementary School	ES	Economically Disadvanta	73.2

5: Quality of School Climate and Safety

By October 2025 Julius Marks Elementary will increase the Quality of School Climate and Safety status from 72.4 to 77.4

Objective	Strategy	Activities	Measure of Success	Progress Monitoring	Funding
By October of 2025, Julius Marks Elementary will increase the QSCS status from 72.4 to 77.4%	Implement character equation plan focused on growing student character by explicit instruction around character traits that are valuable to the JME school community	Monthly Town Hall Meetings with reflection and learning from character equations addressed monthly	Town Hall Meeting data tracker, eOS and DOJO reports	Classroom teachers, principal and specials teachers	PBIS, PTA and Section 6
		Addition of Character Equations to PBIS plan	Town Hall Meeting data tracker, eOS and DOJO reports	Classroom teachers, principal and specials teachers	PBIS, PTA and Section 6

6: Family Engagement

By Feb 2025 Julius Marks Elementary School will demonstrate evidence of engaging families through a variety of strategies that enhance the academic and overall well-being of our students.

Objective	Strategy	Activities	Measure of Success	Progress Monitoring	Funding
By February Julius Marks will have developed a FACE (Family and Community Engagement Plan)	Implement and monitor the strategies developed in the plan.	FACE committee with support from the district FACE liaisons will develop the focus for the year	- FACE plan - Family Surveys - Parent/Community participation in committees/FRC advisory council/volunteer opportunities	Principal, FACE lead and FACE liaison will monitor FACE plan throughout the year.	- Section 6 - Title 1 - FRC - PTA
		Execute the expectations established on the FACE action plan	- Pre-Post action plan data/reflection - Participation data	Principal, FACE lead and FACE liaison will monitor FACE plan throughout the year.	- Section 6 - Title 1 - FRC - PTA
		Offer a variety of events, activities and supports for families per the FACE plan.	- Participation at events - List of resources provided- and # or families accessing the resources	Principal, FACE lead and FACE liaison will monitor FACE plan throughout the year.	- Section 6 - Title 1 - FRC - PTA

Special Considerations for Targeted Support and Improvement (TSI)

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:

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:

TSI 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), 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 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.

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Comprehensive School Improvement Plan (CSIP)

Needs Assessment: Priorities

Key Core Work Process 1: Design and Deploy Standards

Needs Assessment: Processes, Practices, or Conditions

Key Core Work Process 1: Design and Deploy Standards
Our school focuses on ensuring students are well-prepared for the future. To achieve this, we:
- **Align with Standards:** We make sure our instructional practices matches state standards.
- **Plan Effectively:** We use long-range planning and unit frameworks to organize our standards and instructional practices.
- **Assess Regularly:** We use assessments to track student progress and identify areas for improvement.
- **Collaborate and Learn:** Teachers work together to share best practices, analyze data, and receive coaching.
- **Use Effective Strategies:** We use research-based strategies like Thinking Maps and Co-Teaching to enhance learning.
- **Continuously Improve:** We regularly review and adjust our teaching methods and instructional practices to meet student needs.

Kentucky Summative Indicators: Status and Change

Indicator	Status	Change
State Assessment Results in reading and mathematics	47.0	-4.9
State Assessment Results in science, social studies, and writing	44.3	-0.1
English Learner Progress	60.4	-17.3
Quality of School Climate and Safety	75.7	1.7

1: State Assessment Results in Reading and Mathematics

By October of 2028, James Lane Allen will increase the Reading and Math combined status percentage from 47.0 to 52, measured by KSA for an increase of 5%.

Objective	Strategy	Activities	Measure of Success	Progress Monitoring	Funding
Objective 1: Reading Goal- By May 2025, James Lane Allen will increase Reading proficiency from 33% to 38% as measured by KSA.	Professional Learning for Backward Design and Formative Assessment	Provide ongoing professional learning opportunities for all teachers, PreK-5 to engage in best practices when using standards and HQIR anchor resources.	FCPS Benchmarks, Unit, Formative, and Interim Assessments, Walkthrough Data	Principal, Assistant Principal, Instructional Coaches, Chief regularly monitor through walkthroughs and meetings	Title 1 School Workbook
	Professional Learning for Backward Design and Formative Assessment	Teachers collaborate to design lessons using Backward Design and develop formative assessments aligned to standards. Teams will share their work, provide feedback, and refine their plans.	FCPS Benchmarks, Unit, Formative, and Interim Assessments, Walkthrough Data	Principal, Assistant Principal, Instructional Coaches, Chief regularly monitor through walkthroughs and meetings	Title 1 School Workbook
	Co-Teaching Model	Provide ongoing professional learning opportunities for all teachers to engage in the co-teaching model. Engage with the implementation checklist	FCPS Benchmarks, Unit, Formative and Interim Assessments, Walkthrough Data, Co-Teaching Implementation Checklist	Principal, Assistant Principal, Instructional Coaches, Chief, External Co-Teaching Coaches	Title 1 District- Coaches
Objective 2: Math Goal By May 2025, James Lane Allen will increase Math proficiency from 28% to 33% as measured by KSA.	Professional Learning for Backward Design and Formative Assessment	Provide ongoing professional learning opportunities for all teachers, PreK-5 to engage in best practices when using standards and HQIR anchor resources. Incorporate HQIRs as a resource and support teachers in designing lessons that effectively scaffold math concepts for deeper understanding.	FCPS Benchmarks, Unit, Formative, and Interim Assessments, Walkthrough Data	Principal, Assistant Principal, Instructional Coaches, Chief regularly monitor through walkthroughs and meetings	Title 1 School Workbook
	Professional Learning for Backward Design and Formative Assessment	Teachers collaborate to design lessons using Backward Design and develop formative assessments aligned to standards. Teams will share their work, provide feedback, and refine their plans.	FCPS Benchmarks, Unit, Formative, and Interim Assessments, Walkthrough Data	Principal, Assistant Principal, Instructional Coaches, Chief regularly monitor through walkthroughs and meetings	Title 1 School Workbook
	Co-Teaching Model	Provide ongoing professional learning opportunities for all teachers to engage in the co-teaching model. Engage with the implementation checklist	FCPS Benchmarks, Unit, Formative and Interim Assessments, Walkthrough Data, Co-Teaching Implementation Checklist	Principal, Assistant Principal, Instructional Coaches, Chief, External Co-Teaching Coaches	Title 1 District Coaches

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

By October 2028, James Lane Allen will increase Science, Social Studies, and Combined Writing from 44.3 to 49.3, as measured by KSA for an increase of 5%.

Objective	Strategy	Activities	Measure of Success	Progress Monitoring	Funding
Objective 1: By May 2025, James Lane Allen will increase Science proficiency from 18% to 23% as measured by KSA.	Establish a practice to ensure that students have an opportunity to "unpack" standards	Provide ongoing learning on integrating Science standards into Reading Standards Provide ongoing professional learning opportunities for teachers K-5 to engage in best practices when utilizing the HQIR anchor resources	Standards Benchmarks, Unit, Formative, and Interim Assessments, Walkthrough Data	Principal, Assistant Principal, Instructional Coaches, Chief regularly monitor through walkthroughs and meetings	District Specialists
Objective 2: By May 2025, James Lane Allen will increase Social Studies proficiency from 25% to 30% as measured by KSA.	Establish a practice to ensure that students have an opportunity to "unpack" standards	Provide ongoing learning on integrating Social Studies into Reading Standards Provide ongoing professional learning opportunities for teachers K-5 to engage in best practices when utilizing the HQIR anchor resources	Standards Benchmarks, Unit, Formative, and Interim Assessments, Walkthrough Data	Principal, Assistant Principal, Instructional Coaches, Chief regularly monitor through walkthroughs and meetings	District Specialists
Objective 3: By May 2025, James Lane Allen will increase Combined Writing proficiency from 31% to 36% as measured by KSA.	Establish a practice to ensure that students have an opportunity to "unpack" standards	Provide professional learning opportunities for all teachers, across all disciplines on effective writing instructions, data analysis, and differentiated strategies	Standards Benchmarks, Unit, Formative, and Interim Assessments, Walkthrough Data	Principal, Assistant Principal, Instructional Coaches, Chief regularly monitor through walkthroughs and meetings	Title I School Workbook
		Use KSA released items data, and classroom formative assessment data to identify gaps and trends in student writing performance.	Standards Benchmarks, Unit, Formative, and Interim Assessments, Walkthrough Data	Principal, Assistant Principal, Instructional Coaches, Chief regularly monitor through walkthroughs and meetings	

3: Achievement Gap

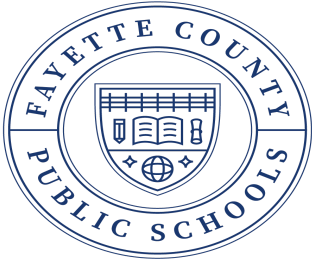| Objective	Strategy	Activities	Measure of Success	Progress Monitoring	Funding
By May 2025, James Lane Allen White students scoring in the 41-60%ile range in reading MAP will increase from 11% to 20%.	Continue identifying and monitoring "Bubble" students performing at each level of proficiency.	Conduct in-depth data analysis with MAP. Create specific instructional strategies for students at each level Communicate performance with family	MAP Data	Formative data Analysis Unit/Benchmark Assessment Analysis Analysis of MAP data	Sec 6 Title 1
By May 2025, James Lane Allen Hispanic students scoring in the 41-60%ile range in math MAP will increase from 17% to 25%.	Continue identifying and monitoring "Bubble" students performing at each level of proficiency.	Conduct in-depth data analysis with MAP. Create specific instructional strategies for students at each level Communicate performance with family	MAP Data	Formative data Analysis Unit/Benchmark Assessment Analysis Analysis of MAP data	Sec 6 Title 1

4: English Learner Progress

By October 2028, 80% of our English Learner students at James Lane Allen will grow at least .5 on their ACCESS composite score.

Objective	Strategy	Activities	Measure of Success	Progress Monitoring	Funding
By May 2025, 80% of English Learners will grow 0.5 on their comprehension (listening, reading, speaking, and writing) as measured by ACCESS.	Increase opportunities for students to participate (verbal & written)	Intentionally plan for opportunities to talk and share ideas	ACCESS Results	Formative data Walkthrough Data	Sec 6 Title 1
		Intentionally design the master schedule to have time for English Learner teachers to collaborate, co-teach, and co-plan with general education teachers, including the ability for EL teachers to attend Professional Learning Communities (PLCs) with the grade levels they support.	ACCESS Results	Formative data Walkthrough Data	Sec 6 Title 1
	Provide professional learning for teachers on strategies for integrating interpretive skills (listening, viewing, and reading) during Tier 1 and small group instruction.	Provide professional learning opportunities to ensure multilingual learners receive input they can understand and engage with effectively.	ACCESS Results	Formative data Walkthrough Data	Sec 6 Title 1

5: Quality of School Climate and Safety

By October 2028, James Lane Allen will increase Quality of School Climate and Safety status from 75.7 to 80.7, as measured by KSA for an increase of 5%.

Objective	Strategy	Activities	Measure of Success	Progress Monitoring	Funding
By October 2028, James Lane Allen Elementary students will increase the number of students indicating Agreement with positive survey statements.	Establish a practice to ensure expectations for student-to-student interactions are clear.	Throughout the day and in SEL time, educate students about ways to interact with peers, how to share their thoughts, ideas, and opinions respectfully, and that fair does not mean "equal".	KSA Quality of School Climate Survey	PBIS Student Survey	Sec 6 funds Title 1
By October 2028, James Lane Allen Elementary students will increase the number of students indicating Agreement with the survey statement, "Adults from my school stay calm when dealing with bad behavior".	Establish a process to ensure culturally responsive behaviors are modeled among faculty, staff, and students.	Educate staff on strategies for dealing with difficult situations Coaching behavior strategies	KSA Quality of School Climate Survey	PBIS Student Survey Teacher Coaching Walkthrough Data	Sec 6 funds Title 1

6: Family Engagement

By October 2028, James Lane Allen Elementary School will demonstrate evidence of engaging families through various strategies that enhance our students' academic and overall well-being.

Objective	Strategy	Activities	Measure of Success	Progress Monitoring	Funding
By October 2028, James Lane Allen Elementary will have developed a Family and Community Engagement (FACE) Plan.	Implement and monitor strategies developed in the plan	FACE committee with support from the district FACE liaisons will develop the focus for the year	FACE Action Plan, Family Surveys, Family/Community participation in committees/FRC Advisory council/volunteer opportunities	Principal, FACE lead and FACE liaison will monitor FACE plan throughout the year.	Section 6 Title 1 FRC PTA
		Execute the expectations established in the FACE Action Plan	Pre-Post Action Plan Data/Reflection Participation Data	Principal, FACE lead and FACE liaison will monitor FACE plan throughout the year.	Section 6 Title 1 FRC PTA
		Offer a variety of events, activities, and supports for families per the FACE Action Plan	Participation at Events List of resources provide (number of families using resources)	Principal, FACE lead and FACE liaison will monitor FACE plan throughout the year.	Section 6 Title 1 FRC PTA

Comprehensive School Improvement Plan (CSIP)

Needs Assessment: Priorities

Equitable outcomes through access to resources and instruction that are aligned to grade-level Kentucky Academic Standards.

Needs Assessment: Processes, Practices, or Conditions

KCWP 1: Design and Deploy Standards - Ensure that all students are provided access to instructional resources that are aligned to grade-level Kentucky Academic Standards.

KCWP 2: Design and Deliver Instruction - Ensure that the instructional program is aligned to Kentucky Academic Standards and includes evidence-based strategies.

Kentucky Summative Indicators: Status and Change

Indicator	Status	Change
State Assessment Results in reading and mathematics	73.8	0.8
State Assessment Results in science, social studies, and writing	72.7	2.6
English Learner Progress	77.1	-2.1
Quality of School Climate and Safety	79.9	0.1
Postsecondary Readiness - *High School only*	n/a	n/a
Graduation Rate - *High School only*	n/a	n/a

1: State Assessment Results in Reading and Mathematics

By October 2025, Liberty Elementary will increase the Reading and Math combined status score from 73.8 to 78.8 as measured by the Kentucky Summative Assessment.

Objective	Strategy	Activities	Measure of Success	Progress Monitoring	Funding
By January 2025, all students will show growth toward grade level proficiency in reading and mathematics. By May 2025, all students will show growth toward grade level proficiency in reading and mathematics.	**KCWP 1:** Design and Deploy Standards **KCWP 2:** Design and Deliver Instruction **KCWP 4:** Review, Analyze, and Apply Data Results	**Resources** Implementation of HQIRs for reading (Benchmark Advance) and mathematics (iReady) across grade levels. **Professional Learning & Support** Collaboration with our District Based Instructional Coach (DBIC) to provide support with resource implementation and instructional planning. Collaboration with Maxwell Elementary for professional learning for DLI staff. Participation in KyCL Train-the-Trainer sessions for the general implementation of Benchmark Advance. **Systems and Structures** Grade-level PLCS will focus on analysis of assessment data to inform instructional decisions. Release days will be provided for grade-level teams to focus on the implementation of the HQIRs and instructional planning.	Common Formative Assessments MAP Growth Kentucky Summative Assessment Data	Common Grade-level Formative Assessment Data ➔ Monthly MAP Growth Results ➔ January 2025 ➔ May 2025 Kentucky Summative Assessment Data ➔ October 2025 Fidelity Checks for Tier 1 Instruction ➔ January 2025 ➔ April 2025	HQIRs - District Funds Release Days - Section 6 Funds

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

By October 2025, Liberty Elementary will increase the Science, Social studies, and Combined Writing status score from 72.7 to 77.7 as measured by the Kentucky Summative Assessment.

Objective	Strategy	Activities	Measure of Success	Progress Monitoring	Funding
By January 2025, all students will show growth toward grade level proficiency in science, social studies, and combined writing. By May 2025, all students will show growth toward grade level proficiency in science, social studies, and combined writing.	**KCWP 1:** Design and Deploy Standards **KCWP 2:** Design and Deliver Instruction **KCWP 4:** Review, Analyze, and Apply Data Results	**Resources** Implementation of the HQIR for reading (Benchmark Advance) with a specific focus on the integration of science and social studies standards. **Professional Learning & Support** Utilization of district-based instructional specialists for science and social studies as needed. Participation in district-based On-Demand Writing PL sessions. Participation in KyCL Train-the-Trainer sessions for writing instruction. **Systems and Structures** Revision of the SBDM Writing Policy. Development of a schoolwide writing plan to provide guidance and set expectations for K-5 writing instruction and outcomes.	District Benchmark Assessments Kentucky Summative Assessment ➔ Science -Grade 4 ➔ Social Studies - Grade 5 ➔ Combined Writing - Grade 5	Grade-level Unit Assessments for science and social studies ➔ A minimum of one per grading period District Benchmark Assessments ➔ March 2025	HQIRs - District Funds KyCL Grant Funds

3: Achievement Gap

Objective	Strategy	Activities	Measure of Success	Progress Monitoring	Funding
By May 2025, the percent of African-American students with a novice score will be reduced by 10%. By May 2025, the percent of students with an IEP with a novice score will be reduced by 10%.	**KCWP 2:** Design and Deliver Instruction **KCWP 4:** Review, Analyze, and Apply Data Results **KCWP 5:** Design, Align, and Deliver Support Processes	**Resources** Implementation of HQIRs (Benchmark Advance; SPIRE) with a specific focus on equitable access and opportunity across student groups. **Professional Learning & Support** Collaboration with the District Offices of Unity, Belonging, and Self-Efficacy, Academic Services, and/or Special Education Services for professional learning and support. Participation in KyCL Train-the-Trainer sessions for small-group instruction. **Systems and Structures** Grade-level PLCs will disaggregate assessment data by student groups to inform instructional planning. Grade-level PLCs will include the participation of the designated SpEd teacher(s) to support the implementation of strategies to address the needs of students with an IEP. Implementation of differentiated small-group instruction and Multi-Tiered System of Supports (MTSS) to meet identified student needs. Grade-level PLCs will include the participation of the Intervention Team as scheduled by the principal.	Common Formative Assessments MAP Growth Kentucky Summative Assessment Data	Common Grade-level Formative Assessment Data ➔ Monthly MAP Growth Results ➔ January 2025 ➔ May 2025 Kentucky Summative Assessment Data ➔ October 2025 Fidelity checks for Tiers 2 and 3 ➔ January 2025 ➔ April 2025 MTSS Progress Monitoring Data	HQIRs - District Funds KyCL Grant Funds

4: English Learner Progress

By April 2025, 80% of EL students will grow by at least .5 in their ACCESS composite score.					
Objective	**Strategy**	**Activities**	**Measure of Success**	**Progress Monitoring**	**Funding**
By January 2025, all EL students will demonstrate growth toward the language proficiency standards.	**KCWP 2:** Design and Deliver Instruction **KCWP 4:** Review, Analyze, and Apply Data Results **KCWP 5**: Design, Align, and Deliver Support Processes	**Resources** Implementation of instruction and resources aligned with students' Program Services Plans (PSP). **Professional Learning & Support** School-based EL teachers will participate in district-based professional learning sessions and PLCs. School-based EL teachers will provide support to classroom teachers with the implementation of students' PSPs and differentiation of instruction. **Systems and Structures** Development of a schoolwide schedule that allocates time for collaboration and resource room instruction.	ACCESS or Alternate ACCESS Note: ACCESS is the annual English language proficiency assessment for state accountability.	PSP Progress Monitoring Data → Quarterly ACCESS Practice Assessments EL instructional walkthroughs → Monthly	

5: Quality of School Climate and Safety (QSCS)

By October 2025, Liberty Elementary will increase the school climate and safety index score from 79.9 to 84.9 as measured for state accountability with the QSCS survey.

Objective	Strategy	Activities	Measure of Success	Progress Monitoring	Funding
By October 2025, students' perception of the quality of school climate and safety will improve.	**KCWP 6:** Establish Learning Environment and Culture	**Resources** Implementation of SEL curriculum to increase student wellbeing, help-seeking, resiliency, healthy coping, and belonging. **Professional Learning & Support** The Student Support Team will provide classroom teachers with support to address the general and individualized SEL needs of students. Collaboration with the District Office of Unity, Belonging, and Self-Efficacy for professional learning and support. **Systems and Structures** Schoolwide PBIS System Implementation of a referral system and a Multi-Tiered System of Supports (MTSS) to meet identified student needs. Implementation of the Student Code of Conduct to respond to discipline referrals.	Quality of School Climate and Safety Survey	The Student Support Team and PBIS Team will monitor the implementation of the schoolwide PBIS system and the SEL curriculum. PBIS data	

6: Postsecondary Readiness
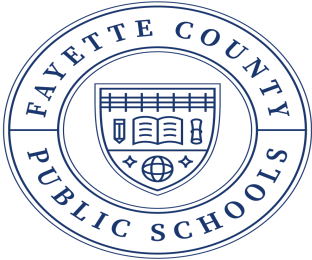
n/a

Objective	Strategy	Activities	Measure of Success	Progress Monitoring	Funding

7: Graduation Rate

n/a

Objective	Strategy	Activities	Measure of Success	Progress Monitoring	Funding

8: Family Engagement

By May 2025, Liberty Elementary School will demonstrate evidence of engaging families through a variety of strategies that enhance the academic and overall well being of our students.

Objective	Strategy	Activities	Measure of Success	Progress Monitoring	Funding
By February 2025, we will develop a schoolwide FACE action.	**KCWP 6**: Establish Learning Environment and Culture	**Professional Learning & Support** Collaboration with the district FACE Lead to develop a focus for the current school year. Collaboration with the district FACE Team to provide professional learning to school staff on evidence-based family and community engagement strategies. **Systems and Structures** Execute the expectations established on the FACE Action Plan through a collaborative team including the FACE Liaison, EL Team, Unity, Belonging, and Self-Efficacy (UBSE) Lead, and Family Resource Center Coordinator.	Participation data of staff and families Additional measures as outlined in the FACE Action Plan	School-based administrators will monitor the implementation of the FACE Action Plan ➔ Monthly	

Comprehensive School Improvement Plan (CSIP)

Needs Assessment: Priorities

African-American Student Achievement, Reading and Math Proficiency, (Science, Writing and Social Studies Proficiency)

Needs Assessment: Processes, Practices, or Conditions

Faculty completed the Key Core Work Processes review.

Kentucky Summative Indicators: Status and Change

Indicator	Status	Change
State Assessment Results in reading and mathematics	52.3	+10.8
State Assessment Results in science, social studies, and writing	39.1	+.9
English Learner Progress	72.6	+25.6
Quality of School Climate and Safety	75.6	+2.6

1: State Assessment Results in Reading and Mathematics

By October 2028 Mary Todd Elementary will increase the Reading and Math combined status percentage from 52.3 to 57.3

Objective	Strategy	Activities	Measure of Success	Progress Monitoring	Funding
By October 2025 Mary Todd Elementary will increase the Reading and Math combined status percentage from 52.3 to 53.9.	Continue to implement UFLI teaching strategies in K-2 classrooms to supplement foundational skills.	K-2 Classroom Teachers have been trained in UFLI and implementing these strategies in classrooms.	PLC agendas, lesson plans, classroom observations, and walk-through data. RDIF release days/training	Weekly by administration	RDIF Grant
	MAF Coach- will continue to work with select teachers individually and provide school-wide training around the mathematical practices.	Intentional planning with MAF math coach across the building with a specific focus on increasing student discourse. Professional Learning conducted by our math coach for the entire teaching staff.	PLC agendas, lesson plans, classroom observations, and walk-through data. MAF co-teaching, professional learning	Bi-weekly by administration	MAF Grant

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

By October 2028 Mary Todd Elementary will increase the Science, Social Studies and Combined Writing status percentage from 39.1 to 44.1

Objective	Strategy	Activities	Measure of Success	Progress Monitoring	Funding
By October 2025 Mary Todd Elementary will increase student achievement in Science from 25% P/D to 30 % P/D.	KCWP 2 Master Schedule will continue to provide dedicated instructional time for Science at all grade levels. STEM teacher will intentionally collaborate with classroom teachers to support and supplement Science instruction in STEM and classroom.	Ensure the connection between learning intentions and success criteria from the curriculum framework utilizing backwards design protocols to plan instruction along with formative and summative assessments as the foundation of the PLC process that includes analyzing student data in science, social studies, and writing.	PLC agendas, lesson plans, classroom observations, and walk-through data.	Weekly by administration	N/A
	Ensure students have more opportunities to write in response to content specific texts. l	Students will utilize student investigation journals to bolster their mastery of content and improve their writing.	Formative and summative assessment will be analyzed. PLC agendas, lesson plans, classroom observations, and walk-through data.	Bi-weekly by administration	N/A

3: Achievement Gap

Objective	Strategy	Activities	Measure of Success	Progress Monitoring	Funding
African-American Student Achievement in Math. Increase the percent of Proficient and Distinguished in Math from 19.1% to 24.1%	KCWP 2 Employ targeted student engagement strategies to allow more opportunities for student discourse and peer collaboration.	Teachers will use student engagement strategies along with support from our MAF coach to provide students more opportunities for collaboration and discourse.	Formative and summative assessment will be analyzed. PLC agendas, lesson plans, classroom observations, and walk-through data.	Bi-weekly by administration	N/A

Objective	Strategy	Activities	Measure of Success	Progress Monitoring	Funding

4: English Learner Progress

By April 2028, 100% of EL students will grow by at least .5 in their ACCESS composite score.

Objective	Strategy	Activities	Measure of Success	Progress Monitoring	Funding
By October 2025, 100% of our EL students will grow by at least .5 on their ACCESS composite score.	KCWP 1	Ensure students are receiving grade level Tier I instruction that uses specific academic vocabulary along with the implementation of learning strategies to increase student discourse and engagement.	PLC agendas, lesson plans, classroom observations, and walk-through data. Formative and summative assessment will be analyzed.	bi-weekly by administration	N/A

5: Quality of School Climate and Safety

By October 2028 Mary Todd Elementary will increase the Quality of School Climate and Safety status from 75.6 to 81.6

Objective	Strategy	Activities	Measure of Success	Progress Monitoring	Funding
By October 2025 Mary Todd Elementary will increase the Quality of School Climate and Safety percentage from 75.6 to 77.2.	KWCP 5 Each classroom will have a classroom management plan that aligns with the school-wide PBIS/MTSS Plans, and can be articulated by all stakeholders.	Ensure academic and behavioral expectations are actively modeled and are an existing part of the school culture. Ensure the expectations of students are clearly defined, and that group norms have been established within the classroom and common areas.	Student Support Team notes, ODRs, school-wide PBIS (eOS) data analysis, classroom walkthroughs and DESSA Data	PBIS committee- monthly SST- Bi-weekly Weekly- walkthrough data	N/A

6: Family Engagement

By Feb 2028 Mary Todd Elementary School will demonstrate evidence of engaging families through a variety of strategies that enhance the academic and overall well-being of our students.

