

BCHS - Comprehensive School Improvement Plan (CSIP)

Rationale

The CSIP is a plan developed by the school council with the input of parents, faculty and staff based on a review of relevant data that includes targets, strategies, activities, a time schedule to support student achievement and student growth and to eliminate achievement gaps among groups of students. Through the improvement planning process, leaders focus on priority needs, funding and closing achievement gaps among identified subgroups of students.

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).

Please note that the objectives (yearly 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 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 (and general information about goal setting) for each required planning component can be found on page 2 of this 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.**

Operational Definitions

When completing the template sections that follow, please refer to the following operational definitions:

- **Goal:** Long-term three- to five-year targets based on the school level state assessment results. Long-term targets should be informed by the Phase Two: Needs Assessment for Schools;
- **Objective:** Short-term yearly target 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;
- **Strategy:** An approach to systematically address the process, practice or condition that the school will focus its efforts upon, as identified in the Needs Assessment for Schools, in order to reach its goals or objectives. There can be multiple strategies for each objective. The strategy can be based upon Kentucky's six Key Core Work Processes listed below or another established improvement approach (i.e., *Six Sigma, Shipley, Baldridge, etc.*);
- **Key Core Work Processes:** A series of processes identified by the Kentucky Department of Education that involve the majority of an organization's workforce and relate to its core competencies. These are the factors that determine an organization's success and help it prioritize areas for growth;

[KCWP 1: Design and Deploy Standards](#)

[KCWP 2: Design and Deliver Instruction](#)

[KCWP 3: Design and Deliver Assessment Literacy](#)

[KCWP 4: Review, Analyze and Apply Data Results](#)

[KCWP 5: Design, Align and Deliver Support](#)

[KCWP 6: Establish Learning Environment and Culture](#)

- **Activity:** Actionable steps the school will take to deploy the chosen strategy. There can be multiple activities for each strategy;
- **Progress Monitoring:** Process used to collect and analyze measures of success to assess the level of implementation, the rate of improvement and the effectiveness of the plan. The measures may be quantitative or qualitative but are observable in some way. The description should include the artifacts to be reviewed, specific timelines, and responsible individuals; and
- **Funding:** Local, state or federal funds/grants used to support (or needed to support) the activities.

Goal Setting:

When developing goals, all schools must establish achievement gap targets and set goals in the area of state assessment results in reading and mathematics. Other goals aligned to the indicators in the state's accountability system and deemed priority areas in the Phase Two: Needs Assessment for Schools are optional.

Required Goals

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. Additional rows may be added for multiple targets, strategies and activities.

Three- to Five-Year Goal:

Objective 1: READING: English Learners plus Monitored from 7% PD to 18.2%, and Disability from 11% PD to 35% by May 2028.

Objective 2: MATH: English Learners plus Monitored from 0% PD to 21.1%, and Disability from 8% PD to 28.4% by May 2028.

Objective(s):

Objective 1: READING: English Learners plus Monitored from 7% PD to 12%, and Disability from 11% PD to 35% by May 2026.

Objective 2: MATH: English Learners plus Monitored from 0% PD to 5%, and Disability from 8% PD to 28.4% by May 2026.

Strategy:

KCWP 4 Review, Analyze, and Apply Data

Activities:

- Develop and implement progress monitoring system to monitor standards mastery for each student in our Gap Groups
- Implement data teaming methodologies, including collection and charting of data, analysis of strengths and obstacles to student learning (English, Math, Social Studies and Science)
- Ensure that formative and summative assessment results are used appropriately to determine individual student intervention needs.
- Increase collaboration in PLCs and between all teachers in data analysis and student progress towards standards mastery, including identification of students in need of intervention support.
- Identify interventions for GAP groups by using common formative and summative assessments with the following interventions: Rebel Readiness Remediation Time built into every course, Reading Course

with Read 180, Identify/implement new intervention strategies for Reading and Math for all intervention groups.

- Implement a College Readiness Plan to include ACT, preparation experiences, remediation, and supports
- Remediation and data collection – Math, social studies, reading, and science for all GAP groups
- Goal setting for students with teacher training to support

Progress Monitoring:

- PLC Data analysis- track progress of identified groups by teacher/class on common summative assessments and MAP data. (PLC teacher team members, Instructional Coach, evaluating administrator)
- Leadership Team reviews PLC minutes -An administrator attends PLC meetings - Walkthroughs (Instructional Coach, evaluating administrator)
- PLC Data analysis-focus on TSI students (PLC teacher team members, Instructional Coach, evaluating administrator)
- Analysis of student goal sheets by teachers and administrators (PLC teacher team members)

Funding:

SBDM Funds for Professional Development Opportunities

State Assessment Results in Reading and Mathematics

Kentucky's accountability system uses multiple academic and school quality measures, with each indicator contributing to the overall score. Reading and math proficiency are foundational to student success, and state assessment results in reading and mathematics carry the greatest weight when calculating the overall score at each level (elementary, middle and high school). This indicator is a required goal area for all schools.

Three- to Five-Year Goal:

Objective 1: Increase READING proficiency from 44% PD to 56.7% PD by May 2028

Objective 2: Increase MATH proficiency from 33% PD to 50.1% by May 2028

Objective(s):

Objective 1: Increase READING proficiency from 44% PD to 49% PD by May 2026

Objective 2: Increase MATH proficiency from 33% PD to 38% by May 2026

Strategy:

KCWP 1 Design & Deploy Standards

KCWP 2 Design and Deliver Instruction

Activities:

- Teachers will work within departments to align curriculum daily planning, align student assessments to the standards, and track and monitor student progress towards standards mastery.
- Develop an ongoing timeline, process for and implement vertical and horizontal alignment that identifies instructional gaps, includes planning for the introduction of the standard, development and gradual release phases, and arrival at standards mastery
- Students are cognitively engaged through the implementation of effective teaching strategies and programs (Kagan, Canvas, SIOP, content specific research-based instructional strategies)
- Continued implementation of school-wide literacy plan
- Develop a timeline for curricular alignment reviews (horizontal) and implement to ensure the ongoing action of the PLCs (department and course) planning process.
- Ensure regularly scheduled curriculum meetings / PLCs (department and course) to review the alignment between standards, learning targets, and formative and summative assessment measures, and to increase collaboration in deconstructing standards and developing congruent learning targets. (KCAS, ACT College Readiness Standards, AP Standards)
- Continued implementation of a PLC protocol with an effective cyclical process for standards deconstruction, development of learning targets, designing of assessment measures, resource sharing and collaborative lesson creation, and analysis of data. Ensure that all assessments evolve and align to priority content standards and meets the needs of all students.
- Implement data teaming methodologies, including collection and charting of data, analysis of strengths and obstacles to student learning.
- Ensure that formative and summative assessment results are used appropriately to determine individual student intervention needs.
- Increase collaboration in PLC's and between all teachers in data analysis and student progress towards standards mastery, including identification of students in need of intervention support.