Objective	Strategy	Activities	Measure of Success	Progress Monitoring	Funding
By October 2025 Mary Todd Elementary will have developed a FACE (Family and Community Engagement) Plan to increase parent involvement and efficacy.	Implement and monitor the strategies developed in the plan.	FACE committee with support from the district FACE liaisons will develop the focus for the year	• FACE plan • Family Surveys • Parent/Community participation in committees/FRC advisory council/volunteer opportunities	Principal, FACE lead and FACE liaison will monitor FACE plan throughout the year.	• Section 6 • Title 1 • FRC
		Offer a variety of events, activities and supports for families per the FACE plan.	• Participation/Attendance at events	Principal, FACE lead and FACE liaison will monitor FACE plan throughout the year.	• Section 6 • Title 1 • FRC

Special Considerations for Targeted Support and Improvement (TSI)

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:

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:

TSI 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), 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 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.	☒
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Comprehensive School Improvement Plan (CSIP)

Needs Assessment: Priorities

- **PLC: Maxwell will utilize high functioning PLC's and use a PDSA model effectively to improve student learning.**
- **Accelerated Learning: Maxwell will plan and implement cognitively engaging instruction to accelerate learning.**
- **Culture/Climate: Maxwell will provide systematic support to meet students' academic and social-emotional needs and foster a sense of belonging to include intentional family and community engagement.**

Needs Assessment: Processes, Practices, or Conditions

Maxwell has shown steady improvements in all academic areas and with all subgroups, but we still show a disparity between students from disenfranchised groups. Maxwell's priorities are to maintain the growth for all students while continuing to close gaps between students from all subgroups.

Kentucky Summative Indicators: Status and Change

Indicator	Status	Change
State Assessment Results in reading and mathematics	90.1	8.6
State Assessment Results in science, social studies, and writing	93.3	22
English Learner Progress	80.7	-9.1
Quality of School Climate and Safety	76	3.4
Postsecondary Readiness - *High School only*	N/A	
Graduation Rate - *High School only*	N/A	

1: State Assessment Results in Reading and Mathematics

• By October 2028 Maxwell Elementary will increase the Reading and Math combined status percentage from 90.1 to 95.1

Objective	Strategy	Activities	Measure of Success	Progress Monitoring	Funding
Increase reading proficiency to 76% as measured by the KSA assessment for students in grade 3-5	KCWP 1	Utilize the district developed frameworks, based on the state standards leveraging the PLC implementation processes to plan for grade appropriate instruction, which is cognitively engaging.	MAP growth and other district and teacher created assessments.	We will use a balanced combination of assessment. Both formative and summative to measure student growth and progress towards goals.	School funding
Increase math proficiency to 68% as measured by the KSA assessment for students in grade 3-5	KCWP 2	Kagan structures and cooperative learning strategies to increase authentic engagement. Using whiteboards, and other platforms to increase the amount of OTR's all students are exposed to.	Authentic student engagement and ownership of their own learning.	Walkthrough data Increases in students meeting MAP benchmarks	School funding

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

• By October 2028 Maxwell Elementary will increase the Sci/SS/Writing combined status percentage from 93.3 to 95.8

Objective	Strategy	Activities	Measure of Success	Progress Monitoring	Funding	
By October 2028 Maxwell Elementary will increase the Sci/SS/Writing combined status percentage from 93.3 to 95.8	KCWP 1	Utilize the district developed frameworks, based on the state standards leveraging the PLC implementation processes to plan for grade appropriate instruction, which is cognitively engaging.	MAP growth and other district and teacher created assessments.	We will use a balanced combination of assessment. Both formative and summative to measure student growth and progress towards goals.	School funding	
	KCWP 2	Kagan structures and cooperative learning strategies to increase authentic engagement. Using whiteboards, and other platforms to increase the amount of OTR's all students are exposed to.	Authentic student engagement and ownership of their own learning.	Walkthrough data Increases in students meeting MAP benchmarks	School funding	

3: Achievement Gap

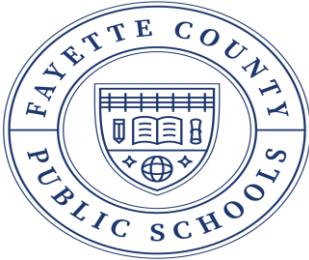| Objective	Strategy	Activities	Measure of Success	Progress Monitoring	Funding	
By May 2025 Maxwell reduce the percentage of students scoring Novice on the reading exam from economically disadvantaged homes from 22% to 17%.	KCWP 1	Utilize the district developed frameworks, based on the state standards leveraging the PLC implementation processes to plan for grade appropriate instruction, which is cognitively engaging.	MAP growth and other district and teacher created assessments.	We will use a balanced combination of assessment. Both formative and summative to measure student growth and progress towards goals.	School funding	
	KCWP 2	Kagan structures and cooperative learning strategies to increase authentic engagement. Using whiteboards, and other platforms to increase the amount of OTR's all students are exposed to.	Authentic student engagement and ownership of their own learning.	Walkthrough data Increases in students meeting MAP benchmarks	School funding	

4: English Learner Progress

- **By April 2025, 80% of EL students will grow by at least .5 in their ACCESS composite score.**

Objective	Strategy	Activities	Measure of Success	Progress Monitoring	Funding
Increase collaboration between classroom and EL teachers.	KCWP 1	Utilize the district developed frameworks, based on the state standards leveraging the PLC implementation processes to plan for grade appropriate instruction, which is cognitively engaging.	MAP growth and other district and teacher created assessments.	We will use a balanced combination of assessment. Both formative and summative to measure student growth and progress towards goals.	School funding
	KCWP 2	Kagan structures and cooperative learning strategies to increase authentic engagement. Using whiteboards, and other platforms to increase the amount of OTR's all students are exposed to.	Authentic student engagement and ownership of their own learning.	Walkthrough data Increases in students meeting MAP benchmarks	School funding

5: Quality of School Climate and Safety

By October 2025 Maxwell Elementary will increase the Quality of School Climate and Safety status from 76 to 81.

Objective	Strategy	Activities	Measure of Success	Progress Monitoring	Funding
Create a more culturally responsive environment for students.	KCWP 6	Ensure that classrooms operate within the school's guidelines of cultural responsiveness and hold students to high expectations for appreciating and accepting diversity.	Reduction in ODR's	We will monitor both ODR's for students, but also DESSA scores between fall and spring.	
Classroom guidance lessons explicitly and intentionally planned to address a more inclusive environment for students.	KCWP 6	Ensure the effective implementation and monitoring of character education practices		We will monitor both ODR's for students, but also DESSA scores between fall and spring.	

8: Family Engagement

By Feb 2025 Maxwell will demonstrate evidence of engaging families through a variety of strategies that enhance the academic and overall well-being of our students.

Objective	Strategy	Activities	Measure of Success	Progress Monitoring	Funding
Form meaningful partnerships with parents to enhance learning for students.		Data Nights to review STAMP data	Parent attendance	We will monitor the number of parents who come to parent learning opportunities.	School funding
		Individual parent learning conferences 2 per year	percentage of parents who attend individual learning conferences	We will monitor the number of parents who come to parent learning conferences	School funding

Approved by the school's SBDM council on 12-19-24

Comprehensive School Improvement Plan (CSIP)

Needs Assessment: Priorities

Key Core Work Process (KCWP) 1: Design and Deploy Standards
Key Core Work Process (KCWP) 2: Design and Delivery Instruction

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Focus Area 1: Professional Learning Communities (PLCs) ● Meadowthorpe PLCs will use a PDSA model effectively to improve student learning.

Focus Area 2: Assessment ● Meadowthorpe will develop and implement a balanced assessment system.

Focus Area 3: Acceleration ● Meadowthorpe will develop and implement standard-based instruction to accelerate learning.

Focus Area 4: Culture and Climate ● Meadowthorpe will provide systematic support to meet students' academic and social-emotional needs and foster a sense of belonging to include intentional family and community engagement.

Needs Assessment: Processes, Practices, or Conditions

Kentucky Summative Indicators: Status and Change

Indicator	Status	Change
State Assessment Results in reading and mathematics	Blue - Very High (86.3)	Increase by 2.6
State Assessment Results in science, social studies, and writing	Green - Very High (77.9)	Decline by 6.4
English Learner Progress	Yellow - High (81.9)	Decline by 17.1

Quality of School Climate and Safety	Blue – High (80.5)	Increase by 4.7
Postsecondary Readiness - *High School only*	NA	NA
Graduation Rate - *High School only*	NA	NA

1: State Assessment Results in Reading and Mathematics

By October 2028, Meadowthorpe Elementary School will increase Reading and Math index to 92 measured by KSA.

Objective	Strategy	Activities	Measure of Success	Progress Monitoring	Funding
● By 2025, Meadowthorpe Elementary will increase Reading proficient and distinguished level to 69% as measured by KSA. Current level is 66%.	-Professional learning for Backward Design, Formative Assessment, and Visible Learning	-Provide ongoing professional learning opportunities teachers to engage in best practices when utilizing the anchor resources.	-FCPS Standard Benchmarks, Unit, Formative, and Interim Assessments -Walkthrough Data	At the end of each unit Three times a year for MAP Weekly for formative assessment. Monthly Walkthroughs	Title 1
	-Professional learning on high-yield instructional strategies	-Provide ongoing professional learning opportunities for teachers to collaborate, implement, and analyze high-yield instructional strategies.	FCPS Standard Benchmarks, Unit, Formative, and Interim Assessments -Walkthrough Data	Three times a year for MAP Weekly for formative assessment. At the end of each unit Monthly Walkthroughs	Title 1
● By 2025, Meadowthorpe Elementary will increase Math proficient and distinguished level to 70% as measured by KSA. Current level is 68%.	-Professional learning on concrete representation, abstract, and mathematical practices.	- Incorporate instructional new resource and support teachers in designing lessons that effectively scaffold math concepts for deeper understanding.	-FCPS Standard Benchmarks, Unit, Formative, and Interim Assessments -Walkthrough Data	Three times a year for MAP Weekly for formative assessment. At the end of each unit Monthly Walkthroughs	NA
	-Professional learning for Backward Design, Formative Assessment, and Visible Learning	Teachers work in collaborative teams to design units using Backward Design, develop formative assessments aligned to standards, and create visible learning strategies to clarify objectives for students. Teams share their work, provide feedback, and renew their plans together.	-FCPS Standard Benchmarks, Unit, Formative, and Interim Assessments -Walkthrough Data	Three times a year for MAP Weekly for formative assessment. At the end of each unit Monthly Walkthroughs	NA

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

By October 2028, Meadowthorpe Elementary School will increase Science, Social Studies, and Combined Writing to 74 by KSA.

Objective	Strategy	Activities	Measure of Success	Progress Monitoring	Funding	
● By 2025, Meadowthorpe Elementary will increase Science proficient and distinguished level to 50% as measured by KSA. Current level is 47%.	-Ensure that science is taught in all grade levels K-5 with a foundation of teaching and learning based on anchor resources.	-Provide ongoing professional learning opportunities for all teachers K-5 to engage in best practices when utilizing the anchor resources.	-Standard Benchmarks, Unit, Formative, and Interim Assessments - Walkthrough Data	Three times a year for MAP Weekly for formative assessment. At the end of each unit Monthly Walkthroughs	NA	
● By 2025, Meadowthorpe Elementary will increase Social Studies proficient and distinguished level to 59% as measured by KSA. Current level is 56%.	-Ensure that social studies is taught in all grade levels K-5 with a foundation of teaching and learning based on anchor resources.	-Provide ongoing professional learning opportunities for all teachers K-5 to engage in best practices when utilizing the anchor resources.	-Standard Benchmarks, Unit, Formative, and Interim Assessments - Walkthrough Data	Three times a year for MAP Weekly for formative assessment. At the end of each unit Monthly Walkthroughs	NA	
	Continued exposure to sourcing and literacy practices in content aligned with KAS Inquiry standards for Social Studies consistently across K-5	-Provide professional learning opportunities for all teachers to embed sourcing and literacy practices across all standards.	-Standard Benchmarks, Unit, Formative, and Interim Assessments - Walkthrough Data	Three times a year for MAP Weekly for formative assessment. At the end of each unit Monthly Walkthroughs	NA	
● By 2025, Meadowthorpe Elementary will increase Combined Writing proficient and distinguished level to 69% as measured by KSA. Current level is 65%.	To strengthen writing across disciplines, focus on implementing research-based writing that aligns to Kentucky Academic Standards. Embed intentional writing practices across all disciplines.	-Provide professional learning opportunities for all teachers, across all disciplines, on effective writing instruction, data analysis, and differentiated strategies.	-Standard Benchmarks, Unit, Formative, and Interim Assessments - Walkthrough Data	Three times a year for MAP Weekly for formative assessment. At the end of each unit Monthly Walkthroughs	NA	
		-Provide writing assessment calibration for all disciplines, using rubrics, released items, and exemplars aligned to the Kentucky Academic Standards.	-Standard Benchmarks, Unit, Formative, and Interim Assessments - Walkthrough Data	Three times a year for MAP Weekly for formative assessment. At the end of each unit Monthly Walkthroughs	NA	
		-Use KSA released items data and classroom formative	-Standard Benchmarks, Unit, Formative, and	Three times a year for MAP	NA	

Objective	Strategy	Activities	Measure of Success	Progress Monitoring	Funding	
By October 2028, Meadowthorpe Elementary School will increase Science, Social Studies, and Combined Writing to 74 by KSA.						
		assessment data to identify gaps and trends in student writing performance.	Interim Assessments - Walkthrough Data	Weekly for formative assessment. At the end of each unit Monthly Walkthroughs		

3: Achievement Gap

	Strategy	Activities	Measure of Success	Progress Monitoring	Funding
Objective 1: By May 2025, Meadowthorpe will decrease Reading Novice by 5% with African American students, and English Learners.	-Professional learning on evidence-based, high yield instructional strategies.	-Implement close reading strategies that encourage a multiple-read routine, writing to learn and writing to demonstrate learning, while incorporating culturally responsive materials.	-Standard Benchmarks, Unit, Formative, and Interim Assessments - Walkthrough Data	Three times a year for MAP Weekly for formative assessment. At the end of each unit Monthly Walkthroughs	N/A
	-Establish common language structures to identify individual needs.	-Professional learning focused on implementing a "Name and Claim" system for students, using individual data to identify and address specific needs for tiered support within English Language Arts standards.	-Standard Benchmarks, Unit, Formative, and Interim Assessments - Walkthrough Data	Three times a year for MAP Weekly for formative assessment. At the end of each unit Monthly Walkthroughs	NA
By May 2025, Meadowthorpe Elementary will decrease Math Novice by 5% with African American students, and English Learners.	-Establish consistent vertical alignment of standards and mathematical practices across grade levels.	-Teachers from each grade level meet to review standards and mathematical practices, creating a shared understanding of skill progression across grades. -Utilize MTSS framework to identify and address tiered intervention needs.	Standard Benchmarks, Unit, Formative, and Interim Assessments - Walkthrough Data	Three times a year for MAP Weekly for formative assessment. At the end of each unit Monthly Walkthroughs	NA
	-Professional learning on evidence-based, high-yield instructional strategies.	-Implement close reading strategies that encourage writing to learn and writing to demonstrate learning of mathematical standards. -Use of co-teaching model in the math classroom	-Formative, Diagnostic, Interim Assessments - Walkthrough data	Three times a year for MAP Weekly for formative assessment. At the end of each unit Monthly Walkthroughs	NA

4: English Learner Progress

4: English Learner Progress By April 2028, 80% of EL students will grow by at least .5 in their ACCESS composite score					

Objective	Strategy	Activities	Measure of Success	Progress Monitoring	Funding
Objective 1: By February 2025, 80% of English learners will grow 0.5 on their comprehension (listening, reading, speaking, and writing) as measured by ACCESS.	-Provide professional learning for leaders and teachers on strategies for integrating interpretive skills (listening, viewing, and reading) during Tier 1 and small group instruction.	Provide professional learning for all principals, ILN, and instructional specialists on the Ellevation Strategies	-ACCESS Results	ACCESS Results Three times a year for MAP Weekly for formative assessment. At the end of each unit Monthly Walkthroughs	Title 1
		-Provide professional learning opportunities to ensure that multilingual learners receive input they can understand and engage with	-ACCESS Results	Access Results Three times a year for MAP Weekly for formative assessment. At the end of each unit Monthly Walkthroughs	

5: Quality of School Climate and Safety

● By 2028, Meadowthorpe Elementary will increase the quality of school climate and safety index to 87 as measured by KSA.					

Objective	Strategy	Activities	Measure of Success	Progress Monitoring	Funding
Objective 1: By May 2025, Meadowthorpe Elementary school will increase belonging-focused initiatives to increase student efficacy to learn at high levels.	Meadowthorpe Elementary will provide support to meet students' academic and social-emotional needs.	The administration team will continue to provide teachers professional learning experiences on effective implementation of culturally responsive teaching and learning strategies throughout the school year. Slides on culturally responsive teaching and learning will be discussed during team meetings and staff meetings.	Team meeting/staff meeting attendance Slides from meeting powerpoint	DESSA twice a year Survey	NA

6: Postsecondary Readiness

Objective	Strategy	Activities	Measure of Success	Progress Monitoring	Funding

7: Graduation Rate

Objective	Strategy	Activities	Measure of Success	Progress Monitoring	Funding

8: Family Engagement

By May 2028, Meadowthorpe Elementary School will demonstrate evidence of engaging families through a variety of strategies that enhance the academic and overall well-being of our students.

Objective	Strategy	Activities	Measure of Success	Progress Monitoring	Funding
Objective 1: By February 2025, Meadowthorpe Elementary will have developed a FACE action plan.	-Implement and monitor the strategies developed in the plan	-Collaborate with the school team and FACE Lead to develop a focus for the current school year.	-Family Survey Attendance at family events	Principal, FACE Lead will monitor monthly through walkthroughs	Title 1

Special Considerations for Targeted Support and Improvement (TSI)

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:

TSI 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), 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 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.	☒
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Millcreek Elementary Comprehensive School Improvement Plan (CSIP)

Needs Assessment: Priorities

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

Needs Assessment: Processes, Practices, or Conditions

KCWP 2: Focus on clarity of the KAS and the planning/implementation of active student engagement strategies. KCWP4: Focus on the implementation of a cyclical, data-driven PLC protocol to collaboratively develop standards-aligned instruction, assessment, and response to student need.

Kentucky Summative Indicators: Status and Change

Indicator	Status	Change
State Assessment Results in reading and mathematics	37.7	-7.6
State Assessment Results in science, social studies, and writing	35.6	-11.5
English Learner Progress	60.0	-8.9
Quality of School Climate and Safety	68.9	-5.2
Postsecondary Readiness - *High School only*		
Graduation Rate - *High School only*		

1: State Assessment Results in Reading and Mathematics

By October 2028 Millcreek Elementary will increase in Reading and Math combined status percentage from 37.7 to 43.64.

Objective	Strategy	Activities	Measure of Success	Progress Monitoring	Funding

Increased student growth and achievement in 2026 from 37.7 to 39.58
 	
Increased student growth and achievement in 2027 from 39.58 to 41.56
 	
Increased student growth and achievement in 2028 from 41.56 to 43.64
	KCWP 2: Design and Deliver Instruction:
	• Plan strategically in the selection of high yield instructional strategy usage within lessons.
	• Utilize knowledge of best practice/high yield instructional strategies to aid in curricular adjustments when students fail to meet mastery.
	• Plan for and implement active student engagement strategies.
		Student Engagement:
		
		Teachers collaboratively plan using an aligned and rigorous backward-design template and independently deliver **engaging lessons** that allow students to do the bulk of the work.
			• all students engaged in the learning through
			  ○ asking and answering questions
			  ○ quality peer-peer discourse
			  ○ writing to demonstrate learning
			  ○ using manipulatives to understand and demonstrate learning
				• Grade level planning sessions/notes/plans
				Weekly-by teachers and instructional leadership team through being present in planning sessions
				• Classroom observations
				Weekly- by members of the instructional leadership team through the process of using a instructional walk-through tool and aligned rubric
				• Formative data tracking/review
				Weekly- by grade-level team members and instructional leadership team through weekly data meetings
					Title I
					General
					SIF Grant
					MAF Grant
					RDIF Grant
					RTA Grant

Increased student growth and achievement in 2026 from 37.7 to 39.58 Increased student growth and achievement in 2027 from 39.58 to 41.56 Increased student growth and achievement in 2028 from 41.56 to 43.64	**KCWP 4: Review, Analyze, and Apply Data Results:** • Develop and deploy a PLC protocol with an effective cyclical process for standards deconstruction, designing of assessment measures, resource sharing and collaborative lesson creation, and analysis of data. • Use classroom assessment data to	**PLC Work:** Teachers collaboratively analyze the results of instruction, and create actionable plans to respond to student learning on a cyclical basis.	• evidence of standards-aligned lessons and work assignments • responsive teaching through formative assessment • standards deconstruction (teachers & students)	• Grade level planning sessions/notes/plans **Weekly**-by teachers and instructional leadership team through being present in planning sessions • PLC rolling data agendas **Weekly**- by grade-level team members and instructional leadership team through PLC meetings • Student work samples **Weekly**- by grade-level team members and instructional	Title I General SIF Grant MAF Grant RDIF Grant RTA Grant

By October 2028 Millcreek Elementary will increase in Reading and Math combined status percentage from 37.7 to 43.64.

Objective	Strategy	Activities	Measure of Success	Progress Monitoring	Funding
	inform teachers' instructional decisions		• students receive needs-based remediation and/or enrichment	leadership team through PLC meetings • Formative assessment data **Weekly**- by grade-level team members and instructional leadership team through weekly data meetings • Tracking effectiveness of PLC work using a rubric **Quarterly**- by grade-level team members (self-reflection) and instructional team reflection through the PLC @ Work PLC Effectiveness Rubric	
Increased student growth and achievement in 2026 from 37.7 to 39.58 Increased student growth and achievement in 2027 from 39.58 to 41.56 Increased student growth and achievement in 2028 from 41.56 to 43.64	**KCWP 2: Design and Deliver Instruction:** • Ensure students have an opportunity to "unpack" standards. • Construct student-friendly learning targets. • Ensure that students understand the success criteria within each learning target.	**Clarity for Learning:** Teachers and students demonstrate knowledge of the intention and level of rigor of the KAS through lesson plans, instructional delivery, and student work.	• lessons and student work are standards-aligned • students can verbalize the intent of the lesson and the criteria for success • the learning intention is referred to throughout the lesson • student exemplars created and utilized to demonstrate grade-level proficiency	• Anchor charts with learning intentions displayed for students to refer to throughout the lesson and/or unit **Weekly**- by members of the instructional leadership team through the process of using a instructional walk-through tool and aligned rubric • KAS-aligned work samples **Weekly**- by grade-level team members and instructional leadership team through weekly data meetings • Student interviews during observations **Weekly**- by members of the	Title I General SIF Grant MAF Grant RDIF Grant RTA Grant

Objective	Strategy	Activities	Measure of Success	Progress Monitoring	Funding
				instructional leadership team through the process of using a instructional walk-through tool and aligned rubric ● Tracking clarity for learning through observations **Weekly**- by members of the instructional leadership team through the process of using a instructional walk-through tool and aligned rubric	

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

By October 2025, Millcreek Elementary will increase the Science, Social Studies, and Combined Writing status percentage from 35.6 to 43.

Objective	Strategy	Activities	Measure of Success	Progress Monitoring	Funding
Increased student growth and achievement in 2026 from 35.6 to 37.38 Increased student growth and achievement in 2027 from 37.38 to 39.25 Increased student growth and achievement in 2028 from 39.25 to 41.21	**KCWP 2: Design and Deliver Instruction:** ● Plan strategically in the selection of high yield instructional strategy usage within lessons. ● Utilize knowledge of best practice/high yield instructional strategies to aid in curricular adjustments when students fail to meet mastery.	**Student Engagement:** Teachers collaboratively plan using an aligned and rigorous backward-design template and independently deliver **engaging lessons** that allow students to do the bulk of the work.	● all students engaged in the learning through ○ asking and answering questions ○ quality peer-peer discourse ○ writing to demonstrate learning	● Grade level planning sessions/notes/plans **Weekly**-by teachers and instructional leadership team through being present in planning sessions ● Classroom observations **Weekly**- by members of the instructional leadership team through the process of using a instructional walk-through tool and aligned rubric ● Formative data tracking/review	Title I General SIF Grant MAF Grant RDIF Grant RTA Grant

By October 2025, Millcreek Elementary will increase the Science, Social Studies, and Combined Writing status percentage from 35.6 to 43.					
Objective	**Strategy**	**Activities**	**Measure of Success**	**Progress Monitoring**	**Funding**
	• Plan for and implement active student engagement strategies.		○ using manipulatives to understand and demonstrate learning	**Weekly**- by grade-level team members and instructional leadership team through weekly data meetings	
Increased student growth and achievement in 2026 from 37.7 to 39.58 Increased student growth and achievement in 2027 from 39.58 to 41.56 Increased student growth and achievement in 2028 from 41.56 to 43.64	**KCWP 4: Review, Analyze, and Apply Data Results:** • Develop and deploy a PLC protocol with an effective cyclical process for standards deconstruction, designing of assessment measures, resource sharing and collaborative lesson creation, and analysis of data. • Use classroom assessment data to inform teachers' instructional decisions	**PLC Work:** Teachers collaboratively analyze the results of instruction, and create actionable plans to respond to student learning on a cyclical basis.	• standards-aligned lessons and work assignments • responsive teaching through formative assessment • standards deconstruction • students receive needs-based remediation and/or enrichment	• Grade level planning sessions/notes/plans **Weekly**-by teachers and instructional leadership team through being present in planning sessions • PLC rolling data agendas **Weekly**- by grade-level team members and instructional leadership team through PLC meetings • Student work samples **Weekly**- by grade-level team members and instructional leadership team through PLC meetings • Formative assessment data **Weekly**- by grade-level team members and instructional leadership team through weekly data meetings • Tracking effectiveness of PLC work using a rubric **Quarterly**- by grade-level team members (self-reflection) and instructional team reflection through the PLC @ Work PLC Effectiveness Rubric	Title I General SIF Grant MAF Grant RDIF Grant RTA Grant

By October 2025, Millcreek Elementary will increase the Science, Social Studies, and Combined Writing status percentage from 35.6 to 43.

Objective	Strategy	Activities	Measure of Success	Progress Monitoring	Funding
Increased student growth and achievement in 2026 from 37.7 to 39.58 Increased student growth and achievement in 2027 from 39.58 to 41.56 Increased student growth and achievement in 2028 from 41.56 to 43.64	**KCWP 2: Design and Deliver Instruction:** ● Ensure students have an opportunity to "unpack" standards. ● Construct student-friendly learning targets. ● Ensure that students understand the success criteria within each learning target.	**Teaching for Clarity** Teachers and students demonstrate knowledge of the intention and level of rigor of the KAS through lesson plans, instructional delivery, and student work.	● lessons are standards-aligned ● students can verbalize the intent of the lesson and the criteria for success ● the learning intention is referred to throughout the lesson	● Anchor charts with learning intentions displayed for students to refer to throughout the lesson and/or unit **Weekly**- by members of the instructional leadership team through the process of using a instructional walk-through tool and aligned rubric ● KAS-aligned work samples **Weekly**- by grade-level team members and instructional leadership team through weekly data meetings ● Student interviews during observations **Weekly**- by members of the instructional leadership team through the process of using a instructional walk-through tool and aligned rubric ● Tracking clarity for learning through observations **Weekly**- by members of the instructional leadership team through the process of using a instructional walk-through tool and aligned rubric	Title I General SIF Grant MAF Grant RDIF Grant RTA Grant

3: Achievement Gap

Objective	Strategy	Activities	Measure of Success	Progress Monitoring	Funding

Decrease in novice scores in 2026 from 49.0 to 46.55 in math and from 47.0 to 44.65 in reading.
 	
Decrease in novice scores in 2027 from 46.55 to 44.1 in math and from 44.65 to 42.3 in reading.
 	
Decrease in novice scores in 2028 from 44.1 to 41.65 in math and from 42.3 to 39.95 in reading.
	KCWP 2: Design and Deliver Instruction:
	● Plan strategically in the selection of high yield instructional strategy usage within lessons.
	● Utilize knowledge of best practice/high yield instructional strategies to aid in curricular adjustments when students fail to meet mastery.
	● Plan for and implement active student engagement strategies.
		Student Engagement:
		Teachers collaboratively plan using an aligned and rigorous backward-design template and independently deliver **engaging lessons** that allow students to do the bulk of the work.
			● all students engaged in the learning through
			  ○ asking and answering questions
			  ○ quality peer-peer discourse
			  ○ writing to demonstrate learning
			  ○ using manipulatives to understand and demonstrate learning
				● Grade level planning sessions/notes/plans
				Weekly-by teachers and instructional leadership team through being present in planning sessions
				● Classroom observations
				Weekly- by members of the instructional leadership team through the process of using a instructional walk-through tool and aligned rubric
				● Formative data tracking/review
				Weekly- by grade-level team members and instructional leadership team through weekly data meetings
					Title I
					General
					SIF Grant
					MAF Grant
					RDIF Grant
					RTA Grant

Decrease in novice scores in 2026 from 49.0 to 46.55 in math and from 47.0 to 44.65 in reading. Decrease in novice scores in 2027 from 46.55 to 44.1 in math and from 44.65 to 42.3 in reading. Decrease in novice scores in 2028 from 44.1 to 41.65 in	**KCWP 4: Review, Analyze, and Apply Data Results:** ● Develop and deploy a PLC protocol with an effective cyclical process for standards deconstruction, designing of assessment measures, resource sharing and collaborative lesson creation, and analysis of data. ● Use classroom assessment data to	**PLC Work:** Teachers collaboratively analyze the results of instruction and create actionable plans to respond to student learning on a cyclical basis.	● standards-aligned lessons and work assignments ● responsive teaching through formative assessment ● standards deconstruction ● students receive needs-based remediation	● Grade level planning sessions/notes/plans **Weekly**-by teachers and instructional leadership team through being present in planning sessions ● PLC rolling data agendas **Weekly**- by grade-level team members and instructional leadership team through PLC meetings ● Student work samples **Weekly**- by grade-level team members and instructional leadership team through PLC	Title I General SIF Grant MAF Grant RDIF Grant RTA Grant

Objective	Strategy	Activities	Measure of Success	Progress Monitoring	Funding
math and from 42.3 to 39.95 in reading.	inform teachers' instructional decisions		and/or enrichment	meetings ● Formative assessment data **Weekly**- by grade-level team members and instructional leadership team through weekly data meetings ● Tracking effectiveness of PLC work using a rubric **Quarterly**- by grade-level team members (self-reflection) and instructional team reflection through the PLC @ Work PLC Effectiveness Rubric	
Decrease in novice scores in 2026 from 49.0 to 46.55 in math and from 47.0 to 44.65 in reading. Decrease in novice scores in 2027 from 46.55 to 44.1 in math and from 44.65 to 42.3 in reading. Decrease in novice scores in 2028 from 44.1 to 41.65 in math and from 42.3 to 39.95 in reading.	**KCWP 2: Design and Deliver Instruction:** ● Ensure students have an opportunity to "unpack" standards. ● Construct student-friendly learning targets. ● Ensure that students understand the success criteria within each learning target.	**Teaching for Clarity** Teachers and students demonstrate knowledge of the intention and level of rigor of the KAS through lesson plans, instructional delivery, and student work.	● lessons are standards-aligned ● students can verbalize the intent of the lesson and the criteria for success ● the learning intention is referred to throughout the lesson	● Anchor charts with learning intentions displayed for students to refer to throughout the lesson and/or unit **Weekly**- by members of the instructional leadership team through the process of using a instructional walk-through tool and aligned rubric ● KAS-aligned work samples **Weekly**- by grade-level team members and instructional leadership team through weekly data meetings ● Student interviews during observations **Weekly**- by members of the instructional leadership team through the process of using a instructional walk-through tool and aligned rubric ● Tracking clarity for learning through observations **Weekly**- by members of the	Title I General SIF Grant MAF Grant RDIF Grant RTA Grant

Objective	Strategy	Activities	Measure of Success	Progress Monitoring	Funding
				instructional leadership team through the process of using a instructional walk-through tool and aligned rubric	

4: English Learner Progress

By April April 2025, 80% of EL students will grow by at least .5 in their ACCESS composite score.

Objective	Strategy	Activities	Measure of Success	Progress Monitoring	Funding
Increased student growth in ACCESS composite score in 2026 from 60 to 63. Increased student growth in ACCESS composite scores in 2027 from 63 to 66.15. Increased student growth in ACCESS composite scores in 2028 from 66.15 to 69.45.	**KCWP 2: Design and Deliver Instruction:** ● Plan strategically in the selection of high yield instructional strategy usage within lessons. ● Utilize knowledge of best practice/high yield instructional strategies to aid in curricular adjustments when students fail to meet mastery. ● Plan for and implement active student engagement strategies.	**Student Engagement:** Teachers collaboratively plan using an aligned and rigorous backward-design template and independently deliver **engaging lessons** that allow students to do the bulk of the work.	● all students engaged in the learning through ○ use of academic language ○ asking and answering questions ○ quality peer-peer discourse ○ writing to demonstrate learning ○ using Thinking Maps structures to understand and demonstrate learning	● Writing & Speaking formative assessments (bi-monthly through the EL department) ● Benchmark Advanced Interim assessments (Monthly- Classroom & EL Teachers) ● Student progress in the Hello- EL curriculum through Benchmark Advanced (Monthly- Classroom & EL Teachers)	Title I General SIF Grant MAF Grant RDIF Grant RTA Grant

By April April 2025, 80% of EL students will grow by at least .5 in their ACCESS composite score.

Objective	Strategy	Activities	Measure of Success	Progress Monitoring	Funding
Increased student growth in ACCESS composite score in 2026 from 60 to 63. Increased student growth in ACCESS composite scores in 2027 from 63 to 66.15. Increased student growth in ACCESS composite scores in 2028 from 66.15 to 69.45.	**KCWP 4: Review, Analyze, and Apply Data Results:** ● Develop and deploy a PLC protocol with an effective cyclical process for standards deconstruction, designing of assessment measures, resource sharing and collaborative lesson creation, and analysis of data. ● Use classroom assessment data to inform teachers' instructional decisions	**PLC Work:** Teachers collaboratively analyze the results of instruction, and create actionable plans to respond to student learning on a cyclical basis.	● standards-aligned lessons and work assignments ● responsive teaching through formative assessment ● standards deconstruction ● students receive needs-based remediation and/or enrichment	● Grade level planning sessions/notes/plans **Weekly**-by teachers and instructional leadership team through being present in planning sessions ● PLC rolling data agendas **Weekly**- by grade-level team members and instructional leadership team through PLC meetings ● Student work samples **Weekly**- by grade-level team members and instructional leadership team through PLC meetings ● Formative assessment data **Weekly**- by grade-level team members and instructional leadership team through weekly data meetings ● Tracking effectiveness of PLC work using a rubric **Quarterly**- by grade-level team members (self-reflection) and instructional team reflection through the PLC @ Work PLC Effectiveness Rubric	Title I General SIF Grant MAF Grant RDIF Grant RTA Grant
Increased student growth in ACCESS composite score in 2026 from 60 to 63. Increased student growth in ACCESS composite scores in 2027 from 63 to 66.15. Increased student growth in ACCESS composite scores in 2028 from 66.15 to 69.45.	**KCWP 2: Design and Deliver Instruction:** ● Ensure students have an opportunity to "unpack" standards. ● Construct student-friendly learning targets. ● Ensure that students understand the success criteria within each learning target.	**Teaching for Clarity** Teachers and students demonstrate knowledge of the intention and level of rigor of the KAS through lesson plans, instructional delivery, and student work.	● standards-aligned ● students can verbalize the intent of the lesson and the criteria for success ● the learning intention is referred to	● Anchor charts with learning intentions displayed for students to refer to throughout the lesson and/or unit **Weekly**- by members of the instructional leadership team through the process of using a instructional walk-through tool and aligned rubric ● KAS-aligned work samples **Weekly**- by grade-level team members and instructional leadership team through weekly data meetings ● Student interviews during	Title I General SIF Grant MAF Grant RDIF Grant RTA Grant

Objective	Strategy	Activities	Measure of Success	Progress Monitoring	Funding

By April April 2025, 80% of EL students will grow by at least .5 in their ACCESS composite score.

Objective	Strategy	Activities	Measure of Success	Progress Monitoring	Funding
			throughout the lesson	observations **Weekly**- by members of the instructional leadership team through the process of using a instructional walk-through tool and aligned rubric ● Tracking clarity for learning through observations **Weekly**- by members of the instructional leadership team through the process of using a instructional walk-through tool and aligned rubric	

5: Quality of School Climate and Safety

By October 2025, Millcreek Elementary will increase the Quality of School Climate and Safety status from 68.9 to 75.

Objective	Strategy	Activities	Measure of Success	Progress Monitoring	Funding
Five percent increase in student growth and achievement in 2026 from 68.9 to 72.345 Five percent increase in student growth and achievement in 2027 from 72.34 to 75.96 Increased student growth and achievement in 2028 from 75.96 to 79.76	KCWP 6: Establish a Learning Environment and Culture (Practice): Ensure that classrooms plan for and incorporate culturally responsive practices, embedding such practices in lesson plans, activities, assessments, and within classroom daily operations. Students Develop Leadership roles within the school	● PBIS - structures and processes ● Student support groups ● Outside therapy ● Create FBAs and BIPs as needed ● Leader in Me daily lessons ● Pride Leadership Groups ● Morning Meeting ● Grow Academy 21st Century Program	● PBIS/ODR Data ● Employability Data ● Threat Assessment Data	● eOS- Employability rating & Ebucks-monthly and as needed by SEL & leadership team ● BIPs-annually or as needed by special education/SEL/and/or leadership team ● MTSS- Data Analysis-bi-monthly or as needed/intervention and leadership team ● DESSA- bi-annually or as needed/SEL team ● Classroom observations-weekly- by members of the instructional leadership team through the process of using a instructional walk-through tool and aligned rubric	General Title 1 BGCF

6: Postsecondary Readiness

Objective	Strategy	Activities	Measure of Success	Progress Monitoring	Funding

7: Graduation Rate

Objective	Strategy	Activities	Measure of Success	Progress Monitoring	Funding

8: Family Engagement

By February 2025 Millcreek Elementary will demonstrate evidence of engaging families through a variety of strategies that enhance the academic and overall well-being of our students.

Objective	Strategy	Activities	Measure of Success	Progress Monitoring	Funding
By February 2025, Millcreek Elementary will have developed a FACE (Family and Community Engagement Plan)	Implement and monitor the strategies developed in the plan.	FACE committee with support from the district FACE liaisons will develop the focus for the year.	- Copy of FACE plan (see attached) - Family Surveys - Parent/Community participation in committees/FRC advisory council/volunteer opportunities	Principal, FACE lead and FACE liaison will monitor FACE plan throughout the year.	- Section 6 - Title 1 - FRC - PTA - KYCSI - BGCF
		Execute the expectations established on the FACE action plan.	- Pre-Post action plan data/reflection - Participation data	Principal, FACE lead and FACE liaison will monitor FACE plan throughout the year.	- Section 6 - Title 1 - FRC - PTA - KYCSI - BGCF
		Offer a variety of events, activities and supports for families per the FACE plan.	- Participation at events - List of resources provided and/or number of families accessing the resources	Principal, FACE lead and FACE liaison will monitor FACE plan throughout the year.	- Section 6 - Title 1 - FRC - PTA - KYCSI - BGCF

Special Considerations for Targeted Support and Improvement (TSI)

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: School principal is a participant in NISL, is working with an ERL team from KDE, and meets with the school chief 2X/month to review student data and observe in classrooms.

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:

Student IEPs were reviewed to determine the amount of time students spent in the resource setting as compared with the general education setting. In reviewing this data, it became evident that students with IEPs, who were not making academic progress, were spending more time in the resource setting than the general education setting when working with a special education teacher. The data supported some students spending more time in the general education setting in addition to supporting the co-teach model of instructional delivery.

With regard to instructional practices, we audited teachers who have been trained in using Orton-Gillingham practices for reading and writing. Only a few teachers had undergone training to use this highly effective practice. Using that information, combined with the scores from MAP and KSA for our students with IEPs, we determined that more training was a necessary next step to improve our instructional effectiveness.

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: Based on available data, our targeted subgroup underperforms in the area of decoding, which affects student achievement across all subject areas. All efforts are focused on our students learning how to read and comprehend at grade-level standards.

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: Our general education teachers and special education teachers will participate in Orton-Gillingham training through the Institute for Multisensory Education (IMSE). This training will provide our teachers with a robust set of tools to address students' phonemic awareness and decoding deficits. Additionally, our teachers will be provided as-needed training on co-teach best practice techniques.

Monitoring:

Completion of IMSE training course

Implementation of OG techniques through walk-throughs and classroom observations

Implementation of co-teaching strategies through walk-throughs and classroom observations

|		

TSI 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), 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 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
Special Education and general education teachers will engage in co-teaching strategies so that students with disabilities have greater access to grade level curriculum.	Hang, Q., & Rabren, K. (2009). An Examination of Co-Teaching: Perspectives and Efficacy Indicators. Remedial and Special Education, 30(5), 259–268. https://doi.org/10.1177/0741932508321018 Brendle, J., Lock, R., & Piazza, K. (2017). A study of co-teaching identifying effective implementation strategies. International Journal of Special Education, 32(3), 538-550.	☒
The Multi-Sensory Institute for Education (IMSE) provides teacher training in a systematic process to improve instruction and advance learning through a multisensory approach using	Study from the What Works Clearinghouse (WWC). https://ies.ed.gov/ncee/WWC/Docs/PracticeGuide/wwc_foundationalreading_040717.pdf#page=28	☒

| Orton Gillingham and Morphological strategies. | | |
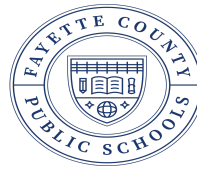
Comprehensive School Improvement Plan (CSIP)

Needs Assessment: Priorities

Reading & Math proficiency, ELL Student Achievement

Needs Assessment: Processes, Practices, or Conditions

Northern KCWP

Kentucky Summative Indicators: Status and Change

Indicator	Status	Change
State Assessment Results in reading and mathematics	41.4	-7.2 Significant Decline
State Assessment Results in science, social studies, and writing	38.9	-8.2 Significant Decline
English Learner Progress	65.4	-13.8 Significant Decline
Quality of School Climate and Safety	73.5	-2.0 Maintain

1: State Assessment Results in Reading and Mathematics

By 2028, Northern Elementary will increase reading and math combined status levels to 46.4 as measured by KSA. The current level is 41.4.

Objective	Strategy	Activities	Measure of Success	Progress Monitoring	Funding
By 2025, Northern Elementary will increase reading proficient and distinguished levels to 42.4 as measured by KSA. The current level is 41.4.	KCWP 2	Develop, implement, and monitor strong, effective PLCs utilizing the district PLC framework and protocol. Capacity will be built with grade-level teams for facilitating effective PLC meetings and data analysis.	PLC agendas, ILT agendas, lesson plans, classroom observations, and walk-through data.	Weekly by administration	N/A
	KCWP 4	Collect and use student learning data from common unit assessments to inform classroom instruction and curriculum decisions. Data from assessments will be collected and organized systematically, using technology and district resources as much as possible.	Formative Assessment data	bi-weekly by administration	N/A

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

By 2028, Northern Elementary will increase science, social studies, and combined writing status levels to 52.1 as measured by KSA. The current level is 47.1.

Objective	Strategy	Activities	Measure of Success	Progress Monitoring	Funding
By 2025, Northern Elementary will increase Science, Social Studies, and Combined Writing status levels to 48.1 as measured by KSA. Current level is 47.1.	KCWP 2	Develop, implement, and monitor strong, effective PLCs utilizing the district PLC framework and protocol. Capacity will be built with grade-level team leaders for facilitating effective PLC meetings and data analysis.	PLC agendas, ILT agendas, lesson plans, classroom observations, and walk-through data.	Weekly by administration	N/A
	KCWP 4	Collect and use student learning data from common unit assessments to inform classroom instruction and curriculum decisions. Data from assessments will be collected and organized systematically, using technology and district resources as much as possible.	Formative Assessment data	bi-weekly by administration	N/A

3: Achievement Gap

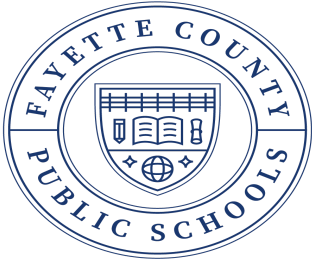| Objective	Strategy	Activities	Measure of Success	Progress Monitoring	Funding
By 2025, **Northern Elementary** will **decrease Novice** in Reading to **35%** and Math to **45%**; Science to **22%**; Social Studies to **50%**; Combined Writing to **20%** as measured by KSA.	KCWP 5	*Develop and implement* a system for monitoring and providing feedback to students regarding the use of allowable accommodations during formative assessments. Ex. utilizing headphones and tools for having questions or passages re-read instead of rushing through and not utilizing accommodations..	Formative assessment data, qualitative observation data, IEP goal progress	bi-weekly by administration	N/A
	KCWP 5	*Implement and refine* systems for data analysis muti-tiered systems of support (MTSS) for academics, behavior, and attendance.	Classroom observations, walk through data, PBIS data, formative assessment data, DESSA data	bi-weekly by administration	N/A

4: English Learner Progress

Objective	Strategy	Activities	Measure of Success	Progress Monitoring	Funding
By 2025, **Northern Elementary** will grow 100% of EL students by at least .5 in their composite score as measured by ACCESS.	KCWP 1, 2, 3 & 6	*Implement and sustain* systems for analyzing student data and determining instructional support plans for students in underperforming groups.	PLC agenda, individual data meeting notes, data dashboard	bi-weekly by administration	N/A
		Provide training to teachers and support staff on diversity, equity and inclusion to develop a common language/framework to be integrated in the curriculum planning, review and feedback process and included in the PLC process.	UBSE Lead, UBSE Committee, lesson plans, classroom observations, walk through data.	bi-weekly by administration	N/A

5: Quality of School Climate and Safety

Objective	Strategy	Activities	Measure of Success	Progress Monitoring	Funding
By 2025, **Northern Elementary** will increase the quality of school climate and safety status to 77.5 as measured by KSA. Current level is 75.5.	KCWP 5 & 6	***Develop and implement*** ongoing professional learning for teachers and staff in the area of Culturally Responsive Teaching and Learning (CRTL) and Trauma Informed Care practices.	Classroom observations, walk through data, PBIS data, formative assessment data, DESSA data	bi-weekly by administration	N/A
		Continue to learn, develop, and improve design and implementation of muti-tiered systems of support (MTSS) for academics and behavior	Classroom observations, walk through data, PBIS data, formative assessment data, DESSA data	bi-weekly by administration	N/A

6: Family Engagement

Objective	Strategy	Activities	Measure of Success	Progress Monitoring	Funding
By 2025, Northern Elementary will increase the percentage of families who are attending schoolwide events by 10%. Currently, our attendance is 22%.	KCWP 6	Develop & Implement and annual school calendar that is published in August with all major school event dates and details to allow famlies to plan ahead.	Attendance taken at each school event.	Monthly FACE team meetings, Title 1 planning meeting agendas,	
		Coordinate with district FACE team and translators to have on site translators, headsets and equipment for translation on site, and utilize HeyGEN software to publish and send multi-lingual videos to families via social media.	Family survey completed in the fall and spring semester about their feelings of inclusion and comfortability at Northern Elementary	Monthly FACE team meetings, survey data	

2024 - 2025 Picadome Comprehensive School Improvement Plan (CSIP)

Needs Assessment: Priorities

Key Core Work Process (KCWP) 1: Design and Deploy Standards
Key Core Work Process (KCWP) 2: Design and Delivery Instruction

Needs Assessment: Processes, Practices, or Conditions

Focus Area 1: Professional Learning Communities (PLCs)
● Professional Learning Communities will continue to serve as Professional Learning time based on data and student/teacher needs. Focus will be on Backwards Design model
Focus Area 2: Assessment
● Through the backwards design model, students will have the opportunity to demonstrate their learning in a variety of formats throughout the learning cycle.
Focus Area 3: Acceleration
● Through the backwards design model within PLCs teachers will intentionally plan for enrichment and acceleration opportunities.
Focus Area 4: Culture and Climate
● Picadome will continue to focus on academic and social-emotional needs while fostering a sense of belonging while intentionally including family and community engagement.

Kentucky Summative Indicators: Status and Change

Indicator	Status	Change
State Assessment Results in reading and mathematics	58.8	0
State Assessment Results in science, social studies, and writing	57.5	-3.2
English Learner Progress	79.3	5.1
Quality of School Climate and Safety	73.8	-3.6

1: State Assessment Results in Reading and Mathematics

By October 2028 Picadome Elementary will increase the Reading and Math combined status from 58.8 to 63.8.

Objective	Strategy	Activities	Measure of Success	Progress Monitoring	Funding
By October 2025 Picadome Elementary will increase the percentage of students scoring Proficient/Distinguished in Reading from 45% to 50%.	Professional learning for Backward Design, Formative Assessment, and Visible Learning, Continued work with Smekens and Kagan	Professional learning for Backward Design, Formative Assessment, and Visible Learning	-FCPS Common Unit Assessments -Picadome Common Unit Assessments -MAP data progression -Guided Reading levels	PLC monitoring Walkthrough data	Picadome purchases intervention positions and additional teachers for smaller class sizes using Title 1 funds, school funds, and grant funds.
By October 2025 Picadome Elementary will increase the percentage of students scoring Proficient/Distinguished in Math from 35% to 40%	Professional learning for Backward Design, Formative Assessment, and Visible Learning	Professional learning for Backward Design, Formative Assessment, and Visible Learning	-FCPS Common Unit Assessments -Picadome Common Unit Assessments -MAP data progression	PLC monitoring Walkthrough data	Picadome purchases intervention positions and additional teachers for smaller class sizes using Title 1 funds, school funds, and grant funds.

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

By October 2025 Picadome Elementary will increase the Science, Social Studies and Combined Writing status from 57.5 to 63.

Objective	Strategy	Activities	Measure of Success	Progress Monitoring	Funding
By October 2025 Picadome Elementary will increase the percentage of students scoring Proficient/Distinguished in Science from 16% to 21%	-Professional learning for Backward Design, Formative Assessment, and Visible Learning -Increase collaboration of STEAM lab and General Education teachers	Professional learning for Backward Design, Formative Assessment, and Visible Learning Vertical planning and alignment	-FCPS Common Unit Assessments -Picadome Common Unit Assessments -MAP data progression	PLC monitoring Walkthrough data	Picadome purchases discretionary (STEAM lab teacher),intervention positions and additional teachers for smaller class sizes using Title 1 funds, school funds, and grant funds
By October 2025 Picadome Elementary will increase the percentage of students scoring Proficient/Distinguished in Social Studies from 41% to 46%	-Professional learning for Backward Design, Formative Assessment, and Visible Learning -Increase SS integration in K - 4 curriculum	Professional learning for Backward Design, Formative Assessment, and Visible Learning Vertical planning and alignment	-FCPS Common Unit Assessments -Picadome Common Unit Assessments -MAP data progression	PLC monitoring Walkthrough data	Picadome purchases intervention positions and additional teachers for smaller class sizes using Title 1 funds, school funds, and grant funds

By October 2025 Picadome Elementary will increase the Science, Social Studies and Combined Writing status from 57.5 to 63.