- Identify interventions for GAP groups by using common formative and summative assessments with the following interventions: Rebel Readiness Remediation Time built into every course, Reading Course with Read 180, Identify/implement new intervention strategies for Reading and Math for all intervention groups

Progress Monitoring:

- PLC Systems Check-meeting agenda/minutes (Evaluating administrator)
- Monthly classroom walkthroughs and CEP Evaluation feedback by Administration Team (Administrators/Instructional Coach)
- Google Form for submissions for walkthroughs will reveal level of implementation/effectiveness of teaching strategies/best practices used (Administrators/Instructional Coach)
- Literacy plan submitted and then monitored through:
 - Walkthroughs
 - Canvas lesson plans
 - PLC data dives-writing protocols, evidence of effectiveness (PLC teacher members, Evaluating Administrators)
- BCHS Curriculum page with all submissions linked (Instructional Coach)
- PLC minutes (Evaluating Administrators)
- Line- item analysis, common assessments, and progress on district benchmark instruments. (Instructional Coach, PLC teacher team members, evaluating administrator)
- Monitoring of Canvas lesson plans to ensure Learning Targets/Content and Language objectives are listed on Canvas lesson plans (Evaluating administrator)
- Common formative and summative assessments submitted and standards indicated on assessments. (PLC teacher team members, Instructional Coach, evaluating administrator)
- Sharing of resources within PLCs related to data trends/comparative scores (PLC teacher members)
- Classroom walkthroughs and observations. (Administrators/Instructional Coach)
- Data Analysis Notes (Instructional Coach, Evaluating Administrator, PLC teacher teams)
- Periodic moments through the month during PLC meetings where student work is analyzed, concerns identified (PLC teacher team members)
- Review of teacher Canvas lessons (Evaluating administrator)
- Walkthroughs: Identify intervention strategies (blended learning/intervention groups) utilized in all contents (literacy)and in math courses (Administrators/Instructional Coach)
- Read 180 results-monitored by teacher/interventions implemented

Funding:

SBDM Funding for Professional Development opportunities

Alignment to Needs: Optional Goals

Through the Phase Two: Needs Assessment for Schools, priorities were identified, and processes, practices and/or conditions were chosen for focus. Identify any additional indicators that will be addressed by the school in order to build staff capacity and increase student achievement by selecting “yes” or “no” from the dropdown options (beside each indicator) below. For any indicator noted as a priority with a “yes,” schools must complete the below fields. For any indicator marked with a “no,” no further information is needed. Each indicator must have a “yes” or “no” response in the below table.

Indicator	Priority Indicator?
State Assessment Results in science, social studies and writing	YES
English Learner Progress	YES
Quality of School Climate and Safety	NO
Postsecondary Readiness (high schools and districts only)	NO
Graduation Rate (high schools and districts only)	NO

Priority Indicator Goals:

Complete the fields below for each indicator that was chosen as a priority with a “yes” response above.

Priority Indicator #1: State Assessment Results in Science, Social Studies and Writing

Three- to Five-Year Goal:

Increase the Proficiency of Science 23% PD to 51.9% PD, Social Studies 45% PD to 53.5%, and Writing from 41% PD to 71.3% PD by May 2028

Objective(s):

Increase the Proficiency of Science 23% PD to 32% PD, Social Studies 45% PD to 50%, and Writing from 41% PD to 51% PD by May 2026

Strategy:

KCWP 1 Design & Deploy Standards

KCWP 2 Design and Deliver Instruction

Activities:

- SCIENCE: Continued implementation of the Open SciEd curriculum.
- SCIENCE: PLC support with adapting Open SciEd for EL and SPED students.
- SOCIAL STUDIES: Continued training and implementation of inquiry based teaching methods that align with Kentucky’s inquiry standards.
- SOCIAL STUDIES: Implementation of common inquiries in common courses to review data and build remediation plans around inquiry standards.
- COMBINED WRITING: Implement writing plan specific to content which monitors mastery for each student. A literacy plan will be created for each course taught, in which students will follow the writing process, receive feedback, identify writing strengths and/or weakness using rubrics.
- COMBINED WRITING: Job-embedded professional learning opportunities provided monthly centered on literacy strategies, inquiry model and other instructional best practices

- COMBINED WRITING: School-wide use of Class Companion to ensure students get instant, actional feedback on all writing assignments.
- COMBINED WRITING: Provide opportunities for teachers to cross-curriculum collaborate to analyze student writing and identify effective feedback

Progress Monitoring:

- Walkthroughs/observations (Administrators/Instructional Coach)
- Continuous monitoring of science data, social studies inquiry mastery and writing plan in PLCs.
- Monthly PD opportunities centered on literacy strategies in which attendance is mandatory (Instructional Coach)
- PLC Data analysis (PLC teacher team members, Instructional Coach, evaluating administrator)
- Writing protocols in which teachers bring samples to evaluate in order to identify areas of growth
- (PLC teacher team members, Instructional Coach, evaluating administrator)
- Attendance sheet for PD-mandatory makeup sessions for any missed. (Instructional Coach)

Funding:

SBDM Funding for Professional Development opportunities

Priority Indicator #2: English Learner Progress

Three- to Five-Year Goal:

Increase the English Learner indicator score from 37.7 to 45 by 2028.

Objective(s):

Increase the English Learner indicator score from 37.7 to 40.2 by May 2026.

Strategy:

KCWP 5: Design, Align, and Administer Support

Activities:

- Provide quality professional learning for all teachers centered around developing English language proficiency through curriculum, instruction, & assessment, and increase training regarding Sheltered Instruction Observation Protocol (SIOP) strategies for all teachers working with EL students.

Progress Monitoring:

- SIOP/PD feedback surveys (Instructional Coach, Administrators)
- Walkthroughs (Instructional Coach, Administrators)
- Data analysis in PLCs on District Summative Assessments and KSA (PLC teacher team members, Instructional Coach, evaluating administrator)
- Impact Survey Results (Administrators, Instructional Coach)

Funding:

SBDM Funds for Professional Development Opportunities

Priority Indicator #3: Postsecondary Readiness

Three- to Five-Year Goal:

Increase our Postsecondary Readiness Indicator from 85.7 to 95 by May 2028.

Objective(s):

Increase our Postsecondary Readiness Indicator from 85.7 to 88 by May 2026.

Strategy:

KCWP 5: Design, Align, and Administer Support

Activities:

- Design plan for counselors to meet with all seniors for planning for post-secondary options.
- Create at-risk tracking sheet created by counselors to monitor student progress towards
- Counselors will meet individually with students when scheduling classes to ensure at-risk groups are taking courses that will help them achieve postsecondary success
- CTE Department will closely monitor students traveling through various pathways to ensure completion of pathways.
- CTE Department will target specific students for participation in the ASK test.
- CTE Department will design and implement strategies for EOP Test success.

Progress Monitoring:

- Counselor student logs (Administrators, Guidance Counselors)
- CTE Tracking
- CCR Coach Tracking
- Data analysis-Industry Certification for targeted groups (Administrators, College and Career coach, Business teachers)

Funding:

SBDM Funds for Professional Development Opportunities

School and District Template
TSI and ATSI School Plan

Area of Concern: Special Education/EL

School Goal: BCHS

READING

EL Goal: English Learners plus Monitored from 7% PD to 12%, and

Special Education Goal: Disability from 11% PD to 35% by May 2026.

MATH

EL Goal: English Learners plus Monitored from 0% PD to 5%,

Special Education Goal: Disability from 8% PD to 28.4% by May 2026.