Objective	Strategy	Activities	Measure of Success	Progress Monitoring	Funding
By October 2025 Picadome Elementary will increase the percentage of students scoring Proficient/Distinguished in Combined Writing from 38% to 43%	Professional learning for Backward Design, Formative Assessment, and Visible Learning, Continued work with Smekens and Kagan	Continued collaboration with Smekens Consulting to integrate Writing into the curriculum	-FCPS Common Unit Assessments -Picadome Common Unit Assessments	PLC monitoring Walkthrough data	Picadome purchases intervention positions and additional teachers for smaller class sizes using Title 1 funds, school funds, and grant funds

3: Achievement Gap

Objective	Strategy	Activities	Measure of Success	Progress Monitoring	Funding
By January 2026 Picadome Elementary will decrease the percentage of African American students scoring below the 20th percentile as measured by reading MAP from 43% to 35%.	Professional learning for Backward Design, Formative Assessment, and Visible Learning, Continued work with Smekens and Kagan	Tier 1 instruction that allows for student engagement, frequent checks for understanding, Tier 2 intentional teaching of vocabulary and building background knowledge. Increased use of Culturally Responsive materials	-FCPS Common Unit Assessments -Picadome Common Unit Assessments	PLC monitoring Walkthrough data	Picadome purchases intervention positions and additional teachers for smaller class sizes using Title 1 funds, school funds, and grant funds
By January 2026 Picadome Elementary will decrease the percentage of English Language Learner students scoring below the 20th percentile as measured by reading MAP from 43% to 35%	Professional learning for Backward Design, Formative Assessment, and Visible Learning, Continued work with Smekens and Kagan	Tier 1 instruction that allows for student engagement, frequent checks for understanding, Tier 2 intentional teaching of vocabulary and building background knowledge. Increased use of Culturally Responsive materials Increased use of ELLevation strategies	-FCPS Common Unit Assessments -Picadome Common Unit Assessments	PLC monitoring Walkthrough data	Picadome purchases intervention positions and additional teachers for smaller class sizes using Title 1 funds, school funds, and grant funds
By January 2026 Picadome Elementary will decrease the percentage of African American students scoring below the 20th percentile as	Professional learning for Backward Design, Formative Assessment, and Visible Learning	Increased use of manipulatives to ensure developmental progression of math concepts. Tier 1 instruction that allows for student engagement, frequent checks	-FCPS Common Unit Assessments -Picadome Common Unit Assessments	PLC monitoring Walkthrough data	Picadome purchases intervention positions and additional teachers for smaller class sizes using Title 1 funds, school funds, and grant funds

Objective	Strategy	Activities	Measure of Success	Progress Monitoring	Funding
measured by math MAP from 49% to 39%		for understanding, including awareness of DOK questioning.			
By January 2026 Picadome Elementary will decrease the percentage of English Language Learner students scoring below the 20th percentile as measured by Math MAP from 49% to 39%	Professional learning for Backward Design, Formative Assessment, and Visible Learning	Increased use of manipulatives to ensure developmental progression of math concepts. Tier 1 instruction that allows for student engagement, frequent checks for understanding, including awareness of DOK questioning. Increased use of ELLevation strategies	-FCPS Common Unit Assessments -Picadome Common Unit Assessments	PLC monitoring Walkthrough data	Picadome purchases intervention positions and additional teachers for smaller class sizes using Title 1 funds, school funds, and grant funds

4: English Learner Progress

By April 2025, 80% of EL students will grow by at least .5 in their ACCESS composite score.

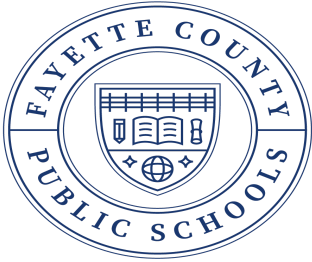| WIDA ACCESS score previous year	WIDA ACCESS score current year							
	1	1.5	2	2.5	3	3.5	4.0	4.5
4	0	0	0	0	0	0	0	80
3.5	0	0	0	0	0	0	60	100
3	0	0	0	0	0	60	100	140
2.5	0	0	0	0	60	100	140	140
2	0	0	0	60	100	140	140	140
1.5	0	0	60	100	140	140	140	140
1	0	60	100	140	140	140	140	140

Objective	Strategy	Activities	Measure of Success	Progress Monitoring	Funding
By April 2025, 80% of EL students will grow by at least .5 in their ACCESS composite score.	Provide instruction strategies that integrate speaking and listening to strengthen academic language skills.	Use Ellevation Strategies, Kagan, and Smekens to ensure that multilingual learners receive input they can understand and engage with effectively.	ACCESS results	Formative assessment data	

5: Quality of School Climate and Safety

By October 2028 Picadome Elementary will increase the Quality of School Climate and Safety status from 73.8 to 80.0

Objective	Strategy	Activities	Measure of Success	Progress Monitoring	Funding
By October 2025 Picadome Elementary will increase the Quality of School Climate and Safety status from 73.8 to 80.0	Baseline data collected November 2024, intentional SEL focus on areas of concern based on this data.	Increased Tier 1 implementation of language used on survey Minute meetings with admin and student support team Advisory Council to address data and concerns	Interval completion of student surveys to measure progress	PBIS team, SEL team, Administration	Picadome purchases intervention positions and additional teachers for smaller class sizes using Title 1 funds, school funds, and grant funds

6: Family Engagement

By October 2028, Picadome Elementary School will demonstrate evidence of engaging families through a variety of strategies that enhance the academic and overall well-being of our students.

Objective	Strategy	Activities	Measure of Success	Progress Monitoring	Funding
By October 2025, Picadome will have implemented FACE (Family and Community Engagement) Plan	Implement and monitor the strategies developed in the plan.	FACE committee with support from the district FACE liaisons will develop the focus for the year	• FACE plan goals • Family Surveys • Parent/Community participation in committees/FRC advisory council/volunteer opportunities	Principal, FACE lead and FACE liaison will monitor FACE plan throughout the year.	• Section 6 • Title 1 • FRC • PTA
		Execute the expectations established on the FACE action plan	• Pre-Post action plan data/reflection • Participation data	Principal, FACE lead and FACE liaison will monitor FACE plan throughout the year.	• Section 6 • Title 1 • FRC • PTA
		Offer a variety of events, activities and supports for families per the FACE plan.	• Participation at events • List of resources provided- and # or families accessing the resources	Principal, FACE lead and FACE liaison will monitor FACE plan throughout the year.	• Section 6 • Title 1 • FRC • PTA

Rosa Parks Elementary Comprehensive School Improvement Plan (CSIP)

Needs Assessment: Priorities

Key Core Work Process (KCWP) 1: Design and Deploy Standards
Key Core Work Process (KCWP) 2: Design and Delivery Instruction

Needs Assessment: Processes, Practices, or Conditions

Focus Area 1: Professional Learning Communities (PLCs)
● Rosa Parks will use a PDSA model effectively to improve student learning.
Focus Area 2: Assessment
● Rosa Parks will develop a balanced assessment system.
Focus Area 3: Acceleration
● Rosa Parks will develop and implement standard-based instruction to accelerate learning.
Focus Area 4: Culture and Climate
● Rosa Parks will provide systematic support to meet students' academic and social-emotional needs and foster a sense of belonging to include intentional family and community engagement.

Kentucky Summative Indicators: Status and Change

Indicator	Status	Change
State Assessment Results in reading and mathematics	95.6	92.9 (2.7)
State Assessment Results in science, social studies, and writing	80.9	82.3 (-1.4)
English Learner Progress	79.1	50.2 (28.9)
Quality of School Climate and Safety	81	81.2 (-0.2)
Postsecondary Readiness - *High School only*	N/A	N/A
Graduation Rate - *High School only*	N/A	N/A

1: State Assessment Results in Reading and Mathematics

By May 2028, Rosa Parks Elementary School will increase Reading and Math 100.8 as measured by KSA.

Objective	Strategy	Activities	Measure of Success	Progress Monitoring	Funding
By 2025, Rosa Parks Elementary will increase Reading proficient and distinguished level to 98.5 as measured by KSA. Current level is 96.9.	Professional learning for backward design, formative assessment, and visible learning	Provide ongoing professional learning opportunities for all teachers K-5 to engage in best practices when utilizing the HQIR anchor resources.	-FCPS Standard Benchmarks, Unit, formative, and interim assessments -Walkthrough Data	Principals and school chiefs will monitor quarterly through walkthroughs	-Title 2 funds -Teaching and Learning
By 2025, Rosa Parks Elementary will increase Math proficient and distinguished level to 96.2 as measured by KSA. Current level is 94.6.	Professional learning on concrete representation, abstract, and mathematical practices to HQIR resources.	Teachers work in collaborative teams to design units using backward design, develop formative assessments aligned to standards, and create visible learning strategies to clarify objectives for students. Teams share their work, provide feedback, and refine their plans together.	-FCPS Standard Benchmarks, Unit, formative, and interim assessments -Walkthrough Data	Principals and school chiefs will monitor quarterly through walkthroughs	-Title 2 funds -Teaching and Learning

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

By October 2025 Rosa Parks Elementary will increase the Science, Social Studies and Combined Writing status percentage from 80.9 to 82.5.

Objective	Strategy	Activities	Measure of Success	Progress Monitoring	Funding
Objective 1: By May 2025, Rosa Parks will increase Science proficiency to 84.9, as measured by KSA. Current level is 83.3.	-Ensure that science is taught in all grade levels K-5 daily with a foundation of teaching and learning based on	-Provide ongoing professional learning opportunities for all teachers K-5 to engage in best practices when utilizing the HQIR anchor resources.	Standard Benchmarks, Unit, Formative, and Interim Assessments -Walkthrough Data	-School Chief and principal will monitor quarterly through walkthroughs	Title II

			By October 2025 Rosa Parks Elementary will increase the Science, Social Studies and Combined Writing status percentage from 80.9 to 82.5.		
Objective	**Strategy**	**Activities**	**Measure of Success**	**Progress Monitoring**	**Funding**
	HQIR anchor resources.				
Objective 2: By May 2025, Rosa Parks will increase Social Studies proficiency to 87.9, as measured by KSA. Current level is 86.3.	-Ensure that social studies is taught in all grade levels K-5 daily with a foundation of teaching and learning based on HQIR anchor resources.	-Provide ongoing professional learning opportunities for all teachers K-5 to engage in best practices when utilizing the HQIR anchor resources.	Standard Benchmarks, Unit, Formative, and Interim Assessments -Walkthrough Data	-School Chief and principal will monitor quarterly through walkthroughs	Title II
Objective 3: By 2025, Rosa Parks will increase Combined Writing proficiency to 74.6, as measured by KSA. Current level is 73.	-To strengthen writing across disciplines, focus on implementing research-based writing that aligns to Kentucky Academic Standards. Embed intentional writing practices across all disciplines.	-Provide professional learning opportunities for all teachers, across all disciplines, on effective writing instruction, data analysis, and differentiated strategies.	Standard Benchmarks, Unit, Formative, and Interim Assessments -Walkthrough Data	-School Chief and principal will monitor quarterly through walkthroughs	Title II

3: Achievement Gap

Objective	**Strategy**	**Activities**	**Measure of Success**	**Progress Monitoring**	**Funding**
By 2025, Rosa Parks Elementary will increase Proficiency in Reading to 69%.	-Establish consistent vertical alignment of standards and across grade levels.	-Teachers from each grade level meet to review standards and mathematical practices, creating a shared understanding of skill progression across grades. -Utilize MTSS framework to identify	-Standard Benchmarks, Unit, Formative, and Interim Assessments -Walkthrough Data	-School Chief and principal will monitor quarterly through walkthroughs -School Implementation Plan	Teaching and Learning

Objective	Strategy	Activities	Measure of Success	Progress Monitoring	Funding
		and address tiered intervention needs.			
By 2025, Rosa Parks Elementary will increase Proficiency in Math to 55%.	-Professional learning on evidence-based, high yield instructional strategies.	-Professional learning focused on implementing a "Name and Claim" system for students, using individual data to identify and address specific needs for tiered support within English Language Arts standards.	-Standard Benchmarks, Unit, Formative, and Interim Assessments -Walkthrough Data	-School Chief and principal will monitor quarterly through walkthroughs -School Implementation Plan	Teaching and Learning

4: English Learner Progress

By April 2025, 80% of EL students will grow by at least .5 in their ACCESS composite score.

Objective	Strategy	Activities	Measure of Success	Progress Monitoring	Funding
By February 2025, 80% of English learners will grow 0.5 on their comprehension (listening, reading, speaking, and writing) as measured by ACCESS.	-Provide professional learning for leaders and teachers on strategies for integrating interpretive skills (listening, viewing, and reading) during Tier 1 and small group instruction.	-Provide professional learning for all principals, ILN, and instructional specialists on the Ellevation Strategies	ACCESS Results -Survey feedback	School Chief and principal will monitor quarterly through walkthroughs -School Implementation Plan	Title II
		-Provide professional learning opportunities to ensure that multilingual learners receive input they can understand and engage with effectively	ACCESS Results -Survey feedback	School Chief and principal will monitor quarterly through walkthroughs -School Implementation Plan	Teaching and Learning

By April 2025, 80% of EL students will grow by at least .5 in their ACCESS composite score.					
Objective	**Strategy**	**Activities**	**Measure of Success**	**Progress Monitoring**	**Funding**

5: Quality of School Climate and Safety

By October 2025 Rosa Parks Elementary will increase the Quality of School Climate and Safety status from 81 to 82.6.					
Objective	**Strategy**	**Activities**	**Measure of Success**	**Progress Monitoring**	**Funding**
Objective 1: By May 2025, Rosa Parks will increase belonging-focused initiatives to increase student efficacy to learn at high levels.	-Launch and support at least one district-approved mentoring program.	-Develop practices. strategies. and model structures for program development for mentoring programs (age-appropriate).	-Number of student participants -QSCS Results by student groups by school (ethnicity, gender)	-Office of Unity, Belonging, and Student Efficacy will monitor through student efficacy survey, attendance at the student level by program, and academics (i.e. grades) at the student level by program	District
		-Provide training/PD opportunities, onboarding, and implement a PLC process among school staff responsible for leading mentoring programs.	-Number of school staff identified and supported -Program sustainability	-Office of Unity, Belonging, and Student Efficacy will monitor the participation and engagement rate of the program.	Dstrict

6: Postsecondary Readiness

Objective	Strategy	Activities	Measure of Success	Progress Monitoring	Funding

7: Graduation Rate

Objective	Strategy	Activities	Measure of Success	Progress Monitoring	Funding

8: Family Engagement

By Feb 2025, Rosa Parks Elementary School will demonstrate evidence of engaging families through a variety of strategies that enhance the academic and overall well-being of our students.

Objective	Strategy	Activities	Measure of Success	Progress Monitoring	Funding
By February, Rosa Parks will have developed a FACE (Family and Community Engagement Plan)	Implement and monitor the strategies developed in the plan.	FACE committee with support from the school FACE committee will develop the focus for the year	• Copy of FACE plan • Family Surveys • Parent/Community participation in committees/FRC advisory council/volunteer opportunities	Principal, FACE lead and FACE liaison will monitor FACE plan throughout the year.	Section 6
		Execute the expectations established on the FACE action plan	• Pre-Post action plan data/reflection • Participation data	Principal, FACE lead and FACE liaison will monitor FACE plan throughout the year.	Section 6
		Offer a variety of events, activities and supports for families per the FACE plan (parent cafe)	• Participation at events • List of resources provided- and # or families accessing the resources	Principal, FACE lead and FACE liaison will monitor FACE plan throughout the year.	Section 6

Special Considerations for Targeted Support and Improvement (TSI)

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?
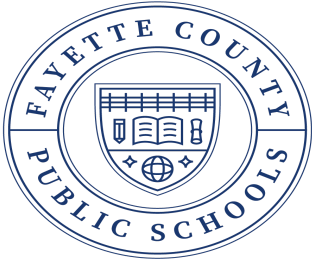
Response:

TSI 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), 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 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.	☒
		☐
		☐
		☐
☒		☒

Comprehensive School Improvement Plan (CSIP)

Needs Assessment: Priorities

Rigor and Engagement

Needs Assessment: Processes, Practices, or Conditions

We started with a KDE 2-Day review at the end of last year. Then KDE completed a Key Core Work processes informational with all teachers giving input on how we can move forward as a school.

Kentucky Summative Indicators: Status and Change

Indicator	Status	Change
State Assessment Results in reading and mathematics	33.4 (low)	+ 1.0 (increase)
State Assessment Results in science, social studies, and writing	40.5 (low)	+ 11.8 (significant increase)
English Learner Progress	73.4 (very high)	- 1.8 (decline)
Quality of School Climate and Safety	72.1 (low)	- 4.2 (decline)
Postsecondary Readiness - *High School only*		
Graduation Rate - *High School only*		

1: State Assessment Results in Reading and Mathematics

Increase the current year reading and mathematics status from 33.4 to 38.4 by 2028.

Objective	Strategy	Activities	Measure of Success	Progress Monitoring	Funding
Objective 1: Professional staff members will receive the support they need to strengthen their professional practice.	Provide ongoing professional learning opportunities for all teachers PreK-12 to engage in best practices when utilizing the HQIR resources.	Provide ongoing professional learning opportunities for all teachers to implement high yield structures	-FCPS Standard Benchmarks, Unit, Formative, and Interim Assessments -Walkthrough Data	School administrators, curriculum coach, and SBIC will monitor through weekly walkthroughs and analyze	Title 1 Funds
	Refine the current coaching and feedback system to provide immediate feedback for teachers	Work with Dr. Snow to create a coaching and feedback system. Work with Dr. Dickey to create school wide vocabulary.	-FCPS Standard Benchmarks, Unit, Formative, and Interim Assessments -Walkthrough Data	School administrators, curriculum coach, and SBIC will monitor through weekly walkthroughs and analyze	Title 1 Funds
Objective 2: Instruction is characterized by high expectations and learner-Centered practices.	Provide professional learning opportunities for high yield instructional strategies	Send teachers to conferences to learn new high yield instructional strategies. - Ron Clark Academy - Get Your Teach on - RTI/PLC at work	-FCPS Standard Benchmarks, Unit, Formative, and Interim Assessments -Walkthrough Data	School administrators, curriculum coach, and SBIC will monitor through weekly walkthroughs and analyze	Title 1 Funds
	Develop, implement, and monitor instructional strategies that engage students in rigorous and collaborative learning experiences.	Implement new coaching and feedback system	-FCPS Standard Benchmarks, Unit, Formative, and Interim Assessments -Walkthrough Data	School administrators, curriculum coach, and SBIC will monitor through weekly walkthroughs and analyze	Title 1 Funds

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

Increase the current year Science, Social Studies, and Combined Writing status from 40.5 to 45.5 by 2028.

Objective	Strategy	Activities	Measure of Success	Progress Monitoring	Funding	
Objective 1: Professional staff members will receive the support they need to strengthen their professional practice.	Provide ongoing professional learning opportunities for all teachers PreK-12 to engage in best practices when utilizing the HQIR resources.	Provide ongoing professional learning opportunities for all teachers to implement high yield structures	-FCPS Standard Benchmarks, Unit, Formative, and Interim Assessments -Walkthrough Data	School administrators, curriculum coach, and SBIC will monitor through weekly walkthroughs and analyze data	Title 1 Funds	
	Refine the current coaching and feedback system to provide immediate feedback for teachers	Work with Dr. Snow to create a coaching and feedback system. Work with Dr. Dickey to create school wide vocabulary.	-FCPS Standard Benchmarks, Unit, Formative, and Interim Assessments -Walkthrough Data	School administrators, curriculum coach, and SBIC will monitor through weekly walkthroughs and analyze data	Title 1 Funds	
Objective 2: Instruction is characterized by high expectations and learner-Centered practices.	Provide professional learning opportunities for high yield instructional strategies	Send teachers to conferences to learn new high yield instructional strategies. - Ron Clark Academy - Get Your Teach on - RTI/PLC at work	-FCPS Standard Benchmarks, Unit, Formative, and Interim Assessments -Walkthrough Data	School administrators, curriculum coach, and SBIC will monitor through weekly walkthroughs and analyze data	Title 1 Funds	
	Develop, implement, and monitor instructional strategies that engage students in rigorous and collaborative learning experiences.	Implement new coaching and feedback system	-FCPS Standard Benchmarks, Unit, Formative, and Interim Assessments -Walkthrough Data	School administrators, curriculum coach, and SBIC will monitor through weekly walkthroughs and analyze data	Title 1 Funds	

3: Achievement Gap

Objective	Strategy	Activities	Measure of Success	Progress Monitoring	Funding
Objective 1: By May 2028, Russell Cave Elementary	-Professional learning on evidence-based, high yield instructional strategies.	-Implement close reading strategies that encourage a multiple-read routine, writing to learn and writing to	-Standard Benchmarks, Unit, Formative, and	School administrators, curriculum coach, and SBIC will monitor	Title 1 Funds

Objective	Strategy	Activities	Measure of Success	Progress Monitoring	Funding
School will decrease Reading Novice by 5% with African American students, Students with Disabilities, and English Learners.		demonstrate learning, while incorporating culturally responsive materials.	Interim Assessments -Walkthrough Data	through weekly walkthroughs and analyze data	
	-Establish common language structures to identify individual needs	-Professional learning focused on implementing a "Name and Claim" system for students, using individual data to identify and address specic needs for tiered support within English Language Arts standards.	-Standard Benchmarks, Unit, Formative, and Interim Assessments -Walkthrough Data	School administrators, curriculum coach, and SBIC will monitor through weekly walkthroughs and analyze data	Title 1 Funds
Objective 2: By May 2028, Russell Cave Elementary school will decrease Math Novice by 5% with African American students, Students with Disabilities, and English Learners.	Establish consistent vertical alignment of standards and mathematical practices across grade levels.	Teachers from each grade level meet to review standards and mathematical practices, creating a shared understanding of skill progression across grades. -Utilize MTSS framework to identify and address tiered intervention needs.	-Standard Benchmarks, Unit, Formative, and Interim Assessments -Walkthrough Data	School administrators, curriculum coach, and SBIC will monitor through weekly walkthroughs and analyze data	Title 1 Funds
	-Professional learning on evidence-based, high-yield instructional strategies.	-Implement close reading strategies that encourage writing to learn and writing to demonstrate learning of mathematical standards. -Use of co-teaching model in the math classroom	-Standard Benchmarks, Unit, Formative, and Interim Assessments -Walkthrough Data	School administrators, curriculum coach, and SBIC will monitor through weekly walkthroughs and analyze data	Title 1 Funds

4: English Learner Progress

Increase the current year English Learner Progress status from 73.4 to 78.4 by 2028.					
Objective	**Strategy**	**Activities**	**Measure of Success**	**Progress Monitoring**	**Funding**
By February 2028, English learners will Increase the current year English Learner	-Provide professional learning for leaders and teachers on strategies for integrating	-Provide professional learning for Administrators, Curriculum Coaches,	-ACCESS Results -Survey feedback	School administrators, curriculum coach, and SBIC will monitor through weekly walkthroughs and analyze data	Title 1 Funds

Increase the current year English Learner Progress status from 73.4 to 78.4 by 2028.

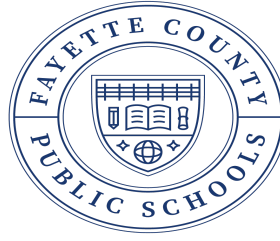| Objective	Strategy	Activities	Measure of Success	Progress Monitoring	Funding
Progress status from 73.4 to 78.4.	interpretive skills (listening, viewing, and reading) during Tier 1 and small group instruction.	and instructional specialists on the EL Strategies			
		-Provide professional learning opportunities to ensure that multilingual learners receive input they can understand and engage with effectively.	-ACCESS Results -Survey feedback	School administrators, curriculum coach, and SBIC will monitor through weekly walkthroughs and analyze data	Title 1 Funds

5: Quality of School Climate and Safety

Increase the current year School Climate and Safety status from 72.1 to 77.1 by 2028.

Objective	Strategy	Activities	Measure of Success	Progress Monitoring	Funding
Increase the current year School Climate and Safety status from 72.1 to 77.1.	- Launch and support our new teachers through the NTIP program	-Develop practices. strategies. and model structures for program development for mentoring programs	Number of school staff identified and supported -Program sustainability	Administration or Guiding Coalition will monitor the participation and engagement rate of the program	Title 1
		-Provide training/PD opportunities, onboarding, and implement a PLC process among school staff responsible for leading mentoring programs.	Number of school staff identified and supported -Program sustainability	Administration or Guiding Coalition will monitor the participation and engagement rate of the program	Title 1
	- Implement the Ron Clark Academy House system	-Develop a sorting system that involves all stakeholders	Number of school staff identified and supported -Program sustainability	Administration or Guiding Coalition will monitor the participation and engagement rate of the program	Title 1
		-send teachers to Ron Clark PD	Number of school staff identified and supported -Program sustainability	Administration or Guiding Coalition will monitor the participation and engagement rate of the program	Title 1

8: Family Engagement

By May 2028, Russell Cave Elementary School will demonstrate evidence of engaging families through a variety of strategies that enhance the academic and overall well-being of our students.

Objective	Strategy	Activities	Measure of Success	Progress Monitoring	Funding
Objective 1: By February 2028, Russell Cave Elementary school will have developed a FACE action plan.	-Continue to implement and monitor the strategies developed in the plan	-Collaborate with the school team and FACE Lead to develop a focus for the current school year.	-Family Survey -Participation of Staff and Families	-Principal, FACE Lead, FACE Liaison will monitor monthly through school support visits	Title 1 -General
		-Execute the expectations established on the FACE action plan.	-Analyze pre and post-action plan data -Participate data of staff and families	-Principal, FACE Lead, and FACE Liaison will monitor at the beginning and end of the year	Title 1 -General
		-Provide professional learning to school sta on evidence-based family community and engagement strategies and best practices	-Participation of Staff -Sta Learning Feedback form	-FACE Department will monitor the professional learning request form, and sta learning feedback form	Title 1 -General

By May 2028, Russell Cave Elementary School will demonstrate evidence of engaging families through a variety of strategies that enhance the academic and overall well-being of our students.

Objective	Strategy	Activities	Measure of Success	Progress Monitoring	Funding

Comprehensive School Improvement Plan (CSIP)

📄 **Sandersville CSIP 2022-2025**

Needs Assessment: Priorities

Overall Reading and Math P/D not growing: Within in 1% of each year.

Consistent drop in overall indicator score for the last three testing cycles. (75.8, 73.1,70)

African American students consistently drop in each accountability area.

Needs Assessment: Processes, Practices, or Conditions

PLC Model that focuses on Dufour Big 4 Questions and the PLC Model. Student work is analyzed each week.

Continued focus on Tier 2 instructional time to accelerate growth.

Weekly PLC meetings with administrators, grade-level general education teachers, EL team representatives, and SPED team representatives to analyze and review current instruction and data analysis.The PLC focuses on student work. Watchlists have been created for the following groups: Students who dropped a level, students who are ready to move up a level, SPED students, and EL, specifically African Americans. Our PLC will create a rotation of student work.

Collaboration with Administrators and STEM Lab to create a more aligned inquiry-based instructional process.

Implementing of evidence-based practices through Visible Learning. Monitoring occurs through Walkthroughs. The next steps are formed by the SEE Committee.

-Mathematical focus on the Concrete Abstract Instructional Process.

Strong vocabulary structures, EL co-teaching models, and SPED co-teaching models to improve scores to gap groups.

Kentucky Summative Indicators: Status and Change

Indicator	Status	Change
State Assessment Results in reading and mathematics	72.5 (High)	-2.1 (Decline)
State Assessment Results in science, social studies, and writing	71.3 (High)	-2.8 (Decline)
English Learner Progress	72.8 (Very High)	.3 (Increase)
Quality of School Climate and Safety	77.5 (High)	-1.4 (Maintain)
Postsecondary Readiness - *High School only*	N/A	N/A
Graduation Rate - *High School only*	N/A	N/A

1: State Assessment Results in Reading and Mathematics

Objective	Strategy	Activities	Measure of Success	Progress Monitoring	Funding
State Assessment Results in Reading • By 2027, Sandersville will increase reading proficiency and distinguished level to 63%, as measured by KSA. The current level is 58%.	**Key Core Work Process 4**- Schools and districts must have a repeatable/uniform system for knowing the data. School leaders must ensure a uniform way of examining and interpreting all of the data that is in their schools in order to determine priorities for school success. **Key Core Work Process 2**-	**Staff Learning** • Teacher Clarity • SEE Committee- profile of a Sandersville Learner and Analyzing Visible Learning outcomes. • Implement Evidence based practices that will accelerate learning for our students. (The Reading Strategies	Reaching the targeted percent one or more	Winter 2025 MAP Data (School level, grade level, subpopulations) Spring 2025 MAP Data (School level, grade level, subpopulations) 2024-2025 KSA Data Benchmark Assessments (FCPS)	*Title 1 funds

Objective	Strategy	Activities	Measure of Success	Progress Monitoring	Funding
	Implementation of evidence based curriculum and/or strategies with fidelity is essential for both academic and behavioral instruction. **Key Core Work Process 2**- All schools and districts are to ensure their instructional program is intentional and of the highest quality. Tier I is the highly effective, culturally responsive, evidence-based core instruction, provided to all students in the classroom. Implementation of evidence based curriculum and/or strategies with fidelity is essential for both academic and behavioral instruction.	Book 2.0) ● The instructional committee is reworking the common expectations of teaching for whole group and small group reading. ● Professional Learning around CRTL/Multilingual Learners. "Kids come in all Languages/" ● Inquiry-Based Learning Professional Development ● MAP Reading Fluency Progress Monitoring for Tier 2 **Resources** ● Literacy Footprints Leveled Texts ● IXL ● Benchmark Education ● NSGRA ● Rime Magic ● District Frameworks ● MAP Reading Fluency **Systems and Structures** ● Intentional planning and collaborative teaching with the Gifted and Talented Teacher to design lessons to provide enrichment. ● PLCs implementing Plan,		Unit Assessments (Sandersville) NSGRA Text Level Assessments.	

Objective	Strategy	Activities	Measure of Success	Progress Monitoring	Funding
		Do, Study, Act Model/PLC + Planning through backwards design ● Collaboration time with teachers and interventionists ● Standards-based grading ● Small group reading and math blocks in master schedule for each grade ● MTSS meets the needs of students at each tier through data based decision-making, research based practices, progress monitoring, and communication to all stakeholders. ● SEE Committee Meeting for efficient instructional communication. ● Sandersville Visible Learning Reading Unit Frameworks			
State Assessment Results in Math ● By 2027, Sandersville will increase Math proficient and distinguished level to 55% as measured by KSA. The current level is 50%.	**Key Core Work Process 4**-Schools and districts must have a repeatable/uniform system for knowing the data. School leaders must ensure a uniform way of examining and interpreting all of the data that is in their schools in order to determine priorities for school success. **Key Core Work Process 2**-Implementation of evidence based curriculum and/or strategies with fidelity is essential for both academic	**Staff Learning** ● SEE Committee- profile of a Sandersville Learner and Analyzing Visible Learning outcomes. ● Professional Learning around new curriculum and instructional priority. (Concrete to Abstract Instructional process) ● Implement Evidence based practices that will accelerate learning for our students.		Winter 2025 MAP Data (School level, grade level, subpopulations) Spring 2025 MAP Data (School level, grade level, subpopulations) 2024-2025 KSA Data Benchmark Assessments (FCPS) Unit Assessments (Sandersville)	*Title 1 funds for book study and Literacy Footprints

Objective	Strategy	Activities	Measure of Success	Progress Monitoring	Funding
	and behavioral instruction. **Key Core Work Process 2**-All schools and districts are to ensure their instructional program is intentional and of the highest quality. Tier I is the highly effective, culturally responsive, evidence-based core instruction, provided to all students in the classroom. Implementation of evidence based curriculum and/or strategies with fidelity is essential for both academic and behavioral instruction.	● Teacher Clarity ● PLC+ Playbook and Share out ● School Wide Math Problem Solving Strategy ● Instructional Committee reworking Common Expectations of teaching Whole Group Math and Small Group Math. **Resources** ● School-wide math problem-solving method ● IXL ● iReady ● Sandersville Visible Learning Math Unit Frameworks **Systems and Structures** ● Intentional planning and collaborative teaching with the Gifted and Talented Teacher to design lessons to provide enrichment. ● PLCs implementing Plan, Do, Study, Act Model/PLC + Planning through backwards design ● Collaboration time with teachers and interventionists ● Standards based grading ● Small group reading and math blocks in master		NSGRA Text Level AssessmentsVMR diagnostic screener FAST Automaticity	

Objective	Strategy	Activities	Measure of Success	Progress Monitoring	Funding
		schedule for each grade ● MTSS to meet the needs of students at each tier through data based decision making, research based practices, progress monitoring, and communication to all stakeholders. ● SEE Committee Meeting for efficient instructional communication. ● Sandersville Visible Learning Math Unit Frameworks			

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

Objective	Strategy	Activities	Measure of Success	Progress Monitoring	Funding
State Assessment Results in Science					
● By 2027, Sandersville will increase Science proficient and distinguished level to 35% as measured by KSA. The current level is 28%.	**Key Core Work Process 4-** Schools and districts must have a repeatable/uniform system for knowing the data. School leaders must ensure a uniform way of examining and interpreting all of the data that is in their schools in order to determine priorities for school success.	**Staff Learning** ● Teacher Clarity ● SEE Committee- profile of a Sandersville Learner and Analyzing Visible Learning outcomes. ● Implement Evidence based practices that will accelerate learning for our students.		Winter 2025 MAP Data (School level, grade level, subpopulations) Spring 2025 MAP Data (School level, grade level, subpopulations) 2024-2025 KSA Data	*Title 1 funds for book study and Literacy Footprints

Objective	Strategy	Activities	Measure of Success	Progress Monitoring	Funding
	Key .Core Work Process 2-Implementation of evidence based curriculum and/or strategies with fidelity is essential for both academic and behavioral instruction. **Key Core Work Process 2**-All schools and districts are to ensure their instructional program is intentional and of the highest quality. Tier I is the highly effective, culturally responsive, evidence-based core instruction, provided to all students in the classroom. Implementation of evidence based curriculum and/or strategies with fidelity is essential for both academic and behavioral instruction	(The Reading Strategies Book 2.0) ● Instructional Committee reworking Common Expectations of teaching. ● Professional Learning around CRTL/Multilingual Learners. "Kids come in all Languages/" ● Inquiry-Based Learning Professional Development **Resources** ● Amplify ● DBQ ● IXL **Systems and Structures** ● Intentional planning and collaborative teaching with the Gifted and Talented Teacher to design lessons to provide enrichment. ● KSA released item review and data analysis ● PLCs implementing Plan, Do, Study, Act Model/PLC + Planning through backwards design ● Standards based grading ● MTSS to meet the needs of students at each tier through		Benchmark Assessments (FCPS) Unit Assessments (Sandersville)	

Objective	Strategy	Activities	Measure of Success	Progress Monitoring	Funding
		data based decision making, research based practices, and communication to all stakeholders. ● SEE Committee Meeting for efficient instructional communication			
State Assessment Results in Social Studies ● By 2027, Sandersville will increase Social Studies proficient and distinguished level to 60% as measured by KSA. The current level is 54%.	**Key Core Work Process 4**-Schools and districts must have a repeatable/uniform system for knowing the data. School leaders must ensure a uniform way of examining and interpreting all of the data that is in their schools in order to determine priorities for school success. **Key .Core Work Process 2**-Implementation of evidence based curriculum and/or strategies with fidelity is essential for both academic and behavioral instruction. **Key Core Work Process 2**-All schools and districts are to ensure their instructional program is intentional and of the highest quality. Tier I is the highly effective, culturally responsive, evidence-based core instruction, provided to all students in the classroom. Implementation of evidence based curriculum and/or	**Staff Learning** ● Teacher Clarity ● SEE Committee- profile of a Sandersville Learner and Analyzing Visible Learning outcomes. ● Implement Evidence based practices that will accelerate learning for our students. (The Reading Strategies Book 2.0) ● Instructional Committee reworking Common Expectations of teaching. ● Professional Learning around CRTL/Multilingual Learners. "Kids come in all Languages" ● Inquiry-Based Learning		Winter 2025 MAP Data (School level, grade level, subpopulations) Spring 2025 MAP Data (School level, grade level, subpopulations) 2024-2025 KSA Data Benchmark Assessments (FCPS) Unit Assessments (Sandersville)	

Objective	Strategy	Activities	Measure of Success	Progress Monitoring	Funding
	strategies with fidelity is essential for both academic and behavioral instruction	Professional Development **Resources** ● DBQ ● SAVVAS Social Studies **Systems and Structures** ● Intentional planning and collaborative teaching with the Gifted and Talented Teacher to design lessons to provide enrichment. ● KSA released item review and data analysis ● PLCs implementing Plan, Do, Study, Act Model/PLC + Planning through backwards design ● Collaboration time with teachers and interventionists ● EL and Interventionist Push-in support ● Standards-based grading ● MTSS to meet the needs of students at each tier through data-based decision-making, research-based practices, and communication to all stakeholders. ● SEE Committee Meeting for efficient instructional communication			

Objective	Strategy	Activities	Measure of Success	Progress Monitoring	Funding
State Assessment Results in Combined Writing ● By 2027, Sandersville will increase Combined Writing proficient and distinguished level to 63% as measured by KSA. Current level is 57%	1. **Key Core Work Process 4**- Schools and districts must have a repeatable/uniform system for knowing the data. School leaders must ensure a uniform way of examining and interpreting all of the data that is in their schools in order to determine priorities for school success. 2. **Key .Core Work Process 2**- Implementation of evidence based curriculum and/or strategies with fidelity is essential for both academic and behavioral instruction. 3. **Key Core Work Process 2**- All schools and districts are to ensure their instructional program is intentional and of the highest quality. Tier I is the highly effective, culturally responsive,	**Staff Learning** ● Teacher District Work Release day. **Resources** ● Literacy Footprints Leveled Texts ● IXL ● Benchmark Education ● NSGRA ● Rime Magic ● District Frameworks **Systems and Structures** ● Intentional planning and collaborative teaching with the Gifted and Talented Teacher to design lessons to provide enrichment. ● KSA released item review and data analysis ● PLCs implementing Plan, Do, Study, Act Model/PLC + Planning through backward ● Collaboration time with teachers and interventionists ● EL and Interventionist Push-in support ● Standards based grading ● MTSS to meet the needs of students at each tier through data based decision making, research based practices, and communication to all stakeholders. ● SEE Committee Meeting for efficient instructional		Winter 2025 MAP Data (School level, grade level, subpopulations) Spring 2025 MAP Data (School level, grade level, subpopulations) 2024-2025 KSA Data Benchmark Assessments (FCPS) Unit Assessments (Sandersville)	

Objective	Strategy	Activities	Measure of Success	Progress Monitoring	Funding
	evidence-based core instruction, provided to all students in the classroom. Implementation of evidence based curriculum and/or strategies with fidelity is essential for both academic and behavioral instruction	communication			

3: Achievement Gap

Objective	Strategy	Activities	Measure of Success	Progress Monitoring	Funding
By 2027,Sandersville will increase African American Proficiency in Reading to 50%. Current level is 45% By 2027, Sandersville will increase Hispanic Proficiency in Math to 45%. The current level is 38%.	**Key Core Work Process 4**- Schools and districts must have a repeatable/uniform system for knowing the data. School leaders must ensure a uniform way of examining and interpreting all of the data that is in their schools in order to determine priorities for school success. **Key Core Work Process 2**- Implementation of evidence based curriculum and/or strategies with fidelity is essential for both academic and behavioral instruction. **Key Core Work Process 2**- All schools and districts are to ensure their instructional program is intentional and of	**Staff Learning** ● Teacher Clarity ● SEE Committee- profile of a Sandersville Learner and Analyzing Visible Learning outcomes. ● Implement Evidence based practices that will accelerate learning for our students. (The Reading Strategies Book 2.0) ● Instructional Committee reworking Common Expectations of teaching. ● Professional Learning around CRTL/Multilingual Learners. "Kids come in all Languages/"		Winter 2025 MAP Data (School level, grade level, subpopulations) Spring 2025 MAP Data (School level, grade level, subpopulations) 2024-2025 KSA Data Benchmark Assessments (FCPS) Unit Assessments (Sandersville)	*Title 1 funds

Objective	Strategy	Activities	Measure of Success	Progress Monitoring	Funding
	the highest quality. Tier I is the highly effective, culturally responsive, evidence-based core instruction, provided to all students in the classroom. Implementation of evidence based curriculum and/or strategies with fidelity is essential for both academic and behavioral instruction.	- Inquiry-Based Learning Professional Development - MAP Reading Fluency - EL PD with Best Practices shared **Resources** - Literacy Footprints Leveled Texts - School wide math problem solving method **Systems and Structures** - Creation and monitoring of subgroups and watchlist - Intentional planning and collaborative teaching with the Gifted and Talented Teacher to design lessons to provide enrichment. - PLCs implementing Plan, Do, Study, Act Model/PLC + Planning through backwards design - Collaboration time with teachers and interventionists - Standards based grading - Small group reading and math blocks in master schedule for each grade - Intentional planning and collaborative teaching with the Gifted and Talented Teacher to design lessons to provide enrichment - Tier 2 time for each grade level in the master schedule - MTSS to meet the needs of students at each tier through			

Objective	Strategy	Activities	Measure of Success	Progress Monitoring	Funding
		data based decision making, research based practices, and communication to all stakeholders. ● Push in Model to reach as many students as possible and protect Tier 1 time			

4: English Learner Progress

Objective	Strategy	Activities	Measure of Success	Progress Monitoring	Funding
English Learner Progress ● By 2027, Sandersville will grow 100% of EL students by at least .5 in their composite score as measured by ACCESS. The current level is 73%	**Key Core Work Process 4 Review, Analyze and Apply Data** - Schools and districts must have repeatable/uniform system for knowing the data. School leaders must ensure a uniform way of examining and interpreting all of the data that is in their schools in order to determine priorities for school success. **Key Core Work Process 1 Design and Deploy**	**Staff Learning** ● Teacher Clarity ● SEE Committee- profile of a Sandersville Learner and Analyzing Visible Learning outcomes. ● Implement Evidence based practices that will accelerate learning for our students. (The Reading Strategies		Winter 2025 MAP Data (School level, grade level, subpopulations) Spring 2025 MAP Data (School level, grade level, subpopulations) 2024-2025 KSA Data Benchmark Assessments (FCPS) Unit Assessments (Sandersville)	*Title 1 funds

Objective	Strategy	Activities	Measure of Success	Progress Monitoring	Funding
	Standards- Implementation of evidence based curriculum and/or strategies with fidelity is essential for both academic and behavioral instruction. **Key Core Work Process 2 Design and Deliver Instruction** - All schools and districts are to ensure their instructional program is intentional and of the highest quality. Tier I is the highly effective, culturally responsive, evidence-based core instruction, provided to all students in the classroom. Implementation of evidence based curriculum and/or strategies with fidelity is essential for both academic and behavioral instruction	Book 2.0) ● Instructional Committee reworking Common Expectations of teaching. ● Professional Learning around CRTL/Multilingual Learners. "Kids come in all Languages" ● Inquiry-Based Learning Professional Development ● MAP Reading Fluency **Resources** ● Literacy Footprints Leveled Texts ● School wide math problem solving method **Systems and Structures** ● Intentional planning and collaborative teaching with the Gifted and Talented Teacher to design lessons to provide enrichment. ● PLCs implementing Plan, Do, Study, Act Model/PLC + Planning through backwards design ● Collaboration time with teachers and interventionists ● Standards based grading ● Small group reading and math blocks in master schedule for each grade ● Intentional planning and			

Objective	Strategy	Activities	Measure of Success	Progress Monitoring	Funding
		collaborative teaching with the Gifted and Talented Teacher to design lessons to provide enrichment ● Tier 2 time for each grade level in the master schedule ● MTSS to meet the needs of students at each tier through data based decision making, research based practices, and communication to all stakeholders. ● Push in Model to reach as many students as possible and protect Tier 1 time.			

5: Quality of School Climate and Safety

Objective	Strategy	Activities	Measure of Success	Progress Monitoring	Funding
Quality of School Climate and Safety	**Key Core Work Process 6 Establish Learning Culture and Environment**- The				

Objective	Strategy	Activities	Measure of Success	Progress Monitoring	Funding
• By 2027, Sandersville will increase the quality of the school climate and safety index to 81 as measured by KSA. The current level is 76.1.	environment in which students learn and the support they are offered to meet their individual needs is just as important as solid curriculum, instruction, and systems of continuous improvement. Students need to know they are safe and that their needs will be equitably met academically, socially, emotionally, and physically. Schools must ensure they create, nurture, and sustain a fair and caring learning community in which all students have optimal opportunities for academic success.	• Schoolwide SEL curriculum (CSC) • Schoolwide Guidelines for Success • Wellness Policy to promote healthy lifestyles • Family Fitness Night • Opportunities for daily recess and movement breaks • PBIS behavior incentives • Full-time, school funded, positions for non-tested areas including art, library, technology, STEM, PE, music • Part time positions for band and orchestra opportunities • Cultural celebrations and highlights in coordination with FCPS DEIB and the Sandersville Social Committee • EL Connection night at increasing parent engagement and increasing student achievement. • Resource officer to support in emotional standards to students safety		2024-2025 KSA Data	*Title 1 funds

6: Postsecondary Readiness

Objective	Strategy	Activities	Measure of Success	Progress Monitoring	Funding

7: Graduation Rate

Objective	Strategy	Activities	Measure of Success	Progress Monitoring	Funding

8: Family Engagement

Objective	Strategy	Activities	Measure of Success	Progress Monitoring	Funding
Objective 1: By 2027 increase the number of parents at parent involvement events by implementing our FACE action plan.	Continue to implement and monitor the strategies developed in the plan	–Collaborate with the school team and FACE Lead to develop a focus for the current school year.	–Family Survey –Participation of Staff and Families	–Principal, FACE Lead, FACE Liaison will monitor monthly through school support visits	–Title I –General
		Execute the expectations established on the FACE action plan.	–Analyze pre and post-action plan data –Participate data of staff and families	Principal, FACE Lead, and FACE Liaison will monitor at the beginning and end of the year	–Title I –General
		–Provide professional learning to school staff on evidence-based family community and engagement strategies and best practices	–Participation of Staff –Staff Learning Feedback form	FACE Department will monitor the professional learning request form, and staff learning feedback form	–Title I –General

Special Considerations for Targeted Support and Improvement (TSI)

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?
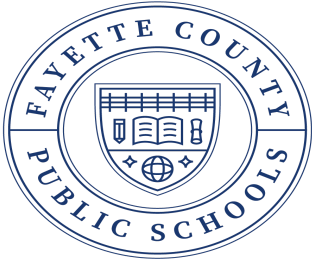
Response:

TSI 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), 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 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.	☒
		☐
		☐
		☐
☒		☒

Comprehensive School Improvement Plan (CSIP)

Needs Assessment: Priorities

We will continue to work toward increasing the number of students scoring on or above grade level in reading and math as reflected in MAP scores. We will also continue to decrease novice scores on KSA in all areas and work to increase the number of students scoring proficient and distinguished in all areas.

Needs Assessment: Processes, Practices, or Conditions

Key Core Work Process 2: Design and Deliver instruction:
Establish a **practice** to ensure that students have an opportunity to "unpack" standards.
Establish a **practice** that ensures planning and implementation of active student engagement strategies.
Establish a **practice** to strategically select high/yield instructional strategies for lessons
Key Core Work Process 3: Design and Deliver Assessment Literacy
Establish a **practice** to create intentional opportunities for students to receive and offer effective feedback during learning.
Establish a **practice** of students participating in self-assessments and goal setting to adjust their own learning.

Kentucky Summative Indicators: Status and Change

Indicator	Status	Change
State Assessment Results in reading and mathematics	53.9	0.4
State Assessment Results in science, social studies, and writing	55.9	-0.9
English Learner Progress	67.7	1.4
Quality of School Climate and Safety	73.8	1.4

By October 2028, Southern Elementary will increase Reading and Math combined status percentage from 53.9 to 58.9.

Objective	Strategy	Activities	Measure of Success	Progress Monitoring	Funding
Key Core Work Process 2: Design and Deliver Instruction	Establish a practice to ensure that students have an opportunity to "unpack" standards	*Review and define content vocabulary within the Learning Intentions and Success criteria before, during and at the end of lessons as **created as part of team lesson plans**	Increase in frequency of specific indicators on the walkthrough data related to student review of Learning Intentions/Standards/ Success Criteria	***Walkthrough data** specific to Visible Learning indicators, including class review of Academic Vocabulary included in the learning intentions and success criteria. (Ex: Objective Vocabulary cards, etc) *Formative data analysis during PLC to determine need for reteach. *Analysis of Map data to determine needs of students *Weekly/Unit assessments results	Sec. 6 funds Title 1 funds
	Establish a practice that ensures planning and implementation of active student engagement strategies. Establish a practice to strategically select high/yield instructional strategies for lessons	Team lesson plans will include engagement strategies: **Active Learning Examples:** *Debates and discussions *Frequent OTRs (opportunities to respond) to effective complex questions. *Feedback, peer review, self reflection (metacognition) *Real world application of content. (science/math inquiry, group projects, problem based learning, research, presentation of learning)	Evidence of engagement strategies in team planning documents KSA data	Review of team planning documents during PLC planning meetings.	Sec. 6 funds Title 1 funds

By October 2028, Southern Elementary will increase Reading and Math combined status percentage from 53.9 to 58.9.

Objective	Strategy	Activities	Measure of Success	Progress Monitoring	Funding
Key Core Work Process 2: Design and Deliver Instruction	Establish a practice to ensure that students have an opportunity to "unpack" standards	*Review and define content vocabulary within the Learning Intentions and Success criteria before, during and at the end of lessons as **created as part of team lesson plans**	Increase in frequency of specific indicators on the walkthrough data related to student review of Learning Intentions/Standards/ Success Criteria	***Walkthrough data** specific to Visible Learning indicators, including class review of Academic Vocabulary included in the learning intentions and success criteria. (Ex: Objective Vocabulary cards, etc) *Formative data analysis during PLC to determine need for reteach. *Analysis of Map data to determine needs of students *Weekly/Unit assessments results	Sec. 6 funds Title 1 funds
	Establish a practice that ensures planning and implementation of active student engagement strategies. Establish a practice to strategically select high/yield instructional strategies for lessons	Team lesson plans will include engagement strategies: **Active Learning Examples:** *Debates and discussions *Frequent OTRs (opportunities to respond) to effective complex questions. *Feedback, peer review, self reflection (metacognition) *Real world application of content. (science/math inquiry, group projects, problem based learning, research, presentation of learning)	Evidence of engagement strategies in team planning documents KSA data	Review of team planning documents during PLC planning meetings.	Sec. 6 funds Title 1 funds

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

By October 2028, Southern Elementary will increase the Science, Social Studies and Combined Writing status from 55.9 to 60.9.						
Objective	**Strategy**	**Activities**	**Measure of Success**	**Progress Monitoring**	**Funding**	
	Establish a practice to ensure formative assessment practices allow students to understand where they are going, where they currently are, and how they can close the gap.	*Use of Exemplars *Student access to grade level expectations	Student data folders that indicate grade level standard and students level (students awareness of where they need to be)	*Student knowledge of formative assessment data *Student documenting Weekly/Unit assessments results in data folders	Sec. 6 funds Title 1 funds	
Key Core Work Process 3: Design and Deliver Assessment Literacy	Establish a practice to create intentional opportunities for students to receive and offer effective feedback during learning.	*Communication Structures: Ex: turn and talk, Rally Coach, Peer Assessment *Use of Rubrics *Specific feedback from teacher or peer on written responses	Evidence of feedback given reflected in walkthrough data - either directly on written assignments, rubric scoring or teacher/peer conferencing about work product	**Walkthrough data** specific to student feedback indicators. *Formative data analysis during PLC to determine need for reteach. *Analysis of MAP data to determine needs of students *Weekly/Unit assessments results	Sec. 6 funds Title 1 funds	
	Establish a practice of students participating in self-assessments and goal setting to adjust their own learning.	*Student goal setting - Ex: goal setting session with Admin before MAP *Data Folders	Evidence of Student data tracking (Data Folders)	Review of Data Folders	Sec. 6 funds Title 1 funds	

By October 2028, Southern Elementary will increase the Science, Social Studies and Combined Writing status from 55.9 to 60.9.						
Objective	**Strategy**	**Activities**	**Measure of Success**	**Progress Monitoring**	**Funding**	

3: Achievement Gap

Objective	**Strategy**	**Activities**	**Measure of Success**	**Progress Monitoring**	**Funding**	
By January 2025 **African American Students** scoring in the 40-60%tile range in math MAP will increase from 22% to 28%	Key Core Work Process 5: Design, Align an Deliver Support	Establish a **process** to ensure that Needs Assessment results are reflected in the systemic approach to funding expenditures that support school improvement efforts.	• Prioritize AA students in 3rd, 4th, and 5th grades scoring in the 40-60%tile range for ESS. • Prioritize AA students scoring 40-60%tile for Summer Ignite.	MAP data	*Formative data analysis during PLC to determine need for reteach. *Analysis of Map data to determine needs of students *Weekly/Unit assessments results	Sec. 6 funds Title 1 funds ESS funds District title 1 funding (summer programs)
		Establish a **practice** to create and monitor a "Watch List" for students performing below	Review progress of watch list students	MAP data	*Formative data analysis during PLC to determine need for reteach.	Sec. 6 funds Title 1 funds

Objective	Strategy	Activities	Measure of Success	Progress Monitoring	Funding	
		proficiency. Enact communication protocols for parents/guardians regarding placement and progress in intervention support systems.	during PLC data analysis meetings. Create specific information/communication for parents of students below proficiency to support growth.		*Analysis of Map data to determine needs of students *Weekly/Unit assessments results	
By May 2025 **African American Students** scoring in the 40-60%tile range in math MAP will increase from 18% to 23%	Key Core Work Process 5: Design, Align an Deliver Support	Establish a process to ensure that Needs Assessment results are reflected in the systemic approach to funding expenditures that support school improvement efforts.	• Prioritize AA students in 3rd, 4th, and 5th grades scoring in the 40-60%tile range for ESS. • Prioritize AA students scoring 40-60%tile for Summer Ignite.	MAP data	*Formative data analysis during PLC to determine need for reteach. *Analysis of Map data to determine needs of students *Weekly/Unit assessments results	Sec. 6 funds Title 1 funds ESS funds District title 1 funding (summer programs)
		Establish a practice to create and monitor a "Watch List" for students performing below proficiency. Enact communication protocols for parents/guardians regarding placement and progress in intervention support systems.	Review progress of watch list students during PLC data analysis meetings. Create specific information/communication for parents of students below	MAP data	*Formative data analysis during PLC to determine need for reteach. *Analysis of Map data to determine needs of students *Weekly/Unit assessments results	Sec. 6 funds Title 1 funds

Objective	Strategy	Activities	Measure of Success	Progress Monitoring	Funding	
			proficiency to support growth.			