Area	Possible Actions/Selected Actions	Who is Responsible?	Timeline/Due Date
Professional Development - District Level			
SDI Book study with special education teachers	In-person PD/review of chapters	Heather Bloemer	Monthly
Professional Development - School Level	Possible Actions/Selected Actions	Who is Responsible?	Timeline/Due Date
SIOP Monthly Best Practices PD	Reinforce 1 Siop strategy per month	Megan Steffen	Monthly
SDI book study with general ed teachers-co-teaching models	Create hybrid (online-in person) PD/review for teachers to complete	Erin Tharpe/Heather Bloemer/Stacey Black	Monthly

NKCES SDI training	Weekly extended PLC with reg ed teacher. This work is supported by Emily Borchers at NKCES.	Emily Borchers/Megan Steffen/Stacey Black	Monthly
Kagan monthly Best Practices PD	Reinforce prior learning around Kagan strategies in order to provide students with more peer to peer opportunities to respond and increase engagement.	Megan Steffen	Monthly
Data-Based Decision Making - District Level	Possible Actions/Selected Actions	Who is Responsible?	Timeline/Due Date
Review testing data	MAP/HQUIR Data Review		
Data-Based Decision Making - SchoolLevel	Possible Actions/Selected Actions	Who is Responsible?	Timeline/Due Date
MAP/HQUIR Data Review	PLCs conduct regular Data Analysis on both summative and formative assessments and MAP data. These conversations around data help identify areas of strength and areas of growth to inform future instruction for targeted students (EL and Spec Education)	Megan Steffen/Collab team-general ed teacher/special ed teacher/ Admin representative	Monthly

School/Teacher Actions/Student Level Interventions	Possible Actions/Selected Actions	Who is Responsible?	Timeline/Due Date
SDI Lesson Plans	SDI lesson plan submitted weekly completed during extended PLC w/collab teacher	Collab teams-Special education teacher/ general education teacher	Weekly
Rebel Readiness	Intentional tiered intervention support for EL/Special education students. Name and claim kids based on MAP-HMH-KSA results-targeted conversations/interventions. Group students into MTSS groups and provide to teachers to utilize for Rebel Readiness.	General education teachers/Special education teachers/EL teachers	Weekly
Principal Leadership Actions and Support	Possible Actions/Selected Actions	Who is Responsible?	Timeline/Due Date
Walkthroughs	Identify SIOP strategies/SDI strategies utilized during walkthroughs/provide support as needed	Administrative team	Monthly-through Option 2 Walkthrough schedule
District Walkthroughs	Principal will participate in district walkthroughs	Principal/DO team	Monthly
Intentional master schedule planning	Content aligned collaborative placements for special ed teachers (streamlined content support)	Principal/Administrative team	April
District Leadership Actions and Support	Possible Actions/Selected Actions	Who is Responsible?	Timeline/Due Date
Tier 1 Instruction PD/SDI	Support with identifying Root Cause	CAO	Monthly

Progress Meetings	Monthly School Team Meetings to review data and make adjustments to plan for school support	CAO, Assistant Superintendent, Principal Supervisor, Director of SPED	Monthly with principal and team
Classroom observations	Once a month walkthroughs to monitor progress	CAO, Assistant Superintendent, Principal Supervisor, Director of SPED	Monthly with principal and team

School Meeting Notes

Date	Progress on Identified Actions and Data (Link/Update prior to Meeting)	Notes/ Action Steps from Meeting
January		
February		
March		
April		
June		
August		
September		
October		

BES - Comprehensive School Improvement Plan (CSIP)

Rationale

The CSIP is a plan developed by the school council with the input of parents, faculty and staff based on a review of relevant data that includes targets, strategies, activities, a time schedule to support student achievement and student growth and to eliminate achievement gaps among groups of students. Through the improvement planning process, leaders focus on priority needs, funding and closing achievement gaps among identified subgroups of students.

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- **Strategy:** An approach to systematically address the process, practice or condition that the school will focus its efforts upon, as identified in the Needs Assessment for Schools, in order to reach its goals or objectives. There can be multiple strategies for each objective. The strategy can be based upon Kentucky's six Key Core Work Processes listed below or another established improvement approach (i.e., *Six Sigma, Shipley, Baldridge, etc.*);
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- **Activity:** Actionable steps the school will take to deploy the chosen strategy. There can be multiple activities for each strategy;
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- **Funding:** Local, state or federal funds/grants used to support (or needed to support) the activities.

Goal Setting:

When developing goals, all schools must establish achievement gap targets and set goals in the area of state assessment results in reading and mathematics. Other goals aligned to the indicators in the state's accountability system and deemed priority areas in the Phase Two: Needs Assessment for Schools are optional.

Required Goals

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. Additional rows may be added for multiple targets, strategies and activities.

Objective(s):

Objective 1: Increase the reading proficiency for Disability 25% to 40.6% by May 2026.

Objective 2: Increase the math proficiency for Disability 19% to 31.1% by May 2026.

Strategy:

Direct instruction in phonemic awareness, phonics, fluency, vocabulary, and comprehension. O.G., UFLI, Heggerty will be used for students receiving services in reading.

Small group and individualized instruction for to target deficits in reading.

Concrete representations approach: manipulatives, visuals, numbers/symbols; Explicit instruction in math concepts. Modeling, think-alouds, and step-by-step problem solving; Repeated practice and review of previous concepts learned;

Activities:

Reading Instruction:

Students with disabilities will receive daily 10-minute small-group phonemic awareness instruction using Heggerty and manipulatives.

- Evidence: Lesson plans, intervention logs, student response data.

Students will receive 30 minutes of explicit, systematic small-group phonics instruction aligned to UFLI or Orton-Gillingham, targeted to individual skill deficits.

- Evidence: Program lesson logs, mastery checks, progress monitoring data.

Students will participate in repeated reading to build fluency, with explicit goal setting and progress charting (WCPM and accuracy) 3x per week.

- Evidence: Fluency charts, WCPM data, student reading samples.

Teachers will provide daily explicit vocabulary instruction aligned to HQIR units, targeting 2–3 words using visuals, real-world connections, and sentence frames.

- Evidence: Lesson plans, student work samples, vocabulary notebooks.

Students will receive small-group, skills-based instruction aligned to grade-level standards using scaffolded questioning, graphic organizers, and comprehension checks, 5x per week.

- Evidence: Grouping plans, lesson plans, student work, formative assessments.

Math Instruction:

Students will receive math instruction using the Concrete–Representational–Abstract (CRA) approach, incorporating manipulatives, teacher modeling, think-alouds, and repeated practice to build conceptual understanding and procedural fluency.

- Evidence: Lesson plans, student work samples, progress-monitoring data.

Co-Teaching:

Co-teaching pairs will use at least two co-teaching models each week (stations, parallel, or alternative) and meet weekly for shared planning to align instruction and review student data. Administrators will conduct walkthroughs using a co-teaching look-for tool to monitor fidelity and provide feedback. Evidence of implementation will include lesson plans, intervention logs, student work samples, and walkthrough data.

Progress Monitoring:

Special education teachers will administer weekly reading progress monitoring aligned to IEP goals using program-based assessments, fluency probes, and curriculum-based measures.

- Evidence: Progress monitoring graphs, student data sheets, IEP logs.

Administrators and instructional leaders will conduct weekly or biweekly walkthroughs focused on instruction for students with disabilities, including explicit instruction, scaffolds, co-teaching models, and student engagement. Written feedback will be provided within 48 hours, and data will be reviewed monthly to inform instructional adjustments.

- Evidence: Walkthrough tools, feedback forms, trend summaries, leadership meeting notes.

Data Review:

Reading data will be reviewed biweekly during data meetings to identify growth trends and instructional needs. Instructional groups, pacing, and interventions will be adjusted based on student progress.