4: English Learner Progress

By April of 2028, 80 % of EL students will grow by at least .5 in their Access composite score.					
Objective	**Strategy**	**Activities**	**Measure of Success**	**Progress Monitoring**	**Funding**
By April 2028 Southern will maintain at least .5 growth on Access Scores for at least 80% of EL students.	No additional strategies needed: Currently meeting this goal.	Continue successful activities already in place for meeting EL goals.	KSA	checks of Listening, Speaking, Reading and Writing during EL support time	Sec. 6 funds Title 1 funds

5: Quality of School Climate and Safety

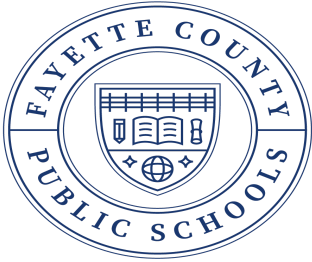| By October 2028, Southern Elementary will increase the Quality of School Climate and Safety status from						
	Objective	**Strategy**	**Activities**	**Measure of Success**	**Progress Monitoring**	**Funding**
<mark>Increase number of students indicating Agreement with survey statement "Students being mean or hurtful to other</mark>	Key Core Work Process 6: Establishing	Establish a **practice** to ensure expectations of students are clearly defined and that group norms have	• Educate all students about what to expect	KSA Quality of School Climate student survey	PBIS student survey.	Sec. 6 funds

		Objective	Strategy	Activities	Measure of Success	Progress Monitoring	Funding	

By October 2028, Southern Elementary will increase the Quality of School Climate and Safety status from

	Objective	Strategy	Activities	Measure of Success	Progress Monitoring	Funding
<mark>students is NOT a problem" from 41.3% to 46%</mark>	Learning Culture and Environment	been established within the classroom	when a rule is broken. ● Educate students that fair does not mean "equal"			Title 1 funds
<mark>Increase number of students indicating Agreement with survey statement "Students being mean and hurtful to others online is NOT a problem for my school from 53.2% to 58%.</mark>	Key Core Work Process 6: Establishing Learning Culture and Environment	Establish a **process** to ensure culturally responsive behaviors are modeled among faculty, staff, and students.	● Educate staff on strategies for dealing with difficult students	KSA Quality of School Climate student survey	PBIS student survey. Teacher coaching of behavior management when needed. Walkthrough data.	Sec. 6 funds Title 1 funds

8: Family Engagement

By Feb 2028, Southern Elementary School will demonstrate evidence of engaging families through a variety of strategies that enhance the academic and overall wellbeing of our students.

Objective	Strategy	Activities	Measure of Success	Progress Monitoring	Funding
By February, Southern will have developed a FACE (Family and Community Engagement Plan) and shared with staff.	Implement and monitor the strategies developed in the plan.	FACE committee with support from the district FACE liaisons will develop the focus for the year	• Copy of FACE plan • Family Surveys • Parent/Community participation in committees/FRC advisory council/volunteer opportunities	Principal, FACE lead and FACE liaison will monitor FACE plan throughout the year.	• Section 6 • Title 1 • FRC • PTA
		Execute the expectations established on the FACE action plan	• Pre-Post action plan data/reflection • Participation data	Principal, FACE lead and FACE liaison will monitor FACE plan throughout the year.	• Section 6 • Title 1 • FRC • PTA
		Offer a variety of events, activities and supports for families per the FACE plan.	• Participation at events • List of resources provided- and # or families accessing the resources	Principal, FACE lead and FACE liaison will monitor FACE plan throughout the year.	• Section 6 • Title 1 • FRC • PTA

Objective	Strategy	Activities	Measure of Success	Progress Monitoring	Funding

Squires Elementary - Comprehensive School Improvement Plan (CSIP)

Needs Assessment: Priorities

- 44% of all students scored proficient/distinguished based on KSA in Social Studies
- 50% of all students scored proficient/distinguished based on KSA in writing
- African American students are scoring below all students, except in writing. Math is 60% vs. 66%, Reading is 42% vs. 59%, Science is 39% vs. 51% and S.S. is 14% vs. 44%

Needs Assessment: Processes, Practices, or Conditions

Key Core Work Processes:
- 1 - Design and Deploy Standards
- 2 - Design and Deliver Instruction
- 4 - Review, Analyze and Apply Data

Kentucky Summative Indicators: Status and Change

Indicator	Status	Change
State Assessment Results in reading and mathematics	79.7 - High	2.5 Increase
State Assessment Results in science, social studies, and writing	68.6 - High	2.9 Decrease
English Learner Progress	67.3 - Very High	5.4 Increase
Quality of School Climate and Safety	78.4 - High	1.0 Increase

Approved by SBDM: 12/9/24

1: State Assessment Results in Reading and Mathematics

By May 2028, Squires Elementary will increase our Reading and Math status level from High to Very High as evidenced by increasing the percentage of students scoring proficient or distinguished by 15%.	

Objective	Strategy	Activities	Measure of Success	Progress Monitoring	Funding
By May of 2025, Squires Elementary will increase our percentage of students scoring Proficient and Distinguished in Reading from 59% to 64%. By May of 2025, Squires Elementary will increase our percentage of students scoring Proficient and Distinguished in Math from 66% to 71%.	KCWP 1	Squires Elementary will re-evaluate our PLC process by completing the PLC self-assessment to determine priority areas for improvement which includes processes to support standards based instruction (focus on learning) within the Plan-Do-Study-Act model.	PLC Self-Assessment PLC Minutes PDSA model	The FCPS PLC self-assessment will be completed by May 28, 2025 by administration and PLC teams.	N/A
	KCWP 1	Squires Elementary will continue to implement a PLC schedule that will be inclusive of Special Education, GT, and English Language Teachers.	PLC Self-Assessment PLC Minutes PLC Schedule	The master schedule for grade level teams will be completed May 28, 2025.	N/A
	KCWP 3 and KCWP 4	Squires Elementary will use a balanced assessment system to analyze individual student data, including MAP, KSA, and common formative and summative assessments.	PLC Data Collection FCPS ROIS Suite	PLC team will meet weekly to analyze multiple forms of data as evidenced on a shared data document.	N/A
	KCWP 2 and KCWP 5	Squires Elementary Intervention Teachers, EL Teachers, Special Education Teachers, Classroom Teachers and MTSS Team Members will collaborate regularly to identify instructional and behavior supports to maximize the potential for each student to succeed.	MTSS Minutes MTSS Rosters	The MTSS Team will meet once a month to review rosters and student progress. The MTSS Lead will meet quarterly with PLC teams to identify measures of success and areas of growth for individual students.	N/A

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

By May 2028, Squires Elementary will increase our Science, Social Studies and Combined Writing status level from High to Very High as evidenced by increasing the percentage of students scoring proficient or distinguished by 15%.

Objective	Strategy	Activities	Measure of Success	Progress Monitoring	Funding
By May of 2025, Squires Elementary will increase our percentage of students scoring Proficient and Distinguished in Science from 51% to 56%. By May of 2025, Squires Elementary will increase our percentage of students scoring Proficient and Distinguished in Social Studies from 38% to 43%. By May of 2025, Squires Elementary will increase our percentage of students scoring Proficient and Distinguished in Combined Writing from 50% to 55%.	KCWP 1	Squires Elementary will re-evaluate our PLC process by completing the PLC self-assessment to determine priority areas for improvement which includes processes to support standards based instruction (focus on learning) within the Plan-Do-Study-Act model.	PLC Self-Assessment PLC Minutes PDSA model	The FCPS PLC self-assessment will be completed by May 28, 2025 by administration and PLC teams.	N/A
	KCWP 1	Squires Elementary will continue to implement a PLC schedule that will be inclusive of Special Education, GT, and English Language Teachers.	PLC Self-Assessment PLC Minutes PLC Schedule	The master schedule for grade level teams will be completed May 28, 2025.	N/A
	KCWP 3 and KCWP 4	Squires Elementary will use a balanced assessment system to analyze individual student data, including MAP, KSA, and common formative and summative assessments.	PLC Data Collection FCPS ROIS Suite	PLC team will meet weekly to analyze multiple forms of data as evidenced on a shared data document.	N/A
	KCWP 1 and KCWP 2	A common language and updated Writing Policy and Writing Plan will be developed and implemented school-wide to ensure alignment in writing instruction across the building, explicit and focused writing instruction, and regular opportunities for students to engage in all three types of writing: writing to learn, writing to demonstrate learning, and writing for publication.	PLC Minutes Student Writing Samples	A representative team will be convened to update the Squires Writing Policy and create a Writing Plan which will be shared out by the start of the 2025-26 school year.	N/A

	KCWP 1 and KCWP 2	Social studies-specific reading strategies will be embedded into instruction to ensure students are exposed to and understand content at a deeper-level.	PLC Minutes Student Work Samples	A representative team will be convened to create a Social Studies Plan which will be shared out by the start of the 2025-26 school year.	N/A

3: Achievement Gap

| Objective	Strategy	Activities	Measure of Success	Progress Monitoring	Funding
By May of 2025, all students at Squires Elementary will show growth in Reading and Math as measured by Fall to Spring MAP scores.	KCWP 1	Squires Elementary will continue to implement a PLC schedule that will be inclusive of Special Education, GT, and English Language Teachers.	PLC Self-Assessment PLC Minutes PLC Schedule	The master schedule for grade level teams will be completed May 28, 2025.	N/A
	KCWP 3 and KCWP 4	Squires Elementary will use a balanced assessment system to analyze individual student data, including MAP, KSA, and common formative and summative assessments.	PLC Data Collection FCPS ROIS Suite	PLC team will meet weekly to analyze multiple forms of data as evidenced on a shared data document.	N/A
	KCWP 2 and KCWP 5	Squires Elementary Intervention Teachers, EL Teachers, Special Education Teachers, Classroom Teachers and MTSS Team Members will collaborate regularly to identify instructional and behavior supports to maximize the potential for each student to succeed.	MTSS Minutes MTSS Rosters	The MTSS Team will meet once a month to review rosters and student progress. The MTSS Lead will meet quarterly with PLC teams to identify measures of success and areas of growth for individual students.	N/A
	KCWP 6	Opportunities for student voice and student leadership will be created to allow growth to come from a student-centered approach focused on agency, autonomy, and ownership.	Student Leadership Opportunities Student Voice Opportunities	Opportunities for student voice will occur beginning in January, 2025. A team will be created to identify areas for student leadership and create a plan to be reviewed by March, 2025.	N/A

4: English Learner Progress

By May 2028, Squires Elementary will maintain our English Learner Progress status level of Very High as evidenced by 80% of our EL students will grow by at least 1.5 in their ACCESS composite score.

Objective	Strategy	Activities	Measure of Success	Progress Monitoring	Funding
By May 2025, Squires Elementary will maintain our English Learner Progress status level of Very High as evidenced by 80% of our EL students will grow by at least 0.5 in their ACCESS composite score.	KCWP 1	Squires Elementary will re-evaluate our PLC process by completing the PLC self-assessment to determine priority areas for improvement which includes processes to support standards based instruction (focus on learning) within the Plan- Do - Study - Act model.	PLC Self-Assessment PLC Minutes PDSA model	The FCPS PLC self-assessment will be completed by May 28, 2025 by administration and PLC teams.	N/A
	KCWP 1	Squires Elementary will continue to implement a PLC schedule that will be inclusive of Special Education, GT, and English Language Teachers.	PLC Self-Assessment PLC Minutes PLC Schedule	The master schedule for grade level teams will be completed May 28, 2025.	N/A
	KCWP 3 and KCWP 4	Squires Elementary will use a balanced assessment system to analyze individual student data, including MAP, KSA, and common formative and summative assessments.	PLC Data Collection FCPS ROIS Suite	PLC team will meet weekly to analyze multiple forms of data as evidenced on a shared data document.	
	KCWP 2 and KCWP 5	Squires Elementary Intervention Teachers, EL Teachers, Special Education Teachers, Classroom Teachers and MTSS Team Members will collaborate regularly to identify instructional and behavior supports to maximize the potential for each student to succeed.	MTSS Minutes MTSS Rosters	The MTSS Team will meet once a month to review rosters and student progress. The MTSS Lead will meet quarterly with PLC teams to identify measures of success and areas of growth for individual students.	N/A

5: Quality of School Climate and Safety

Objective	Strategy	Activities	Measure of Success	Progress Monitoring	Funding
By May 2028, Squires Elementary will increase our status level on Quality of School and Climate and Safety from High to Very High as evidenced by students in all subgroups increasing their perception in a positive manner.					
By May 2025, Squires Elementary will increase the quality of school climate and safety status from 77.4 to 80.5.	KCWP 4	Squires Elementary will track survey data throughout the year about students' sense of belonging and their feelings toward culture and climate and safety and plan for next steps.	QSCS Survey Results	Guidance lessons in January, 2025 and February, 2025 will include opportunities for students to share anonymously. Results will be shared with the leadership team and a plan will be put in place by March 1, 2025.	N/A
	KCWP 6	Family Engagement activities will be planned and executed to increase parent involvement and knowledge about how to support student learning.	Family Engagement Agendas Family Engagement Survey	PTA, Title 1, and school leadership will continue to collaborate on Family Engagement. A summary of the The Family Engagement Survey will be shared by January 31, 2025 and next steps will be identified.	N/A
	KCWP 5	A plan of support will be created for individual students whose social-emotional needs showed up on DESSA or have been identified in other ways. The plan may include small group or individual lessons, Tier 2 or Tier 3 SEL supports, support from outside agencies, etc.	DESSA Student Assistance Team (SAT) Minutes	The Student Assistance Team will meet bi-weekly to look at individual students currently receiving services and any new students identified for services.	N/A
	KCWP 6	Opportunities for student voice and student leadership will be created to allow growth to come from a student-centered approach focused on agency, autonomy, and ownership.	Student Leadership Opportunities Student Voice Opportunities	Opportunities for student voice will occur beginning in January, 2025. A team will be created to identify areas for student leadership and create a plan to be reviewed by March, 2025.	N/A

6: Family Engagement

By May 2025, Squires Elementary will demonstrate evidence of engaging families through a variety of strategies that enhance the academic and overall well-being of our students.

Objective	Strategy	Activities	Measure of Success	Progress Monitoring	Funding
By May 2025, Squires Elementary will demonstrate evidence of engaging families through a variety of strategies that enhance the academic and overall well-being of our students.	KCWP 6	Family Engagement activities will be planned and executed to increase parent involvement and knowledge about how to support student learning.	Family Engagement Agendas Family Engagement Survey	PTA, Title 1, and school leadership will continue to collaborate on Family Engagement. A summary of the The Family Engagement Survey will be shared by January 31, 2025 and next steps will be identified.	N/A
	KCWP 6	Parent and guardian roundtables will be conducted with the principal to solicit feedback from families and identify areas of growth.	Principal Roundtables	Principal Roundtables will continue to occur monthly through the end of the 2024-25 school year.	N/A
	KCWP 6	A monthly Family Newsletter will go out to families detailing events, instructional activities, district initiatives, and opportunities for students. Feedback will be sought on the content and delivery of this newsletter.	Monthly Family Newsletter	Monthly newsletters will continue to be delivered to families via email, IC, text message, and ClassDojo. A survey will be conducted to identify areas of growth for communication.	N/A
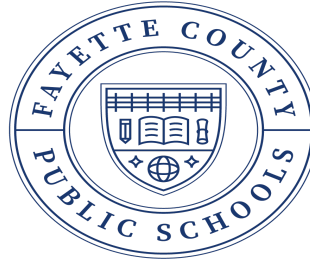
Comprehensive School Improvement Plan (CSIP)

Needs Assessment: Priorities

KCWP 1: Design and Deploy Standards
KCWP 2: Design and Deliver Instruction
KCWP 6: Establishing Learning Culture and Environment

Needs Assessment: Processes, Practices, or Conditions

KCWP 1: Design and Deploy Standards:

- PDSA cycle using formative assessment data to evaluate student proficiency and inform future instruction
- Visible Learning and Teacher Clarity in PLCs here we deconstruct standards and create learning progressions, learning intentions, and success criteria
- Aligning FCPS unit frameworks with new Reading (Benchmark) and Math (I-Ready) curriculums and ensuring these instructional resources support/meet the depth of the standard

KCWP 2: Design and Deliver Instruction:

- PLC process focused on collective efficacy around standards, assessment, and data-informed instructional decisions.
- Professional learning on high-yield strategies, visible learning strategies, and student engagement
- school-wide implementation of 2 SEL curriculums, 1-minute meetings, and school wide House System adoption to promote positive behaviors, social and emotional learning, and tiered supports
- Implementing UFLI, Benchmark, and I-Ready programs that are research-based and aligned to grade-level standards to enhance instructional rigor

KCWP 6: Establishing Learning Culture and Environment:

- Build a culture of inclusion and belonging through our House System for PBIS
- Re-design mission statement and core beliefs aligned to creating a culture for growth that includes goal setting with students using the PDSA cycle
- Professional learning and application of growth mindset practices for staff and students

Kentucky Summative Indicators: Status and Change

Indicator	Status	Change
State Assessment Results in reading and mathematics	84.2	7.2
State Assessment Results in science, social studies, and writing	75.1	7.4
English Learner Progress	67.3	-6.6
Quality of School Climate and Safety	77.1	-1.3

1: State Assessment Results in Reading and Mathematics

By October 2028, Stonewall Elementary will increase the Reading and Math combined status from 84.2 to 89.2

Objective	Strategy	Activities	Measure of Success	Progress Monitoring	Funding
By October 2025, Stonewall will increase Reading proficient and distinguished level to 72% as measured by KSA.	KCWP 1,2, & 3	● Ongoing professional development based on evidence-based practices and high-yield strategies (UFLI, Core Connections, Benchmark, and Visible Learning Strategies) ● Ongoing PLCs following continuous improvement protocol; PLCs are focused on deconstructing standards, Unit framework pacing, aligning learning intentions and success criteria, and analyzing assessment data to inform future instruction ● Daily differentiated reading small group instruction based on formative assessment data	● MAP Data ● Common unit assessments ● Observation Data ● Kentucky Summative Assessment Data	● Walkthrough data ● NSGR Assessments ● PAST assessment data ● MAP Reading Fluency data ● Common Formative Assessment data	Sec. 4- $9,500
By October 2025, Stonewall will increase Math proficiency and	KCWP 1,2, & 3	● Through the PLC process, analyze and implement Unit Frameworks, develop learning intentions, success criteria,	● MAP Data ● Common unit assessments ● Observation Data	● Walkthrough data ● USNS Assessments ● MAP Data ● FAST CBM/CBA Data	Sec. 6- $300

By October 2028, Stonewall Elementary will increase the Reading and Math combined status from 84.2 to 89.2

Objective	Strategy	Activities	Measure of Success	Progress Monitoring	Funding
distinguished level to 65% as measured by KSA.		and formative assessment aligned to standards ● Implement Live scoring, wrong answer analysis, number talks, Try it, discuss it, connect it protocol (I-Ready), exemplars, and *Building Thinking Classrooms* deeper learning math strategies ● Design assessments that are fully aligned to grade level standards, and utilize data to guide instruction and plan for differentiation	● Kentucky Summative Assessment Data		

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

By October 2028, Stonewall Elementary will increase the Science, Social Studies and Combined Writing status from 75.1 to 80.1.

Objective	Strategy	Activities	Measure of Success	Progress Monitoring	Funding
By October 2025, Stonewall Elementary will increase Science proficient and distinguished level to 60% as measured by KSA. By October 2025, Stonewall Elementary will increase By October 2025, Stonewall Elementary will increase	KCWP 1, 2, & 3	● Participate in ongoing professional development around Inquiry-based science education ● Through the PLC process, analyze and implement Unit Frameworks, develop learning intentions, success criteria, and formative assessments to inform differentiation planning and instruction	● MAP Data ● Common unit assessments ● Observation Data ● Kentucky Summative Assessment Data	● Common formative assessment data (weekly) ● Extended response ● PLC Agenda and data analysis protocol ● Walkthrough data	$0- district PD

By October 2028, Stonewall Elementary will increase the Science, Social Studies and Combined Writing status from 75.1 to 80.1.

Objective	Strategy	Activities	Measure of Success	Progress Monitoring	Funding
Social Studies proficient and distinguished level to 60% as measured by KSA. Current level is 59%	KCWP 1 & 2	- Through ongoing PLCs, utilize the continuous improvement cycle to deconstruct standards, develop learning intentions and criteria for success, and develop authentic assessments - Ongoing professional development for teachers in the area of social studies, with collaboration within and across grade level teams to discuss expectations for student mastery, exemplars, and cross-curricular integration	- MAP Data - Common unit assessments - Observation Data - Kentucky Summative Assessment Data - DBQ Data	- Common formative assessment data (weekly) - Extended response data - PLC Agenda and data analysis protocol - Walkthrough data	Sec. 4- $1000
By October 2025, Stonewall Elementary will increase Combined Writing proficient and distinguished level to 60% as measured by KSA. Current level is 50%.	KCWP 1 & 2	- Ongoing professional development of evidence-based strategies and resources aligned to standards (Core Connections) - Intentional school-wide focus of writing integration across content areas, with live scoring, student feedback, and teacher-created exemplars - Daily writing workshop focused on writing for publication and writing to demonstrate learning	- MAP Data - Common unit assessments - Observation Data - Kentucky Summative Assessment Data	- Common formative assessment data (weekly) - Extended responses and on-demand writing data, rubrics, and live scoring - PLC Agenda and data analysis protocol - Walkthrough data	Sec. 4 $8,000

3: Achievement Gap

Objective	Strategy	Activities	Measure of Success	Progress Monitoring	Funding
By October 2025, Stonewall will decrease Reading novice by 5% for Economically disadvantaged students.	KCWP 1,2, &4	• Using a continuous improvement cycle, grade level teams will collaborate with support staff monthly during PLCs to design multi-tiered systems of support instruction focused on accelerating learning in Reading and based on individual student data • Weekly family communication with strategies and resources for promoting literacy skills and practice at home • Ongoing professional development for teachers on evidence-based strategies for skill-deficit instruction and differentiation	• MAP Data • Common unit assessments • Observation Data • Kentucky Summative Assessment Data	• Walkthrough data • NSGR Assessments • PAST assessment data • MAP Reading Fluency data • Common Formative Assessment data • Lexia Data	SEC.4- $9,000
By May 2025, Stonewall will decrease Math novice by 5% for Special Education students.	KCWP 1,2, &4	• Using a continuous improvement cycle, grade level teams will collaborate with special education teachers monthly during PLCs to design multi-tiered systems of support instruction focused on accelerating learning in Math and based on individual student data • Ongoing professional development for teachers on evidence-based strategies for skill-deficit instruction and	• MAP Data • Common unit assessments • Observation Data • Kentucky Summative Assessment Data	• Walkthrough data • USNS Assessment Data • FAST CBM data • Goal Monitoring Data • Common Formative Assessment data	Sec 4- $3,000

Objective	Strategy	Activities	Measure of Success	Progress Monitoring	Funding
		differentiation			

4: English Learner Progress

By April 2025, 80% of EL students will grow by at least .5 in their ACCESS composite score.

Objective	Strategy	Activities	Measure of Success	Progress Monitoring	Funding
By April 2025, 80% of EL students will grow at least.5% in their ACCESS composite score.	KCWP 1,2, & 4	- evidence based strategies and resources (UFLI, Benchmark EL Program) to differentiate instruction and build literacy skills - Collaborative planning and data analysis between teachers to ensure aligned and rigorous instruction - Acceleration planning focused on access to grade level standards - Grade-level specific Professional development provided by EL teacher	ACCESS Data	- EL Language domain data tracking - MAP Reading Fluency - Walkthrough data - NSGR Assessments - PAST assessment data - MAP Reading Fluency data - Common Formative Assessment data	$0- district funded

5: Quality of School Climate and Safety

By October 2028, Stonewall Elementary will increase the Quality of School Climate and Safety status from 77.1 to 82.1

Objective	Strategy	Activities	Measure of Success	Progress Monitoring	Funding
By October 2025, Stonewall Elementary will increase the Quality of School Climate and Safety status from 77.1 to 79.1.	KCWP 5 & 6	- Bi-Monthly SEL instruction through the House System - Implement PBIS structures and systems to ensure positive school climate and safety	- Dojo Data - KSA Data - DESSA Data	- MTSS CBM/CBA Data - Attendance Data 1-minute meeting data - Class dojo data	PTA, Sec. 6- $3,000

By October 2028, Stonewall Elementary will increase the Quality of School Climate and Safety status from 77.1 to 82.1

Objective	Strategy	Activities	Measure of Success	Progress Monitoring	Funding
		• Utilize student and family survey data to enhance individualized student support focused on social-emotional well being. • Meet monthly with the MTSS Core Behavior team to discuss multi-tiered supports, review student data, and review focus referrals for student support		• CBM SEL Behavior monitoring Data	

6: Family Engagement

By Feb 2025 Stonewall Elementary School will demonstrate evidence of engaging families through a variety of strategies that enhance the academic and overall well-being of our students.

Objective	Strategy	Activities	Measure of Success	Progress Monitoring	Funding
By February 2025, Stonewall Elementary will have developed a FACE (Family and Community Engagement Plan).	Implement and monitor the strategies developed in the plan.	FACE committee with support from the district FACE liaisons will develop the focus for the year	• Copy of FACE plan • Family Surveys • Parent/Community participation in committees/FRC advisory council/volunteer opportunities • Open Space forum with families	Principal, FACE lead and FACE liaison will monitor FACE plan throughout the year.	• Section 6 • FRC • PTA
		Execute the expectations established on the FACE action plan	• Pre-Post action plan data/reflection • Participation data	Principal, FACE lead and FACE liaison will monitor FACE plan throughout the year.	• Section 6 • FRC • PTA
		Offer a variety of events, activities and supports for families per the FACE plan.	• Participation at events • List of resources provided- and # or families accessing the resources	Principal, FACE lead and FACE liaison will monitor FACE plan throughout the year.	• Section 6 • FRC • PTA

Comprehensive School Improvement Plan 2022-2025

Comprehensive District Improvement Goals Reading and Math (by Spring 2025)
State Assessment

- Less than 15% Novice in reading
- Less than 15% Novice in math
- Greater than 60% P/D in reading
- Greater than 55% P/D in math
- Increase or decrease by 7% if already <15% N or >55/60% P/D

MAP (K-8)

- 100% grow in reading and math
- 60% meet growth projection in reading
- 55% meet growth projection in math
- Increase or decrease by 7% if already <15% N or >55/60% P/D

Comprehensive District Improvement Goals Science, Social Studies, and Combined Writing (by Spring 2025)
State Assessment

- Less than 21% Novice in Science
- Less than 23% Novice in Social Studies
- Greater than 45% P/D in Science
- Greater than 60% P/D in Social Studies
- Increase or decrease by 7% if already <21/23% N or >45/60% P/D
- Less than 10% Novice in Combined Writing
- Greater than 60% P/D in Combined Writing
- Increase or decrease by 7% if already <10% N or >60% P/D

State Assessment Results in Reading

- By 2025, ==Tates Creek Elementary== will increase Reading proficient and distinguished level to 60% as measured by KSA. Current level is 37%.

State Assessment Results in Math

- By 2025, ==Tates Creek Elementary== will increase Math proficient and distinguished level to 55% as measured by KSA. Current level is 25%.

State Assessment Results in Science

- By 2025, ==Tates Creek Elementary== will increase Science proficient and distinguished level to 45% as measured by KSA. Current level is 21%.

State Assessment Results in Social Studies

- By 2025, ==Tates Creek Elementary== will increase Social Studies proficient and distinguished level to 60% as measured by KSA. Current level is 31%.

State Assessment Results in Combined Writing

- By 2025, *Tates Creek Elementary* will increase Combined Writing proficient and distinguished level to 60% as measured by KSA. Current level is 30%.

Achievement Gap

- By 2025, *Tates Creek Elementary* will decrease Novice in Reading and Math to >15%; Science to >21%; Social Studies to >23%; Combined Writing to >10% as measured by KSA.

English Learner Progress

- By 2025, *Tates Creek Elementary* will grow 100% of EL students by at least .5 in their composite score as measured by ACCESS.

Quality of School Climate and Safety

- By 2025, *Tates Creek Elementary* will increase the quality of school climate and safety index to 82% as measured by KSA. Current indicator score is 72.8.

Reading and Math Objectives		
Year 1	Year 2	Year 3
By 2023, *Tates Creek Elementary* will increase P/D in Reading to 44.6%. By 2023, *Tates Creek Elementary* will increase P/D in Math to 40.3%.	By 2024, *Tates Creek Elementary* will increase P/D in Reading to 52.4 %. By 2024, *Tates Creek Elementary* will increase P/D in Math to 47.6%.	By 2025, *Tates Creek Elementary* will increase P/D in Reading to 60%. By 2025, *Tates Creek Elementary* will increase P/D in Math to 55%.

Science, Social Studies, and Combined Writing Objectives		
Year 1	Year 2	Year 3
By 2023, *Tates Creek Elementary* will increase P/D in Science to 25%. By 2023, *Tates Creek Elementary* will increase	By 2024, *Tates Creek Elementary* will increase P/D in Science to 35%. By 2024, *Tates Creek Elementary* will increase	By 2025, *Tates Creek Elementary* will increase P/D in Science to 45%. By 2025, *Tates Creek Elementary* will increase

P/D in Social Studies to 42.6%. By 2023, *Tates Creek Elementary* will increase P/D in Combined Writing to 41.3%.	P/D in Social Studies to 51.2%. By 2024, *Tates Creek Elementary* will increase P/D in Combined Writing to 50.6%.	P/D in Social Studies to 60%. By 2025, *Tates Creek Elementary* will increase P/D in Combined Writing to 60%.

Achievement Gap Objectives		
Year 1	Year 2	Year 3
By 2023, *Tates Creek Elementary* will decrease novice in Reading to 27.7%. By 2023, *Tates Creek Elementary* will decrease novice in Math to 30.	By 2024, *Tates Creek Elementary* will decrease novice in Reading to 23.9%. By 2024, *Tates Creek Elementary* will decrease novice in Math to 26%.	By 2025, *Tates Creek Elementary* will decrease novice in Reading to 20%. By 2025, *Tates Creek Elementary* will decrease novice in Math to 22%.

English Learner Progress Objectives		
Year 1	Year 2	Year 3
By 2023, *Tates Creek Elementary* will grow 100% of EL students by at least .5 in their composite score as measured by ACCESS. Current level is 62%.	By 2024, *Tates Creek Elementary* will grow 100% of EL students by at least .5 in their composite score as measured by ACCESS.	By 2025, *Tates Creek Elementary* will grow 100% of EL students by at least .5 in their composite score as measured by ACCESS.

[Special Considerations for Targeted School and Improvement (TSI), Additional Targeted School and Improvement (ATSI), and Comprehensive School and Improvement (CSI)](#)

Year 1 Focus Areas

PLCs

Goal Alignment	Strategy	Activities	Measure/Monitoring	Funding Source
Reading Math African American	KCWP 1 - Design and Deploy Standards	Assurance the current curriculum is valid (e.g., aligned to state/essential standards, components that support the instruction and assessment, paced with accuracy)	Backward planning in reading and math	
Reading Math African American	KCWP 1 - Design and Deploy Standards	Systems are in place for teachers to readjust the curriculum (content and pacing) to meet student needs based on assessment results (formative and summative)	Data driven instructional changes through the PLC process	
Reading Math African American	KCWP 4 - Review, Analyze, and Apply Data	Utilize questions school/district leadership want teachers to answer with the data that they collect	Consistently use the 4 guiding PLC questions	

Progress Monitoring

- PLC grade level drives
- Fidelity checks

Instruction

Goal Alignment	Strategy	Activities	Measure/Monitoring	Funding Source
Reading Math African American	KCWP 2 - Design and Deliver Instruction	System is in place to ensure students take responsibility for their own learning	Student engagement during lessons	
Reading Math African American	KCWP 2 - Design and Deliver	Processes are used by schools/district leadership to deconstruct standards to ensure learning targets are congruent to the	Backward planning in reading and math	

	Instruction	standards and are the laser focus of instruction		

Progress Monitoring

- Classroom walkthroughs

Fidelity of Guided Reading				
Goal Alignment	**Strategy**	**Activities**	**Measure/Monitoring**	**Funding Source**
Reading African American	KCWP 1 - Design and Deploy Standards	Monitoring systems are in place to ensure the curriculum is taught at a high level of fidelity (e.g., complete document is consistently used by all staff, the intent of the standard is preserved)	Planning and teaching from our Guided Reading Plan	
Reading African American	KCWP 4 - Review, Analyze, and Apply Data	System for school/district leadership to ensure teachers use data to determine students' needs (e.g., movement through the tiers of intervention, grouping/regrouping, teacher placement, scheduling)	Students moving through levels at an appropriate pace	
Reading African American	KCWP 2 - Design and Deliver Instruction	Systems of collaboration are in place in order to meet the Tier I educational needs of all students?	Students are responding to text in writing to ensure writing is integrated in our guided reading curriculum	

Progress Monitoring

- Classroom walkthroughs
- PLC decision making

Year 2 Focus Areas

PLCs

Goal Alignment	Strategy	Activities	Measure/Monitoring	Funding Source
Reading Math	KCWP 1 - Design and Deploy Standards	Assurance the current curriculum is valid (e.g., aligned to state/essential standards, components that support the instruction and assessment, paced with accuracy)	Backward planning in reading and math	
Reading Math	KCWP 1 - Design and Deploy Standards	Systems are in place for teachers to readjust the curriculum (content and pacing) to meet student needs based on assessment results (formative and summative)	Data driven instructional changes through the PLC process	
Reading Math	KCWP 4 - Review, Analyze, and Apply Data	Utilize questions school/district leadership want teachers to answer with the data that they collect	Consistently use the 4 guiding PLC questions	

Progress Monitoring

- PLC grade level drives
- Fidelity checks

Instruction

Goal Alignment	Strategy	Activities	Measure/Monitoring	Funding Source
Reading Math	KCWP 2 - Design and Deliver Instruction	System is in place to ensure students take responsibility for their own learning	Student engagement during lessons	
Reading Math	KCWP 2 - Design and Deliver	Processes are used by schools/district leadership to deconstruct standards to ensure learning targets are congruent to the	Backward planning in reading and math	

	Instruction	standards and are the laser focus of instruction		

Progress Monitoring

- Classroom walkthroughs

Fidelity of Guided Reading

Goal Alignment	Strategy	Activities	Measure/Monitoring	Funding Source
Reading	KCWP 1 - Design and Deploy Standards	Monitoring systems are in place to ensure the curriculum is taught at a high level of fidelity (e.g., complete document is consistently used by all staff, the intent of the standard is preserved)	Planning and teaching from our Guided Reading Plan	
Reading	KCWP 4 - Review, Analyze, and Apply Data	System for school/district leadership to ensure teachers use data to determine students' needs (e.g., movement through the tiers of intervention, grouping/regrouping, teacher placement, scheduling)	Students moving through levels at an appropriate pace	
Reading	KCWP 2 - Design and Deliver Instruction	Systems of collaboration are in place in order to meet the Tier I educational needs of all students?	Students are responding to text in writing to ensure writing is integrated in our guided reading curriculum	

Progress Monitoring

- Classroom walkthroughs
- PLC decision making

Year 3 Focus Areas

PLCs

Goal Alignment	Strategy	Activities	Measure/Monitoring	Funding Source
Reading Math	KCWP 1 - Design and Deploy Standards	Assurance the current curriculum is valid (e.g., aligned to state/essential standards, components that support the instruction and assessment, paced with accuracy)	Backward planning in reading and math	
Reading Math	KCWP 1 - Design and Deploy Standards	Systems are in place for teachers to readjust the curriculum (content and pacing) to meet student needs based on assessment results (formative and summative)	Data driven instructional changes through the PLC process	
Reading Math	KCWP 4 - Review, Analyze, and Apply Data	Utilize questions school/district leadership want teachers to answer with the data that they collect	Consistently use the 4 guiding PLC questions	

Progress Monitoring

- PLC grade level drives
- Fidelity checks

Instruction

Goal Alignment	Strategy	Activities	Measure/Monitoring	Funding Source
Reading Math	KCWP 2 - Design and Deliver Instruction	System is in place to ensure students take responsibility for their own learning	Student engagement during lessons	
Reading Math	KCWP 2 - Design and Deliver Instruction	Processes are used by schools/district leadership to deconstruct standards to ensure learning targets are congruent to the standards and are the laser focus of instruction	Backward planning in reading and math	

Progress Monitoring

- Classroom walkthroughs

Student Engagement through Writing				
Goal Alignment	**Strategy**	**Activities**	**Measure/Monitoring**	**Funding Source**
Reading	KCWP 1 - Design and Deploy Standards	Monitoring systems are in place to ensure the curriculum is taught at a high level of fidelity (e.g., complete document is consistently used by all staff, the intent of the standard is preserved)	Planning and teaching from our Guided Reading Plan	
Reading	KCWP 4 - Review, Analyze, and Apply Data	System for school/district leadership to ensure teachers use data to determine students' needs (e.g., movement through the tiers of intervention, grouping/regrouping, teacher placement, scheduling)	Students moving through levels at an appropriate pace	
Reading	KCWP 2 - Design and Deliver Instruction	Systems of collaboration are in place in order to meet the Tier I educational needs of all students?	Students are responding to text in writing to ensure writing is integrated in our guided reading curriculum	
Progress Monitoring				

- Classroom walkthroughs
- PLC decision making

Comprehensive School Improvement Plan (CSIP)

Needs Assessment: Priorities

Special Education and ELL student achievement; Social Studies and Writing Achievement

Needs Assessment: Processes, Practices, or Conditions

Wellington KCWP

Kentucky Summative Indicators: Status and Change

Indicator	Status	Change
State Assessment Results in reading and mathematics	89.7	5.7 Increase
State Assessment Results in science, social studies, and writing	79.2	-2.8 Decline
English Learner Progress	83.7	-0.2 Maintained
Quality of School Climate and Safety	77.8	-0.6 Maintained
Postsecondary Readiness - *High School only*	NA	
Graduation Rate - *High School only*	NA	

1: State Assessment Results in Reading and Mathematics

By 2028, Wellington Elementary School will increase the Reading and Math combined status from 89.7 (2024) to 94.7 (2028).

Objective	Strategy	Activities	Measure of Success	Progress Monitoring	Funding
By 2025, **Wellington Elementary** will increase Reading proficient and distinguished level to **75%** as measured by KSA. Current P/D level is **71%**.	Utilize the PLC Process and PDSA model effectively to improve student learning and teacher clarity with a focus on Key Core Work Processes #2 & 4.	***Sustain and monitor*** strong, effective PLCs utilizing the district PLC framework Unit Frameworks for Reading and Math. Continue building leadership capacity and opportunities among teachers and team leaders for facilitating effective PLC meetings and data analysis.	-FCPS Standard Benchmarks, Unit, Formative, and Interim Assessments -Walkthrough Data -PLC Efficacy Rubric	Principal, Assistant Principal, and Administrative Dean will monitor regularly by way of attendance at PLC meetings and review of team meeting minutes, reflection with team leaders using PLC efficacy rubric, and instructional walkthroughs to monitor alignment among classrooms.	-Section 6 -After School Program funding for staffing of positions
		Implement and sustain the process for collaboratively creating and reviewing exemplars; discuss expectations for student mastery, analyze student work samples, and determine next steps.	-FCPS Standard Benchmarks, Unit, Formative, and Interim Assessments -Walkthrough Data	Principal, Assistant Principal, and Administrative Dean will monitor regularly by way of attendance and participation in grade level PLC meetings, review of team meeting minutes and lesson plans, data conferences, and data review.	
By 2025, **Wellington Elementary** will increase Math proficient and distinguished level to **76%** as measured by KSA. Current level is **73%**.	Engage in *ongoing professional learning* in the areas of Backward Design, Formative Assessment, and Differentiation.	**Collaborate** with District-Based Instructional Coach and support staff to provide ongoing professional learning opportunities for all teachers regarding use of the FCPS Unit Frameworks for Reading and Math and HQIR anchor resources.	-FCPS Standard Benchmarks, Unit, Formative, and Interim Assessments -Walkthrough Data	Principal, Assistant Principal, and Administrative Dean will monitor regularly by way of attendance and participation in grade level PLC meetings, review of team meeting minutes and lesson plans, data conferences, and data review.	-Section 6 -After School Program funding for staffing of positions
		Implement and sustain ongoing professional learning on *differentiation strategies* and provide feedback regarding implementation to increase student learning outcomes. Coaching and feedback will be provided in the planning and implementation phases	-FCPS Standard Benchmarks, Unit, Formative, and Interim Assessments -Walkthrough Data	Principal, Assistant Principal, and Administrative Dean will monitor regularly by way of attendance and participation in grade level PLC meetings, professional learning sessions, and analysis of walk through data.	

By 2028, Wellington Elementary School will increase the Reading and Math combined status from 89.7 (2024) to 94.7 (2028).

Objective	Strategy	Activities	Measure of Success	Progress Monitoring	Funding
		with intentional focus on underperforming groups of students.			
	Sustain and monitor systems and structures that allow alignment of instructional time, delivery of services, and collaboration opportunities among students and staff to promote positive, equitable and inclusive learning experiences for all students (Key Core Work Process #5).	Regular review of the Master Schedule to ensure students are receiving Tier 1 instruction in all subject areas and student schedules reflect minimal transitions.	-FCPS Standard Benchmarks, Unit, Formative, and Interim Assessments -Walkthrough Data -Data Conferences	Principal, Assistant Principal, and Administrative Dean will monitor regularly by way of reviewing data for groups of students and collaborative conversations and planning with support staff.	Section 6 After School Program Funding for staffing of positions
		Implementation of the MTSS process to ensure that academic and behavioral supports are identified and implemented for students.	-FCPS Standard Benchmarks, Unit, Formative, and Interim Assessments -Walkthrough Data -MTSS & SPS Meeting Minutes -MTSS Meeting Norms and Protocols		

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

By 2028, Wellington Elementary School will increase the Science, Social Studies, and Combined Writing combined status from 79.2 (2024) to 84.2 (2028).

Objective	Strategy	Activities	Measure of Success	Progress Monitoring	Funding
By 2025, *Wellington Elementary* will increase Science proficient and distinguished level to **59%** as measured by KSA. Current level is **55%**.	Utilize the PLC Process and PDSA model effectively to improve student learning and teacher clarity in Science with a focus on Key Core Work Processes #2 & 4.	*Implement and sustain* the process for collaboratively creating and reviewing exemplars; discuss expectations for student mastery, analyze student work samples, and determine next steps for instruction.	-Standard Benchmarks, Unit, Formative, and Interim Assessments -Walkthrough Data	Principal, Assistant Principal, and Administrative Dean will monitor regularly by way of attendance and participation in grade level PLC meetings, professional learning sessions, and analysis of walk through data	-Section 6 -After School Program funding for staffing
		Sustain and monitor alignment of activities to the learning intentions, success criteria, and rigor of the standard as outlined in the district Unit			

By 2028, Wellington Elementary School will increase the Science, Social Studies, and Combined Writing combined status from 79.2 (2024) to 84.2 (2028).

Objective	Strategy	Activities	Measure of Success	Progress Monitoring	Funding
		Frameworks and in accordance with the Kentucky Academic Standards.			
By 2025, *Wellington Elementary* will increase Social Studies proficient and distinguished level to **60%** as measured by KSA. Current level is **56%**.	Utilize the PLC Process and PDSA model effectively to improve student learning and teacher clarity in Science with a focus on Key Core Work Processes #2 & 4.	***Implement and sustain*** the process for collaboratively creating and reviewing *exemplars*; discuss expectations for student mastery, analyze student work samples, and determine next steps for instruction. ***Sustain and monitor*** alignment of activities to the learning intentions, success criteria, and rigor of the standard as outlined in the district Unit Frameworks and in accordance with the Kentucky Academic Standards.	-Standard Benchmarks, Unit, Formative, and Interim Assessments -Walkthrough Data	Principal, Assistant Principal, and Administrative Dean will monitor regularly by way of attendance and participation in grade level PLC meetings, professional learning sessions, and analysis of walk through data	-Section 6 -After School Program funding for staffing
By 2025, *Wellington Elementary* will increase Combined Writing proficient and distinguished level to **68%** as measured by KSA. Current level is **64%.**	Utilize the PLC Process and PDSA model effectively to improve student learning and teacher clarity in Science with a focus on Key Core Work Processes #2 & 4.	***Implement and sustain*** the process for collaboratively creating and reviewing exemplars; discuss expectations for student mastery, analyze student work samples, and determine next steps for instruction. ***Sustain and monitor*** alignment of activities to the learning intentions, success criteria, and rigor of the standard as outlined in the district Unit Frameworks and in accordance with the Kentucky Academic Standards	-Standard Benchmarks, Unit, Formative, and Interim Assessments -Walkthrough Data	Principal, Assistant Principal, and Administrative Dean will monitor regularly by way of attendance and participation in grade level PLC meetings, professional learning sessions, and analysis of walk through data	-Section 6 -After School Program funding for staffing of positions

3: Achievement Gap

Objective	Strategy	Activities	Measure of Success	Progress Monitoring	Funding
By December 2025, *Wellington Elementary* will *decrease* the percentage of students with disabilities scoring Novice in Reading and Math by 3% as measured by KSA.	Implement the PLC Process and PDSA model effectively to improve student learning outcomes for students with disabilities with a focus on Key Core Work Processes #2 & 4.	Ensure consistent implementation of evidence-based instructional practices essential for academic, behavioral, and social-emotional competencies that are aligned to Kentucky Academic Standards and current research.	-Standard Benchmarks, Unit, Formative, and Interim Assessments -Walkthrough Data	Principal, Assistant Principal, and Administrative Dean will monitor regularly by way of attendance and participation in grade level and Special EducationPLC meetings, professional learning sessions, analysis of walk through data, and individual data conferences.	District IDEA funding
	Sustain and monitor systems and structures that allow alignment of instructional time, delivery of services, and collaboration opportunities among students and staff to promote positive, equitable and inclusive learning experiences for all students (Key Core Work Process #5).	**Sustain and monitor** current practices for reviewing the Master Schedule to ensure students are receiving Tier 1 instruction in all subject areas and student schedules reflect minimal transitions.	-Master Schedule Review -Data meetings -Walkthrough Data -Standard Benchmarks, Unit, Formative, and Interim Assessments		
		Sustain and monitor systems for data analysis in the areas of academics, behavior, and attendance, revising support plans as determined by student data.			
		Implement and monitor current systems for providing feedback to students regarding the use of allowable accommodations during formative assessments. Ex. utilizing headphones and tools for having questions or			
By December 2025, *Wellington Elementary* will *decrease* the percentage of active and RFEP students (EL) scoring Novice in Reading and Math by 3% as measured by KSA.	Implement the PLC Process and PDSA model effectively to improve student learning outcomes for active and RFEP students (EL) with a focus on Key Core Work Processes #2 & 4.	*Implement and sustain* the process for ELL staff to collaborate with classroom teachers to create and review exemplars; discuss expectations for student mastery, analyze student work samples, and determine next steps for instruction.	-Master Schedule Review -Data meetings -Walkthrough Data -Standard Benchmarks, Unit, Formative, and Interim Assessments	Principal, Assistant Principal, and Administrative Dean will monitor regularly by way of attendance and participation in grade level and EL teacherPLC meetings, professional learning sessions, analysis of walk through data, and individual data conferences.	District EL funding

Objective	Strategy	Activities	Measure of Success	Progress Monitoring	Funding
	Sustain and monitor systems and structures that allow alignment of instructional time, delivery of services, and collaboration opportunities among students and staff to promote positive, equitable and inclusive learning experiences for all students (Key Core Work Process #5).	*Implement and monitor* current systems for providing feedback to students regarding the use of allowable accommodations during formative assessments. (Ex. utilizing headphones and tools for having questions or passages re-read instead of rushing through and not utilizing accommodations.)			
		Implement and monitor current systems for aligning instructional strategies and opportunities for writing across subject areas and settings (i.e. EL classroom and general education setting)			

4: English Learner Progress

By June 2025 80% of EL students will grow at least 0.5 in their ACCESS composite score as measured by KSA.

Objective	Strategy	Activities	Measure of Success	Progress Monitoring	Funding
By December 2025, **Wellington Elementary** will grow 100% of EL students by at least .5 in their composite score as measured by ACCESS	Implement the PLC Process and PDSA model effectively to improve student learning outcomes for active and RFEP students (EL) with a focus on Key Core Work Processes #2 & 4.	*Implement and sustain* the process for ELL staff to collaborate with classroom teachers to create and review exemplars; discuss expectations for student mastery, analyze student work samples, and determine next steps for instruction.			
	Sustain and monitor systems and structures that allow alignment of instructional time, delivery of services, and collaboration opportunities among students and staff to	*Implement and monitor* current systems for providing feedback to students regarding the use of allowable accommodations during formative assessments. (Ex. utilizing headphones and tools for having questions or	-Master Schedule Review -Data meetings -Walkthrough Data	Principal, Assistant Principal, and Administrative Dean will monitor regularly by way of attendance and participation in grade level and EL teacherPLC meetings,	District EL funding

By June 2025 80% of EL students will grow at least 0.5 in their ACCESS composite score as measured by KSA.					

Objective	Strategy	Activities	Measure of Success	Progress Monitoring	Funding
	promote positive, equitable and inclusive learning experiences for all students (Key Core Work Process #5).	passages re-read instead of rushing through and not utilizing accommodations.)	-Standard Benchmarks, Unit, Formative, and Interim Assessments	professional learning sessions, analysis of walk through data, and individual data conferences.	
		Implement and monitor current systems for aligning instructional strategies and opportunities for writing across subject areas and settings (i.e. EL classroom and general education setting)			

5: Quality of School Climate and Safety

By December 2025, Wellington Elementary School will increase the Quality of School Climate and Safety Index to Elementary from 77.8 (2024) to 81.0 (2028) as measured by KSA.					

Objective	Strategy	Activities	Measure of Success	Progress Monitoring	Funding
By December 2025, *Wellington Elementary* will increase the quality of school climate and safety index to **81.0** as measured by KSA. Current level is **77.2**.	Provide student supports to increase learning environment to be inclusive and accessible for all students within a culture where learning and continued growth is the primary focus.	*Develop and implement* ongoing professional learning for teachers and staff in the area of Culturally Responsive Teaching and Learning (CRTL) and Trauma Informed Care practices.	-QSCS Results by student groups by school (ethnicity, gender) -SEL Progress Monitoring, DESSA data, PBIS data, Guidance Passes, SPS requests, Counseling data	Guidance Counselor and District Mental Health Specialists will collect and monitor various forms of data to determine appropriate responses to student needs. The Counseling team will then collaborate with Principal, Assistant Principal, and Administrative Dean to review student needs	District funding for Guidance Counselor and District Mental Health Specialists
		Design and deliver effective Counseling and Mental Health Services and instruction for students to teach and utilize social skills and problem solving strategies to increase student and teacher efficacy.	SEL Progress Monitoring, DESSA data, PBIS data, Guidance Passes, SPS requests, Counseling data		
		Implement and refine systems for data analysis muti-tiered systems of support (MTSS) for academics, behavior, and attendance.			