- Evidence: Data meeting agendas/minutes, updated instructional plans

Math data will be reviewed biweekly to evaluate progress toward proficiency benchmarks and determine instructional adjustments.

- Evidence: Data meeting notes, revised lesson plans

Funding:

SBDM; Title 1

State Assessment Results in Reading and Mathematics

Kentucky's accountability system uses multiple academic and school quality measures, with each indicator contributing to the overall score. Reading and math proficiency are foundational to student success, and state assessment results in reading and mathematics carry the greatest weight when calculating the overall score at each level (elementary, middle and high school). This indicator is a required goal area for all schools.

Three- to Five-Year Goal:

Goal 1: Increase READING proficiency from 60% PD to 69.9% PD by May 2028. Increase MATH proficiency from 61% PD to 66.8% by May 2028.

Objective(s):

Objective 1: Increase READING proficiency from 60% PD to 65.9% PD by May 2026.

Objective 2: Increase MATH proficiency from 61% PD to 62.4% by May 2026.

Strategy:

Identify specific reading standards and subskills contributing to Novice/Apprentice performance.

Analyze assessment trends (KSA, MAP, unit assessments) to determine gaps.

Activities:

Instructional teams will conduct an item analysis of KSA reading data disaggregated by standard, Depth of Knowledge (DOK) level, and question type to identify patterns of strength and need. Findings will be used to inform instructional adjustments, targeted supports for students with disabilities, and PLC planning.

- Frequency: Following receipt of KSA data
- Evidence of Implementation: Item analysis reports, PLC meeting notes, instructional action steps

Through unit and lesson internalization, PLCs will ensure instruction remains aligned to the grade-level standards, strengthens daily instructional implementation, and supports improved reading proficiency and assessment performance for all students, including students with disabilities.

Progress Monitoring:

PLCs will conduct monthly data reviews of formative and benchmark assessment data to identify trends, evaluate the impact of instructional practices, and determine necessary instructional adjustments to support student learning, including students with disabilities.

- Frequency: Monthly
- Evidence of Implementation: PLC agendas, data analysis notes, action steps, updated instructional plans

PLCs will use a common internalization protocol to review the quality of unit and lesson internalization each PLC cycle, focusing on lesson purpose, key text demands and vocabulary, anticipated misconceptions, planned questions and scaffolds, and aligned checks for understanding.

PLCs will also analyze common student-learning measures aligned to the HQIR unit (e.g., exit tickets, common formative assessments, short writing about reading) to determine whether instructional adjustments are improving student outcomes. This process will occur every 2–4 weeks and will be documented through PLC protocols, internalization artifacts, student work samples, data summaries, and instructional action steps.

Funding:

SBDM; Title 1

Alignment to Needs: Optional Goals

Through the Phase Two: Needs Assessment for Schools, priorities were identified, and processes, practices and/or conditions were chosen for focus. Identify any additional indicators that will be addressed by the school in order to build staff capacity and increase student achievement by selecting “yes” or “no” from the dropdown options (beside each indicator) below. For any indicator noted as a priority with a “yes,” schools must complete the below fields. For any indicator marked with a “no,” no further information is needed. Each indicator must have a “yes” or “no” response in the below table.

Indicator	Priority Indicator?
State Assessment Results in science, social studies and writing	Yes
English Learner Progress	Yes
Quality of School Climate and Safety	Yes
Postsecondary Readiness (high schools and districts only)	No
Graduation Rate (high schools and districts only)	No

Priority Indicator Goals:

Complete the fields below for each indicator that was chosen as a priority with a “yes” response above.

Priority Indicator #1: State Assessment Results in Science, Social Studies and Writing

Three- to Five-Year Goal:

Increase the Proficiency of Science 40% PD to 49.8%, Social Studies 49% PD to 61.4%, and Writing from 32% PD to 54.3% by May 2028.

Objective(s):

Objective 1: Increase the Proficiency of Science 40% PD to 43.1%, Social Studies 49% PD to 56.3%, and Writing from 32% PD to 48.2% by May 2026.

Strategy:

Identify priority standards requiring deeper sense-making instruction.

Direct instruction in the writing process: how to write an introduction; body paragraphs; and a conclusion. Specific structure for each paragraph.

Activities:

PLCs will analyze KSA science results by standard, item type, and SEP alignment to identify patterns of student performance. Based on this analysis, PLCs will identify 3–5 priority focus standards per grade level and develop a reteach and re-engagement plan aligned to those standards. Reteach plans will include specific tasks, text-based questions, instructional scaffolds, and checks for understanding to ensure targeted instruction and student engagement.

In Grade 5, teachers will provide 30 minutes of daily writing instruction aligned to identified writing focus standards, informed by analysis of KSA writing data. Instruction will emphasize targeted writing skills and text types, with planned tasks, mentor texts, and checks for understanding to support student growth.

- Frequency: Following KSA data release and during PLC cycles
- Evidence: Writing item analysis reports, targeted lesson and reteach plans, student writing samples, rubrics, and PLC notes

Progress Monitoring:

Progress will be monitored through weekly walkthroughs; Updates will be provided to Instructional Coach and Principal during PLCs.

Funding:

SBDM; Title 1

Priority Indicator #2: Quality of School Climate and Safety**Three- to Five-Year Goal:**

Increase the Quality of School Climate and Safety from Orange to Blue by 2028.

Objective(s):

Increase the Quality of School Climate and Safety from Orange to Green by 2026.

Strategy:

Ensure every student is connected to a trusted adult while at school; Identify students scoring low on the competency survey to ensure their needs are met at school.

Activities:

Provide students with additional practice surveys to lessen confusion over wording of questions to ensure they understand the meaning of the question and how it impacts our school environment.

BES will implement consistent Tier 1 climate practices by requiring staff to greet students at classroom doors daily using positive, respectful interactions and to teach Character Strong lessons 3–5 times per week focused on empathy, respect, and character development. Implementation will be supported and monitored through weekly walkthroughs, with feedback and trend reviews used to ensure consistency and provide staff support.

Progress Monitoring:

School climate and student competency surveys will be reviewed quarterly, while leading indicators such as walkthrough look-fors, student check-in data, attendance, and behavior trends will be monitored weekly or monthly to allow for timely adjustments to Tier 1 practices and student supports.

Funding:

SBDM; Title 1

Priority Indicator #3: English Learner Progress**Three- to Five-Year Goal:**

Increase the English Learner Composite Score.

Objective(s):

Click or tap here to enter text.

Strategy:

Click or tap here to enter text.

Activities:

Click or tap here to enter text.

Progress Monitoring:

Click or tap here to enter text.

Funding:

Click or tap here to enter text.

Priority Indicator #4: Choose an item.

Three- to Five-Year Goal:

Click or tap here to enter text.

Objective(s):

Click or tap here to enter text.

Strategy:

Click or tap here to enter text.

Activities:

Click or tap here to enter text.

Progress Monitoring:

Click or tap here to enter text.

Funding:

Click or tap here to enter text.

BMS - Comprehensive School Improvement Plan (CSIP)

Rationale

The CSIP is a plan developed by the school council with the input of parents, faculty and staff based on a review of relevant data that includes targets, strategies, activities, a time schedule to support student achievement and student growth and to eliminate achievement gaps among groups of students. Through the improvement planning process, leaders focus on priority needs, funding and closing achievement gaps among identified subgroups of students.

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).

Please note that the objectives (yearly 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 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 (and general information about goal setting) for each required planning component can be found on page 2 of this 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.**

Operational Definitions

When completing the template sections that follow, please refer to the following operational definitions:

- **Goal:** Long-term three- to five-year targets based on the school level state assessment results. Long-term targets should be informed by the Phase Two: Needs Assessment for Schools;
- **Objective:** Short-term yearly target 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;
- **Strategy:** An approach to systematically address the process, practice or condition that the school will focus its efforts upon, as identified in the Needs Assessment for Schools, in order to reach its goals or objectives. There can be multiple strategies for each objective. The strategy can be based upon Kentucky's six Key Core Work Processes listed below or another established improvement approach (i.e., *Six Sigma, Shipley, Baldridge, etc.*);
- **Key Core Work Processes:** A series of processes identified by the Kentucky Department of Education that involve the majority of an organization's workforce and relate to its core competencies. These are the factors that determine an organization's success and help it prioritize areas for growth;

[KCWP 1: Design and Deploy Standards](#)

[KCWP 2: Design and Deliver Instruction](#)

[KCWP 3: Design and Deliver Assessment Literacy](#)

[KCWP 4: Review, Analyze and Apply Data Results](#)

[KCWP 5: Design, Align and Deliver Support](#)

[KCWP 6: Establish Learning Environment and Culture](#)

- **Activity:** Actionable steps the school will take to deploy the chosen strategy. There can be multiple activities for each strategy;
- **Progress Monitoring:** Process used to collect and analyze measures of success to assess the level of implementation, the rate of improvement and the effectiveness of the plan. The measures may be quantitative or qualitative but are observable in some way. The description should include the artifacts to be reviewed, specific timelines, and responsible individuals; and
- **Funding:** Local, state or federal funds/grants used to support (or needed to support) the activities.

Goal Setting:

When developing goals, all schools must establish achievement gap targets and set goals in the area of state assessment results in reading and mathematics. Other goals aligned to the indicators in the state's accountability system and deemed priority areas in the Phase Two: Needs Assessment for Schools are optional.

Required Goals

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. Additional rows may be added for multiple targets, strategies and activities.

Objective(s):

WIG #1: Our students will make significant progress in both literacy and mathematics for the 25-26 school year with a five year goal to be over 80% proficient/distinguished in all subjects assessed.

Reading 25-26:

- Overall reading proficiency will increase from 57% to 70% or higher.
- Economically disadvantaged will increase from 44% to 62.5%
- Students with disabilities from 15% to 30%
- Novice will be reduced to under 10% in all subjects.

Mathematics 25-26:

- Our mathematics proficiency will increase from 57% to 70% or higher.
- Economically disadvantaged will increase from 37% to 52%
- Students with disabilities from 12% to 30%
- Novice will be reduced to under 10% in all subjects.

Strategy:

Lead #1: Staff will be intentional with designing instructional strategies to engage all students in the learning.

- Measuring Tool: Walkthroughs
- Commitment Examples:
 - Plan strategies for students to answer questions that involve accountability for all students to respond, instead of a single student
 - Utilize timers to ensure pacing and student focus
 - Use learning targets to set the purpose
 - Utilize Kagan Structures
 - Uses accountable talk strategies

Lead #2: Teachers use quality CFUs that assess the majority of students' current level of understanding towards a specific learning target (every 5-7 min).

- Measuring Tool: Walkthroughs
- Commitment Examples:
 - Uses white boards or similar tech to provide instant data on student understanding.
 - Monitors students as they work and then stops to do a quick mini lesson to clear up common misconceptions/mistakes students are making.
 - Students have a clear understanding of what quality work looks like (i.e. can explain the proficiency scale for their target).

- Uses Accountable Talk Strategies to deepen student discussion
- When reading, the teacher stops frequently to ask students to reflect on a pre-planned question with all students required to think and respond.
 - Use sentence stems for students to individually respond in writing (because, but, so...).
- The teacher adjusts instruction based on the data collected from CFUs.

Lead #3 (ELA/SC/SS/UA): Staff will intentionally plan to ensure that the majority of students are actively reading, writing and/or having discussion about their reading/writing that is focused on today's learning target(s).

- Measuring Tool: Walkthroughs
- Commitment Examples:
 - Teacher modeling of close reading strategies regularly
 - Read/write/discuss daily
 - Reading, analysis, and writing drives instruction and assessment
 - Annotation is a daily practice
 - Students are coached to use evidence to support their reasoning.

Lead #3 (MA): Staff will intentionally plan to ensure that literacy (reading/writing/discussion) is a key component of each day's instruction/assessment of the learning target(s).

- Measuring Tool: Walkthroughs
- Commitment Examples:
 - Use a word problem as the starter of the lesson, every day
 - Review key vocabulary in every lesson
 - Model/practice solving word problems.
 - Writing and explaining the "why" behind the math

Lead #4: Staff will work together in content PLCs to design literacy rich units, quality assessments that are aligned to priority standards, analyze assessment data, calibrate grading, and plan intentional intervention/enrichment for students.

- Goal: 100% of summative end-of-unit common assessments are high quality, aligned to priority standards, drive instruction and intervention/enrichment.
- Measuring Tool: Assessment Data Sheets; Intervention/Enrichment Timelines; PLC Minutes

Activities:

See above

Progress Monitoring:

Walk-throughs, MAP, and common grade level assessments

Funding:

None needed

State Assessment Results in Reading and Mathematics

Kentucky's accountability system uses multiple academic and school quality measures, with each indicator contributing to the overall score. Reading and math proficiency are foundational to student success, and state assessment results in reading and mathematics carry the greatest weight when calculating the overall score at each level (elementary, middle and high school). This indicator is a required goal area for all schools.

Three- to Five-Year Goal:

WIG #1: Our students will make significant progress in both literacy and mathematics for the 25-26 school year with a five year goal to be over 80% proficient/distinguished in all subjects assessed.

Reading 25-26:

- Overall reading proficiency will increase from 57% to 70% or higher.
- Economically disadvantaged will increase from 44% to 62.5%
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- Our mathematics proficiency will increase from 57% to 70% or higher.
- Economically disadvantaged will increase from 37% to 52%
- Students with disabilities from 12% to 30%
- Novice will be reduced to under 10% in all subjects.

Objective(s):

Improve in all subject area proficiency and reducing novice in all areas.

Strategy:

Lead #1: Staff will be intentional with designing instructional strategies to engage all students in the learning.

- Measuring Tool: Walkthroughs
- Commitment Examples:
 - Plan strategies for students to answer questions that involve accountability for all students to respond, instead of a single student
 - Utilize timers to ensure pacing and student focus
 - Use learning targets to set the purpose
 - Utilize Kagan Structures
 - Uses accountable talk strategies

Lead #2: Teachers use quality CFUs that assess the majority of students' current level of understanding towards a specific learning target (every 5-7 min).

- Measuring Tool: Walkthroughs
- Commitment Examples:
 - Uses white boards or similar tech to provide instant data on student understanding.
 - Monitors students as they work and then stops to do a quick mini lesson to clear up common misconceptions/mistakes students are making.
 - Students have a clear understanding of what quality work looks like (i.e. can explain the proficiency scale for their target).
 - Uses Accountable Talk Strategies to deepen student discussion
 - When reading, the teacher stops frequently to ask students to reflect on a pre-planned question with all students required to think and respond.
 - Use sentence stems for students to individually respond in writing (because, but, so...).
 - The teacher adjusts instruction based on the data collected from CFUs.