		By December 2025, Wellington Elementary School will increase the Quality of School Climate and Safety Index to Elementary from 77.8 (2024) to 81.0 (2028) as measured by KSA.			

Objective	Strategy	Activities	Measure of Success	Progress Monitoring	Funding
		Monitor and sustain processes for students to provide input regarding comfortability and safety at school, report peer conflicts, or other issues they need support with.	SEL Progress Monitoring, DESSA data, Guidance Passes, Counseling data, 1:1 check in data		

6: Postsecondary Readiness

Objective	Strategy	Activities	Measure of Success	Progress Monitoring	Funding

7: Graduation Rate

Objective	Strategy	Activities	Measure of Success	Progress Monitoring	Funding

Objective	Strategy	Activities	Measure of Success	Progress Monitoring	Funding

8: Family Engagement

By September 2025, Wellington Elementary School will demonstrate evidence of engaging families through a variety of strategies that enhance the academic and overall well-being of our students.

Objective	Strategy	Activities	Measure of Success	Progress Monitoring	Funding
By December 2025, Wellington Elementary will implement and monitor the established FACE plan objectives.	Provide family engagement opportunities to increase learning environment to be inclusive and accessible for all students within a culture where learning and continued growth is the primary focus.	Clear, Consistent Two Way Communication	Response rate from families; send rate from teachers	Principal and Assistant Principal will monitor the rate of messaging with families and provide feedback to individuals as needed.	$3000 for Talking Points, Section 6
		Inclusive family learning opportunities.			
		Collaboration among FACE team lead, FRC, and Family Engagement Committee to complete pre-assessment and determine a focus for the school year.	-Analyze pre and post-action plan data -Participation data of staff and families	-Principal, FACE Lead, FACE Liaison, and FRC will monitor monthly through school support visits	PTA and Section 6 funding
		-Provide professional learning to school sta on evidence-based family community and engagement strategies and best practices	-Participation of Staff and Staff Learning Feedback form		

Special Considerations for Targeted Support and Improvement (TSI)

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:
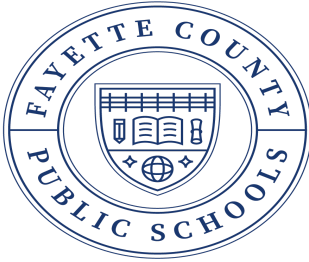
TSI Evidence-based Practices

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), 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 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.	☒
☐		☐
☐		☐
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Comprehensive School Improvement Plan (CSIP)

Needs Assessment: Priorities

Enhance and monitor systems to review, analyze and apply data results. **(KCWP #4)**

Needs Assessment: Processes, Practices, or Conditions

- Utilize data wise questions to evaluate "as is" state at a minimum of every 30 days (data wise questions include: what does the data tells us? What does the data not tell us? What are causes for celebrations? what are causes for concern? What are the next steps for school/ district?
- Develop a progress monitoring and tracking system to monitor student achievement progress, including standards mastery and progress by learning target and standard.
- Implement formal and informal processes for teachers and students to gather evidence that directly improves student learning while ensuring proper data collection efforts, such as Running Record documentation, to assess key skills like fluency, comprehension, and articulation in ELA and numeracy in Math.
- *Create intentional opportunities for students to receive and offer effective feedback during learning. – Possible Activity*
- Develop a system for student monitoring using data notebooks.

Kentucky Summative Indicators: Status and Change

Indicator	Status	Change
State Assessment Results in reading and mathematics	51.0	10.0
State Assessment Results in science, social studies, and writing	48.6	10.4
English Learner Progress	68.4	-18.1
Quality of School Climate and Safety	72.4	1.5
Postsecondary Readiness - *High School only*		
Graduation Rate - *High School only*		

1: State Assessment Results in Reading and Mathematics

By October 2028 William Wells Brown Elementary will increase the Reading status percentage from 36% to 42%.

By October 2028 William Wells Brown Elementary will increase the Math combined status percentage from 30% to 36%.

Objective	Strategy	Activities	Measure of Success	Progress Monitoring	Funding
By October 2025 William Wells Brown Elementary will increase the Reading status percentage from 36% to 42%.	Scaffold instruction to meet the need of students	Intentionally group students based on performance to allow scaffold instruction to meet individual's needs.	Formative, Summative, statewide assessments.	Weekly/Quarterly data meetings	None Needed
	Provide student with real world application of learn	Exposure to real world / test like scenarios	Formative, Summative, statewide assessments.	Weekly/Quarterly data meetings	None Needed
By October 2025 William Wells Brown Elementary will increase the Math combined status percentage from 30% to 36%.	Scaffold instruction to meet the need of students	Intentionally group students based on performance to allow scaffold instruction to meet individual's needs.	Formative, Summative, statewide assessments.	Weekly/Quarterly data meetings	None Needed
	Provide student with real world application of learn	Exposure to real world / test like scenarios	Formative, Summative, statewide assessments.	Weekly/Quarterly data meetings	None Needed

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

By October 2028 William Wells Brown Elementary will increase the Science status percentage from 36% to 56%.

By October 2028 William Wells Brown Elementary will increase the Social Studies status percentage from 23% to 60%.

By October 2028 William Wells Brown Elementary will increase the Combined Writing status percentage from 21% to 60%.

Objective	Strategy	Activities	Measure of Success	Progress Monitoring	Funding
By October 2025 William Wells Brown Elementary will increase the Science status percentage from 36% to 41%.	Integrate writing tasks into Science lessons to support comprehension and critical thinking.	Incorporate Science journals, and claim-evidence-reasoning (CER) writing prompts to explain experiments or scientific phenomena	Improved performance on writing tasks linked to Science concepts as measured by rubrics. 2024/2025 KSA	Monthly review of student Science journals and formative assessments.	None Needed

By October 2028 William Wells Brown Elementary will increase the Science status percentage from 36% to 56%.

By October 2028 William Wells Brown Elementary will increase the Social Studies status percentage from 23% to 60%.

By October 2028 William Wells Brown Elementary will increase the Combined Writing status percentage from 21% to 60%.

Objective	Strategy	Activities	Measure of Success	Progress Monitoring	Funding
		Use student-friendly checklists or goal-setting sheets aligned with learning targets.			
	Develop collaborative opportunities for K-5 Science writing.	Partner students to write about Science experiments, charts and graphs.	2024/2025 KSA	Progress monitoring during cross-grade writing projects and conferences.	None Needed
	Host a Science Exploration Day to spark curiosity and hands-on learning.	Organize a school-wide Science Day where students rotate through hands-on exploration stations (e.g., building circuits, exploring ecosystems, or conducting simple experiments related to essential standards).	Demonstrated understanding of scientific concepts in post-event reflections or formatives. 2024/2025 KSA	Feedback surveys from students and teachers after Science Day, as well as review of student performance in related classroom activities.	Local sponsorships or grants for materials and events.
By October 2025 William Wells Brown Elementary will increase the Social Studies status percentage from 23% to 32%.	Embed Social Studies writing into daily activities to enhance understanding and critical thinking.	Assign short daily writing prompts such as journal entries, compare-and-contrast paragraphs, or opinion essays related to historical events or civic topics. Implement activities where students analyze historical documents, photographs, maps, and other artifacts to answer data-based questions. Example: "What does this map tell us about westward expansion?"	Increased length, complexity, and accuracy of student Social Studies-related writing. Improved performance on Social Studies assessments requiring interpretation of primary and secondary sources.	Weekly analysis of student journal entries. Monthly review of student responses to data-based questions and analysis activities.	None Needed
	Integrate the analysis of charts, graphs, and infographics into Social Studies instruction.	Provide students with historical charts, population graphs, or economic data (e.g., Great Depression	Improved student performance on tasks requiring interpretation	Ongoing tracking of performance on classroom activities using charts and graphs, with	None Needed

By October 2028 William Wells Brown Elementary will increase the Science status percentage from 36% to 56%.

By October 2028 William Wells Brown Elementary will increase the Social Studies status percentage from 23% to 60%.

By October 2028 William Wells Brown Elementary will increase the Combined Writing status percentage from 21% to 60%.

Objective	Strategy	Activities	Measure of Success	Progress Monitoring	Funding
		unemployment rates) and assign tasks to interpret trends, draw conclusions, and relate findings to historical events.	of data visualizations, as measured through formative and summative assessments.	adjustments made during monthly PLT meetings.	
By October 2025 William Wells Brown Elementary will increase the Combined Writing status percentage from 21% to 31%.	Align Writing Plan with Standards and Best Practices	Conduct a needs assessment • Survey Teachers and Staff • Analyze Student Writing Data • Review Current Writing Plan	Document and summarize trends from data analysis. Create a gap analysis report identifying alignment and misalignment with standards	Regular updates during staff meetings on the needs assessment progress	KYCL
		Integrate Professional Development for Teachers • Train teachers on effective writing instruction strategies (e.g., mentor texts, writer's workshop). • KY Writing Project • Benchmark Train the Trainer Sessions	Collect teacher reflections and evaluations after training sessions.	Track attendance at workshops and professional development sessions. Conduct classroom walkthroughs to observe the implementation of new strategies. Use teacher self-assessment surveys to measure confidence and fidelity in applying the strategies. Analyze student writing samples before and after professional development to measure impact.	KYCL
		Map Writing Standards to Grade Levels: Ensure consistent	Aligned scope and sequence document	Maintain a project timeline for each phase of alignment work.	KYCL

By October 2028 William Wells Brown Elementary will increase the Science status percentage from 36% to 56%.
By October 2028 William Wells Brown Elementary will increase the Social Studies status percentage from 23% to 60%.
By October 2028 William Wells Brown Elementary will increase the Combined Writing status percentage from 21% to 60%.

Objective	Strategy	Activities	Measure of Success	Progress Monitoring	Funding
		expectations and scaffolded skills across grades.			
	Promote writing across all content areas (K-5).	Implement "Writing Across the Curriculum" strategies, such as math journals explaining problem-solving steps, narrative writing in ELA, and informational writing in Science and Social Studies. Common Writing Assessments: Implement periodic on-demand writing tasks to assess progress.	Improved rubric scores for content-specific writing assignments in ELA, Math, Science, and Social Studies. Analyze data from common writing assessments to identify growth trends and areas of need. KSA	Quarterly grade-level meetings to analyze cross-curricular writing samples for trends and areas for improvement. Ensure rubrics are distributed and used across classrooms.	KYCL
	Develop a school-wide writing celebration to motivate and engage students.	Host a writing showcase once a semester where students share their work (e.g., essays, stories, and reflections) with peers, families, and community members.	Feedback surveys and participation rates. KSA	Monitor student progress through regular reflections and post-showcase feedback surveys.	KYCL

3: Achievement Gap

Objective	Strategy	Activities	Measure of Success	Progress Monitoring	Funding
By May 2025,The Promise Academy at Williams Wells Brown will **decrease** Reading Novice in *African American Students to 25%, *Students with Economic Disadvantages to 23%;	• Utilize data wise questions to evaluate "as is" state at a minimum of every 30 days (data wise questions include: what does the data tells us? What does the data not tell us? What are causes for celebrations? what are	• Add Novice reduction progress analysis questions to weekly Data Team Meeting agendas. • Develop a practice (PDSA) to implement and commit to	1. Student Data Notebooks 2. MAP 3. Common Formative Assessments	1. Student data monitoring during Guiding Coalition Meetings. 2. Weekly Data Meetings during Professional Learning Team Meetings analyzing Common Formative Assessments	N/A

Objective	Strategy	Activities	Measure of Success	Progress Monitoring	Funding
	causes for concern? What are the next steps for school/ district?	purposeful, scheduled monitoring efforts in accordance with continuous improvement needs.		and District Benchmarks.	
By May 2025,The Promise Academy at Williams Wells Brown will **decrease** Math Novice in *African American Students to 25%, *Students with Economic Disadvantages to 23%;	• Utilize data wise questions to evaluate "as is" state at a minimum of every 30 days (data wise questions include: what does the data tells us? What does the data not tell us? What are causes for celebrations? what are causes for concern? What are the next steps for school/ district?	• Add Novice reduction progress analysis questions to weekly Data Team Meeting agendas. • Develop a practice (PDSA) to implement and commit to purposeful, scheduled monitoring efforts in accordance with continuous improvement needs.	1. Student Data Notebooks 2. MAP 3. Common Formative Assessments	The progress monitoring pieces that are being used for Objective 1 are also being implemented to progress monitoring of Objective 2	N/A

4: English Learner Progress

By April 2028 , 80% of EL students will grow by at least .5 in their ACCESS composite score.

Objective									Strategy	Activities	Measure of Success	Progress Monitoring	Funding
WIDA ACCESS score previous year	WIDA ACCESS score current year									Students analyze their WIDA ACCESS scores and identify strengths and areas of growth. Students set goals in each of the four domains.	monthly formative assessments, annual WIDA ACCESS score	Student will monitor progress using monthly formative assessments in the four domains.	none
	1	1.5	2	2.5	3	3.5	4.0	4.5					
4	0	0	0	0	0	0	0	80					
3.5	0	0	0	0	0	0	60	100					
3	0	0	0	0	0	60	100	140		Teachers will analyze WIDA ACCESS scores, identifying common student groups based on scores in each of the four domains, then will intentionally	monthly formative assessments, annual WIDA ACCESS score	EL teacher will consult with teachers to provide support for student activities to support growth. Student progress will be monitored using	none
2.5	0	0	0	0	60	100	140	140					
2	0	0	0	60	100	140	140	140					
1.5	0	0	60	100	140	140	140	140					
1	0	60	100	140	140	140	140	140					

	By April 2028 , 80% of EL students will grow by at least .5 in their ACCESS composite score.				
Objective	**Strategy**	**Activities**	**Measure of Success**	**Progress Monitoring**	**Funding**
		plan rigorous student activities focusing on areas of need.		monthly formative assessments in the four domains.	
		Teachers will use ELLevation platform to plan instruction using language strategies in each of the four domains.	language strategies evident in lesson plans	EL teacher will provide consult and strategies for lesson plans and instructional coaches will monitor lesson plans for fidelity of inclusion.	none

5: Quality of School Climate and Safety

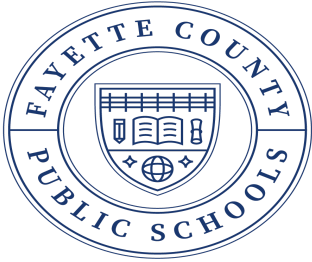| By October 2028 William Wells Brown Elementary will increase the Quality of School Climate and Safety status from 72.4 to 85%.					
Objective	**Strategy**	**Activities**	**Measure of Success**	**Progress Monitoring**	**Funding**
By October 2025 William Wells Brown Elementary will increase the Quality of School Climate and Safety status from 72.4 to 75.4%.	KCWP 4: Review, Analyze and Apply Data KCWP 5: Design, Align and Deliver Support Processes *Strategies from KCWP (in Guiding Coalition folder - CSIP Info. 2024-2025)* Prioritize student wellbeing and inclusivity across the school community.	Implement social-emotional learning programs (weekly and monthly) by Student Support Team. Actively address bullying and harassment during Student Support Team classroom lessons. Create a welcoming physical environment (House System, new computer lab Family and Community Engagement room, new furniture in creative arts studio) Involve parents and community members (Community Action, EL dinner, VIP Day, Tailgating, Mental Health Night, Pancakes with Principal, Recognition Golden Gala, Promotion Ceremony).	2024-2025 KSA Quality School Climate Survey.	Monitoring of activities with 30/60/90 (By ILT during ILT Meetings monthly) Utilize PDSA protocol when needed to ensure continuous improvement (by ADMIN/ILT/Coaches/Teachers completed weekly/bi-weekly/monthly). Classroom Walkthroughs, Assessment data, Student behavior data.	None needed

By October 2028 William Wells Brown Elementary will increase the Quality of School Climate and Safety status from 72.4 to 85%.					
Objective	**Strategy**	**Activities**	**Measure of Success**	**Progress Monitoring**	**Funding**
		Enforce clear expectations and rules with consistent consequences (PBIS, daily review of school expectations during morning meetings, and teacher-led classroom review of rules and expectations). Develop and implement a student mentoring program (Lead Horse).			

6: Family Engagement

By 2028 William Wells Brown Elementary School will demonstrate evidence of engaging families through a variety of strategies that enhance the academic and overall well-being of our students. FACE Action Plan					
Objective	**Strategy**	**Activities**	**Measure of Success**	**Progress Monitoring**	**Funding**
By 2025 William Wells Brown Elementary School will demonstrate evidence of engaging families through a variety of strategies that enhance the academic and overall well-being of our students.	A family engagement strategy that involves parents leading empowerment programs and events at school is Parent-Led Empowerment Initiatives. These initiatives place parents in leadership roles to design, organize, and facilitate workshops, programs, or activities that strengthen the school community, enhance parent involvement, and support student success. Take advantage or create a	**Parent-Led Workshops or Training Sessions:** Parents lead sessions on topics such as mental health, college readiness, cultural heritage, or financial literacy. These sessions leverage the expertise and experiences of parents within the school community. **Parent Advisory Councils:** A formal structure where parents take the lead in planning and organizing school events, sharing feedback with	It can be measured by program sustainability with parents stepping into leadership roles, creating continuous initiatives and volunteering contributions.	• Volunteer logs with purpose • Longitudinal program tracking with quarterly progress • create a progress monitoring tool for family engagement	• Partnerships with volunteer speakers or empowerment program directors • Sponsorships or grants for materials and events.

By 2028 William Wells Brown Elementary School will demonstrate evidence of engaging families through a variety of strategies that enhance the academic and overall well-being of our students.
FACE Action Plan

Objective	Strategy	Activities	Measure of Success	Progress Monitoring	Funding
	form or opportunity to engage families during family engagement nights that involve children's presentations and performances. reiterate all of the programs and family empowerment opportunities the school has to offer. survey and offer services that focus on family needs/empowerment.	administrators, and shaping the school's family engagement strategy. **Mentorship Programs:** Experienced parents mentor new families, providing guidance on navigating the school system, academic expectations, and community resources. **Cultural Celebration Events:** Parents take the lead in planning events that celebrate the diverse cultures represented within the school, promoting inclusion and understanding. **Advocacy and Leadership Training:** Programs where parents learn and then teach others how to advocate for their children, engage in the decision-making process, and collaborate effectively with teachers and administrators.			

Comprehensive School Improvement Plan (CSIP)

Needs Assessment: Priorities

Increase State Assessment Results in Reading and Mathematics

Needs Assessment: Processes, Practices, or Conditions

Continue Student Engagement Opportunities in Classrooms (Kagan Structures)

Kentucky Summative Indicators: Status and Change

Indicator	Status	Change
State Assessment Results in Reading and Mathematics	49.3	-0.1
State Assessment Results in Science, Social Studies, and Writing	46	-2.8
English Learner Progress	71.5	-3.7
Quality of School Climate and Safety	75.3	-0.1

1: State Assessment Results in Reading and Mathematics

By October 2027, Yates Elementary will increase the Reading and Mathematics combined status percentage from 49.3 to 54.3.
Reading and Math in Elementary 72.5

Objective	Strategy	Activities	Measure of Success	Progress Monitoring	Funding
By October 2027, Yates Elementary will decrease the student percentage scoring novice (36%) and increase the percentage scoring proficient/distinguished (33%) in reading.	KCWP 1 Design and Deploy Standards During our PLC grade levels, all staff consistently use complete documents, preserving the standard's intent. Intentional Common Planning Time	Yates will complete the PLC self-assessment to determine priority areas for improvement, which include processes to support standards-based instruction (focus on learning) within the Plan-Do-Study-Act model. ☐ Reading Release Days ☐ Weekly Reading Planning Time ☐ PLC Meetings To Review Reading formative/summative assessment data	Measures: -PLC Self-Assessment -Formative Assessments -Summative Assessments -MAP Reading Data -District Benchmark Data	Monitored: -Principal and -Assistant Principal -School-Based Instructional Coach	N/A KyCL Grant (Release Days) District Funding Benchmark curriculum (includes Fluency Flight)
	Hired 0.5 5th Grade Teacher to Specifically Work with students who scored Apprentice/Proficient on KSA to excel them to the next performance level	Intentional Work Schedule	Increased performance on formative and summative assessments Increased scores on MAP Reading	Monitored: -Principal and Assistant Principal	District Funding for Additional Position Due to Increased Enrollment
By October 2027, Yates Elementary will decrease the percentage of students scoring novice (36%) and increase the percentage scoring proficient/distinguished (30%) in math.	KCWP 1 Design and Deploy Standards During our PLC grade levels, all staff consistently use complete documents, preserving the standard's intent.	Yates will complete the PLC self-assessment to determine priority areas for improvement, which include processes to support standards-based instruction (focus on learning) within the Plan-Do-Study-Act model.	Measures:--PLC Self-Assessment Formative Assessments Summative Assessments MAP Math Data Increased performance on formative and summative assessments Increased scores on MAP Math	Monitored: -Principal and Assistant Principal	N/A

By October 2027, Yates Elementary will increase the Reading and Mathematics combined status percentage from 49.3 to 54.3.
Reading and Math in Elementary 72.5

Objective	Strategy	Activities	Measure of Success	Progress Monitoring	Funding
	Intentional Common Planning Time	☐ Weekly Math Planning Time ☐ PLC Meetings To Review Math formative/summative assessment data			

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

By October 202,7, Yates Elementary will increase the Science, Social Studies, and Combined Writing status percentage from 46 to 51.
Science, Social Studies, and Combined Writing in Elementary 69.3

Objective	Strategy	Activities	Measure of Success	Progress Monitoring	Funding
By October 2027, Yates Elementary will increase student percentage scoring proficient/distinguished in Science. (Surpressed Data)	KCWP 1 Design and Deploy Standards Intentional Common Planning Time	Intentional Planning Time using the Amplify Program	District Required Science Assessment	District Required Science Assessment	
By October 2027, Yates Elementary will decrease the percentage of students scoring novice (42%) and increase the percentage scoring proficient/distinguished (30%) in Social Studies.	KCWP 1 Design and Deploy Standards Intentional Common Planning Time	Daily Social Studies Simple Solutions	District Required Social Studies Assessment	District Required Social Studies Assessment	Title I KyCL Grant
By October 2027, Yates Elementary will decrease the student percentage scoring apprentice (51%) and increase the student percentage scoring proficient/distinguished (28%) in Writing.	KCWP 1 Design and Deploy Standards Intentional Common Planning	Writing Release Day for 5th Grade Teachers	District Required Writing Assessment	On-Demand Practice Writing District Required Writing Assessment	KyCL Grant

3: Achievement Gap

Objective	Strategy	Activities	Measure of Success	Progress Monitoring	Funding
Achievement Gap, English Learner Progress	KWCP 5 Design, Align, and Deliver Support Yates Elementary has a Student Support Team that analyzes behavioral data through our system (eOS) to determine what tiered steps our students need to take. We use CHAMPS to ensure that all common areas and classrooms run as smoothly as possible. Weekly, through our school newsletter, reminders regarding using CHAMPS in the classroom daily to ensure the consistency and structure that our students need. All teachers undergo weekly walkthroughs to ensure that students are engaged and that teachers are teaching at high levels with minimal downtime.	Yates Elementary will collaborate and utilize identified gap data and an aligned curriculum to differentiate support and improve student outcomes.	Measures: -PLC Minutes	Monitored: -Support Team Calendar Invites (Artifacts)	District Provided

4: English Learner Progress

By April 2027, 80% of English Learner students will have grown at least .5 on their ACCESS composite score.

Objective	Strategy	Activities	Measure of Success	Progress Monitoring	Funding
By April 2027, 80% of English learners at Yates Elementary	KWCP 5 Design, Align, and Deliver Support	Yates Elementary will ensure EL students receive intentional	Increase student achievement on	EL Teachers Administrators	N/A

By April 2027, 80% of English Learner students will have grown at least .5 on their ACCESS composite score.					
Objective	**Strategy**	**Activities**	**Measure of Success**	**Progress Monitoring**	**Funding**
will improve by .5 on their ACCESS composite by at least a .5e score.		small-group teaching with EL teachers. Their focus will be on speaking, listening, reading, and writing. EL students will be engaged in Kagan classroom structures, ensuring opportunities to speak, listen, read, and write. EL students will have opportunities to learn with differentiated instruction in the classroom based on their individual needs.	ACCESS composite scores for English Learners.		

5: Quality of School Climate and Safety

By October 2027, Yates Elementary will have increased the quality of school climate and safety status from 75.3 to 80.3.					
Objective	**Strategy**	**Activities**	**Measure of Success**	**Progress Monitoring**	**Funding**
By October 2027, Yates Elementary will have increased the Quality of School Climate and Survey status from 75.3 to 80.3. *District Elementary 81.8*	KCWP 5: Design, Align and Deliver Support Implement and monitor SEL lessons used throughout the building.	Daily SEL Lessons across the school	Master Schedule	The administration will monitor the implementation of SEL Lessons occurring.	District Funding for Curriculum
		School Counselor teaching in all classrooms throughout each month with a specific Good Character Trait	Master Schedule	School Counselor Monthly Schedule	District Funding
		Implement the EOS system to recognize students for being Respect, Responsible, and making Safe Choices (Yates Elementary Guidelines for Success)	System Fidelity by Yates Elementary Staff	PBIS Team will monitor eOS School and Student Data	District Funding

6: Family Engagement

By February 2027, Yates Elementary School will demonstrate evidence of engaging families through various strategies that enhance our students' academic and overall well-being.

Objective	Strategy	Activities	Measure of Success	Progress Monitoring	Funding
By February 2027, Yates Elementary School will have developed a FACE (Family and Community Engagement Plan).	KCWP 5: Design, Align and Deliver Support Implement and monitor the strategies developed in the plan.	With support from the district FACE liaisons, the FACE committee will develop the focus for the year.	☐ Copy of the FACE Plan ☐ Family Surveys ☐ Parent/Community participation in committees/FRC Advisory Council/Volunteer Opportunities	The principal, FACE Lead, and FACE Liaison will monitor the FACE Plan throughout the year.	• Section 6 • Title I • FRC • PTA
		Execute the expectations established on the FACE action plan	☐ Pre-Post Action Plan data/reflection ☐ Participation Data		
		Offer a variety of events, activities, and support for families per the FACE plan.	☐ Participation at events ☐ List of resources provided– and number of families accessing the resources		