Lead #3 (ELA/SC/SS/UA): Staff will intentionally plan to ensure that the majority of students are actively reading, writing and/or having discussion about their

Lead #3 (MA): Staff will intentionally plan to ensure that literacy (reading/writing/discussion)

<p>reading/writing that is focused on today's learning target(s).</p> <ul style="list-style-type: none"> • Measuring Tool: Walkthroughs • Commitment Examples: <ul style="list-style-type: none"> ○ Teacher modeling of close reading strategies regularly ○ Read/write/discuss daily ○ Reading, analysis, and writing drives instruction and assessment ○ Annotation is a daily practice ○ Students are coached to use evidence to support their reasoning. 	<p>is a key component of each day's instruction/assessment of the learning target(s).</p> <ul style="list-style-type: none"> • Measuring Tool: Walkthroughs • Commitment Examples: <ul style="list-style-type: none"> ○ Use a word problem as the starter of the lesson, every day ○ Review key vocabulary in every lesson ○ Model/practice solving word problems. ○ Writing and explaining the "why" behind the math
<p>Lead #4: Staff will work together in content PLCs to design literacy rich units, quality assessments that are aligned to priority standards, analyze assessment data, calibrate grading, and plan intentional intervention/enrichment for students.</p> <ul style="list-style-type: none"> • Goal: 100% of summative end-of-unit common assessments are high quality, aligned to priority standards, drive instruction and intervention/enrichment. • Measuring Tool: Assessment Data Sheets; Intervention/Enrichment Timelines; PLC Minutes 	

Activities:

See above.

Progress Monitoring:

Walk-throughs, MAP, and common grade level assessments

Funding:

None Needed

Alignment to Needs: Optional Goals

Through the Phase Two: Needs Assessment for Schools, priorities were identified, and processes, practices and/or conditions were chosen for focus. Identify any additional indicators that will be addressed by the school in order to build staff capacity and increase student achievement by selecting “yes” or “no” from the dropdown options (beside each indicator) below. For any indicator noted as a priority with a “yes,” schools must complete the below fields. For any indicator marked with a “no,” no further information is needed. Each indicator must have a “yes” or “no” response in the below table.

Indicator	Priority Indicator?
State Assessment Results in science, social studies and writing	Choose an item.
English Learner Progress	Choose an item.
Quality of School Climate and Safety	Choose an item.
Postsecondary Readiness (high schools and districts only)	Choose an item.
Graduation Rate (high schools and districts only)	Choose an item.

Priority Indicator Goals:

Complete the fields below for each indicator that was chosen as a priority with a “yes” response above.

Priority Indicator #1: Choose an item.

Three- to Five-Year Goal:

Click or tap here to enter text.

Objective(s):

Click or tap here to enter text.

Strategy:

Click or tap here to enter text.

Activities:

Click or tap here to enter text.

Progress Monitoring:

Click or tap here to enter text.

Funding:

Click or tap here to enter text.

Priority Indicator #2: Choose an item.

Three- to Five-Year Goal:

Click or tap here to enter text.

Objective(s):

Click or tap here to enter text.

Strategy:

Click or tap here to enter text.

Activities:

Click or tap here to enter text.

Progress Monitoring:

Click or tap here to enter text.

Funding:

Click or tap here to enter text.

Priority Indicator #3: Choose an item.

Three- to Five-Year Goal:

Click or tap here to enter text.

Objective(s):

Click or tap here to enter text.

Strategy:

Click or tap here to enter text.

Activities:

Click or tap here to enter text.

Progress Monitoring:

Click or tap here to enter text.

Funding:

Click or tap here to enter text.

Priority Indicator #4: Choose an item.

Three- to Five-Year Goal:

Click or tap here to enter text.

Objective(s):

Click or tap here to enter text.

Strategy:

Click or tap here to enter text.

Activities:

Click or tap here to enter text.

Progress Monitoring:

Click or tap here to enter text.

Funding:

Click or tap here to enter text.

Goal 1: Increase READING proficiency from 52% to 73.9% PD by May 2027. Increase MATH proficiency from 43% to 60.7% PD by May 2027.

CEMS - Comprehensive School Improvement Plan (CSIP)

Rationale

The CSIP is a plan developed by the school council with the input of parents, faculty and staff based on a review of relevant data that includes targets, strategies, activities, a time schedule to support student achievement and student growth and to eliminate achievement gaps among groups of students. Through the improvement planning process, leaders focus on priority needs, funding and closing achievement gaps among identified subgroups of students.

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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.**

Operational Definitions

When completing the template sections that follow, please refer to the following operational definitions:

- **Goal:** Long-term three- to five-year targets based on the school level state assessment results. Long-term targets should be informed by the Phase Two: Needs Assessment for Schools;
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- **Key Core Work Processes:** A series of processes identified by the Kentucky Department of Education that involve the majority of an organization's workforce and relate to its core competencies. These are the factors that determine an organization's success and help it prioritize areas for growth;

[KCWP 1: Design and Deploy Standards](#)

[KCWP 2: Design and Deliver Instruction](#)

[KCWP 3: Design and Deliver Assessment Literacy](#)

[KCWP 4: Review, Analyze and Apply Data Results](#)

[KCWP 5: Design, Align and Deliver Support](#)

[KCWP 6: Establish Learning Environment and Culture](#)

- **Activity:** Actionable steps the school will take to deploy the chosen strategy. There can be multiple activities for each strategy;
- **Progress Monitoring:** Process used to collect and analyze measures of success to assess the level of implementation, the rate of improvement and the effectiveness of the plan. The measures may be quantitative or qualitative but are observable in some way. The description should include the artifacts to be reviewed, specific timelines, and responsible individuals; and
- **Funding:** Local, state or federal funds/grants used to support (or needed to support) the activities.

Goal Setting:

When developing goals, all schools must establish achievement gap targets and set goals in the area of state assessment results in reading and mathematics. Other goals aligned to the indicators in the state's accountability system and deemed priority areas in the Phase Two: Needs Assessment for Schools are optional.

Required Goals

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. Additional rows may be added for multiple targets, strategies and activities.

Objective(s):

Increase READING proficiency for English Language Learners Plus Monitored from 34% to 40% PD by May 2026.

Increase MATH proficiency for English Language Learners Plus Monitored from 22% to 28.4% PD by May 2026.

Objective 2:

Increase READING proficiency for students with Disabilities from 19% to 33.2% PD by May 2026.

Increase MATH proficiency for students with Disabilities from 12% to 24.9% PD by May 2026.

Strategy:

KCWP 1: Design and Deploy Standards

KCWP 4: Review, Analyze, and Apply Data

Activities:

- PLCs meet bi-weekly to review and analyze data; common summative and formatives.
- Data is used to determine proficiency on specific skills. Based on results, students are individually assigned to Tier 2 or Tier 3 interventions.
- Teachers use district pacing guides to write learning targets ensuring instruction is aligned and rigorous.
- Teachers work collaboratively with our EL teacher to co-plan and ensure accommodations are met for individual students.
- Teacher teams are co-planning lessons, summative assessments, and projects.
- The principal will conduct weekly walkthroughs in collaborative classrooms using a diagnostic tool to gauge co-teaching models. Teachers will be provided a co-planning template and receive professional learning based on diagnostics identified through walkthrough data.

Progress Monitoring:

1. We monitor the progress of our reading and math proficiency through our PLCs, MTSS dashboard, and Panorama.
2. Administrative Walkthroughs with immediate feedback for teachers.
3. Instructional Walkthroughs

Funding:

SBDM, Title Funding for EL, and IDEA funding

State Assessment Results in Reading and Mathematics

Kentucky's accountability system uses multiple academic and school quality measures, with each indicator contributing to the overall score. Reading and math proficiency are foundational to student success, and state assessment results in reading and mathematics carry the greatest weight when calculating the overall score at each level (elementary, middle and high school). This indicator is a required goal area for all schools.

Three- to Five-Year Goal:

Goal 1: Increase READING proficiency from 52% to 73.9% PD by May 2027. Increase MATH proficiency from 43% to 60.7% PD by May 2027.

Objective(s):

Objective 1:

Increase READING proficiency from 55% PD to 70.6% PD by May 2026.

Objective 2:

Increase MATH proficiency from 46% PD to 55.7% by May 2026.

Strategy:

KCWP 1: Design and Deploy Standards & KCWP 4: Review, Analyze, and Apply Data

Activities:

KCWP 1: Design and Deploy Standards Activities:

1. Camp Ernst Middle will continue to focus on a cycle of assessing, reviewing, and revising school curricula to support student success.
2. Teachers receive professional learning based on the needs assessment, current academic and behavioral data, and teacher requests.

KCWP 4: Review, Analyze, and Apply Data Activities:

1. Camp Ernst Middle uses data to support our priority needs for measurable outcomes. Our staff is committed to the MTSS structure to enhance efficiency and effectiveness participating in content PLCs using formative and summative data to inform decisions. Content PLCs meet bi-monthly to analyze data and share strategies.
2. Teachers will continue to improve numeracy instruction through utilizing the HQIR HMH curriculum and teaching to the rigor of the standard.
3. District ELA and Math instructional coaches conduct walkthroughs at Camp Ernst providing feedback to the administrative team.

Progress Monitoring:

1. We monitor the progress of our reading and math proficiency through our PLCs, MTSS dashboard, MTSS grade level meetings with teachers, and Panorama.
2. Administrative weekly Walkthroughs provide immediate feedback for teachers.
3. Monitor school WIGs

Funding:

NA

Alignment to Needs: Optional Goals

Through the Phase Two: Needs Assessment for Schools, priorities were identified, and processes, practices and/or conditions were chosen for focus. Identify any additional indicators that will be addressed by the school in order to build staff capacity and increase student achievement by selecting “yes” or “no” from the dropdown options (beside each indicator) below. For any indicator noted as a priority with a “yes,” schools must complete the below fields. For any indicator marked with a “no,” no further information is needed. Each indicator must have a “yes” or “no” response in the below table.

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Quality of School Climate and Safety	No
Postsecondary Readiness (high schools and districts only)	No
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Priority Indicator Goals:

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Priority Indicator #1: Choose an item.

Three- to Five-Year Goal:

Click or tap here to enter text.

Objective(s):

Click or tap here to enter text.

Strategy:

Click or tap here to enter text.

Activities:

Click or tap here to enter text.

Progress Monitoring:

Click or tap here to enter text.

Funding:

Click or tap here to enter text.

Priority Indicator #2: Choose an item.

Three- to Five-Year Goal:

Click or tap here to enter text.

Objective(s):

Click or tap here to enter text.

Strategy:

Click or tap here to enter text.

Activities:

Click or tap here to enter text.

Progress Monitoring:

Click or tap here to enter text.

Funding:

Click or tap here to enter text.

Priority Indicator #3: Choose an item.

Three- to Five-Year Goal:

Click or tap here to enter text.

Objective(s):

Click or tap here to enter text.

Strategy:

Click or tap here to enter text.

Activities:

Click or tap here to enter text.

Progress Monitoring:

Click or tap here to enter text.

Funding:

Click or tap here to enter text.

Priority Indicator #4: Choose an item.

Three- to Five-Year Goal:

Click or tap here to enter text.

Objective(s):

Click or tap here to enter text.

Strategy:

Click or tap here to enter text.

Activities:

Click or tap here to enter text.

Progress Monitoring:

Click or tap here to enter text.

Funding:

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CES - Comprehensive School Improvement Plan (CSIP)

Rationale

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Goal Setting:

When developing goals, all schools must establish achievement gap targets and set goals in the area of state assessment results in reading and mathematics. Other goals aligned to the indicators in the state's accountability system and deemed priority areas in the Phase Two: Needs Assessment for Schools are optional.

Required Goals

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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. Additional rows may be added for multiple targets, strategies and activities.

Objective(s):

- **Increase reading proficiency among our Hispanic groups of students from 26% to 35.2% by May 2026.**
- **Increase math proficiency among our Hispanic groups of students from 31% to 42.2% by May 2026.**
- **Increase reading proficiency among our students with disabilities from 17% to 28.4% by May 2026.**
- **Increase math proficiency among our students with disabilities from 11% to 30.7% by May 2026.**

Strategy:

KCWP 1 Design & Deploy Standards

KCWP 2: Design and Deliver Instruction

KCWP 4: Review, Analyze and Apply Data Results

Activities:

- School teams will work in weekly teacher led PLC meetings in order to address the 4 DuFour Questions of:
 1. What do your Ss need to know and be able to do?
 2. How do we know they have learned it?
 3. What do we do if they have not learned it?
 4. What do we do when they have learned it?
- Tier II intervention implementation daily for reading and math to align with the MTSS model. Students will be grouped according to MAP data to target specific grade level content.
- Students in the bottom 21st percentile on MAP testing in reading grades K-5 and math grades 1-5 will be given the MAP diagnostic test to determine placement in academic MTSS tier 3 intervention. Students will receive tier 3 intervention 5 days a week using Orton Gillingham, Bridges, and Building Fact Fluency curriculum.
- Provide monthly and then quarterly professional learning with NKCES and PLC opportunities for SpEd teachers and collaborative teachers and SpEd staff to build teacher efficacy to understand the IEP, how to provide specially designed instruction, and implementing coteaching.
- Review of reading and math instructional practices and curriculum being implemented for special education students during monthly special education PLC meetings. Use progress monitoring data to determine if the curriculum is providing the expected growth.

- All teachers continue implementation and refinement of SIOP strategies in whole group / small group instruction daily during tier 1 instruction.
- Teacher coaching cycles every 4-6 weeks focused on providing differentiation and implementation of HQIR in reading and math.

Progress Monitoring:

Weekly PLC with teams, admin, and curriculum coaching

Panorama MTSS Academic Tier 2 and Tier 3 Data

Weekly walkthroughs from the instructional coach and administration with timely feedback

IEP Progress monitoring data

MAP Reading and Math benchmark data three times a year reviewed in grade level PLC with instructional coach and administration.

Academic MTSS PLC meetings every 6-8 weeks to review progress of students in tier 2 and tier 3.

Funding:

\$5000 Title 1

State Assessment Results in Reading and Mathematics

Kentucky's accountability system uses multiple academic and school quality measures, with each indicator contributing to the overall score. Reading and math proficiency are foundational to student success, and state assessment results in reading and mathematics carry the greatest weight when calculating the overall score at each level (elementary, middle and high school). This indicator is a required goal area for all schools.

Three- to Five-Year Goal:

Increase READING proficiency from 40% PD to 56.2% PD by May 2029. Increase MATH proficiency from 33% PD to 54.8% by May 2029.

Objective(s):

- **Increase reading proficiency from 40% to 46.8% by May 2026.**
- **Increase math proficiency from 33% to 45.1% by May 2026.**

Strategy:

KCWP 1: Design and Deploy Standards

KCWP 2: Design and Deliver Instruction

KCWP 4: Review, Analyze, Apply Data Results

Activities:

- Strong tier 1 instruction with high level of student engagement using:
 - collaborative learning models such as KAGAN
 - SIOP instructional strategies to build background and develop vocabulary
 - students will engage in discourse to discuss reading comprehension and mathematical understanding
- Targeted Tier 2 instruction 3 times a week for students not meeting mastery on specific standards by homeroom teachers.
- Data Analysis-teachers will use an item analysis protocol to identify standards students did not perform well on after each summative assessment during a grade level PLC meeting with the instructional coach. Teachers will use post test data from reteaching to determine needs and next steps.
- Continued implementation of CKLA as HQIR for reading.
- Tier 3 reading intervention using Orton Gillingham and Heggerty in small groups 3-5 days a week by interventionists.
- Professional development with the instructional coach to support implementation of new HQIR in math throughout the first year of implementation.
- Teachers will work through the unit and lesson internalization protocol during half day planning twice a year to effectively plan for implementation of HQIR curriculum in reading and math.
- Adoption and implementation of new math HQIR.

Progress Monitoring:

Teachers will review common formative data in weekly PLC's.

Weekly Walkthroughs completed by administration and curriculum coach.

Weekly PLC meetings with interventionists to review progress monitoring data with instructional coach.

Teachers and instructional coach will discuss tier 2 instruction in weekly PLC.

MAP Reading and Math benchmark data three times a year reviewed in grade level PLC with instructional coach and administration.

Funding:

\$10,000 Title 1

Alignment to Needs: Optional Goals

Through the Phase Two: Needs Assessment for Schools, priorities were identified, and processes, practices and/or conditions were chosen for focus. Identify any additional indicators that will be addressed by the school in order to build staff capacity and increase student achievement by selecting “yes” or “no” from the dropdown options (beside each indicator) below. For any indicator noted as a priority with a “yes,” schools must complete the below fields. For any indicator marked with a “no,” no further information is needed. Each indicator must have a “yes” or “no” response in the below table.

Indicator	Priority Indicator?
State Assessment Results in science, social studies and writing	Yes
English Learner Progress	No
Quality of School Climate and Safety	No
Postsecondary Readiness (high schools and districts only)	No
Graduation Rate (high schools and districts only)	No

Priority Indicator Goals:

Complete the fields below for each indicator that was chosen as a priority with a “yes” response above.

Priority Indicator #1: State Assessment Results in Science, Social Studies and Writing

Three- to Five-Year Goal:

Increase the Proficiency of Science 17% PD to 39.1%, Social Studies 38% PD to 45%, and Writing from 34% PD to 43.9% by May 2029.

Objective(s):

- Increase science proficiency from 29% to 35.3% by May 2026.
- Increase social studies proficiency from 28% to 41.6% by May 2026.
- Increase On Demand writing proficiency from 17% to 40.3%

Strategy:

KCWP 1: Design and Deploy Standards

KCWP 2: Design and Deliver Instruction

Activities:

- Strong tier 1 instruction with high level of student engagement using: collaborative learning models such as KAGAN in daily tier 1 lessons in all content areas.
- SIOP instructional strategies to build background and develop vocabulary in all content areas.
- students will engage in discourse to discuss scientific phenomena and concepts, inquiry in social studies, and writing composition.
- Students will participate in more opportunities to use writing to demonstrate learning by: completing weekly CRQ with strategies, modeled examples of CRQ, use of rubrics with teacher and peer feedback
- Instruction will focus on NGSS standards and lead with inquiry focused activities.
- Twice a year professional development for teachers in fifth grade on inquiry-based teaching.
- School wide on-demand writing practice for students and score with grade level teams three times a year.
- Implementation and review of CKLA writing components in grades k-5.

Progress Monitoring:

Teachers will review common formative data in weekly PLC's.

Monthly walkthroughs targeting feedback in science, social studies and writing instruction completed by administration and curriculum coach.

Review of summative assessment data with teachers in PLC

Calibration and scoring of student writing with teachers and the instructional coach using the Kentucky composition rubrics.

Funding:

\$4000 Title 1

Conner High School 2025-26

Comprehensive School Improvement Plan (CSIP)

Rationale

The CSIP is a plan developed by the school council with the input of parents, faculty and staff based on a review of relevant data that includes targets, strategies, activities, a time schedule to support student achievement and student growth and to eliminate achievement gaps among groups of students. Through the improvement planning process, leaders focus on priority needs, funding and closing achievement gaps among identified subgroups of students.

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).

Please note that the objectives (yearly 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 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 (and general information about goal setting) for each required planning component can be found on page 2 of this 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.**

Operational Definitions

When completing the template sections that follow, please refer to the following operational definitions:

- **Goal:** Long-term three- to five-year targets based on the school level state assessment results. Long-term targets should be informed by the Phase Two: Needs Assessment for Schools;
- **Objective:** Short-term yearly target 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;
- **Strategy:** An approach to systematically address the process, practice or condition that the school will focus its efforts upon, as identified in the Needs Assessment for Schools, in order to reach its goals or objectives. There can be multiple strategies for each objective. The strategy can be based upon Kentucky's six Key Core Work Processes listed below or another established improvement approach (i.e., *Six Sigma, Shipley, Baldridge, etc.*);
- **Key Core Work Processes:** A series of processes identified by the Kentucky Department of Education that involve the majority of an organization's workforce and relate to its core competencies. These are the factors that determine an organization's success and help it prioritize areas for growth;

[KCWP 1: Design and Deploy Standards](#)

[KCWP 2: Design and Deliver Instruction](#)

[KCWP 3: Design and Deliver Assessment Literacy](#)

[KCWP 4: Review, Analyze and Apply Data Results](#)

[KCWP 5: Design, Align and Deliver Support](#)

[KCWP 6: Establish Learning Environment and Culture](#)

- **Activity:** Actionable steps the school will take to deploy the chosen strategy. There can be multiple activities for each strategy;
- **Progress Monitoring:** Process used to collect and analyze measures of success to assess the level of implementation, the rate of improvement and the effectiveness of the plan. The measures may be quantitative or qualitative but are observable in some way. The description should include the artifacts to be reviewed, specific timelines, and responsible individuals; and
- **Funding:** Local, state or federal funds/grants used to support (or needed to support) the activities.

Goal Setting:

When developing goals, all schools must establish achievement gap targets and set goals in the area of state assessment results in reading and mathematics. Other goals aligned to the indicators in the state's accountability system and deemed priority areas in the Phase Two: Needs Assessment for Schools are optional.

Required Goals

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. Additional rows may be added for multiple targets, strategies and activities.

Objective(s): Increase the READING proficiency for Students with Disability from 18% to 36% and MATH proficiency from 21% to 42% by May 2026.

Strategy: Data based decision making

Activities:

- Name and claim/celebrate success and set goals with students individually.
- Reexamine scheduling practices to ensure students are placed in their Least Restrictive Environment
- PLC's will analyze student assessment data including MAP and unit assessments identifying common misconceptions, identifying student gaps/weaknesses, and develop and implement a plan for remediation of those skills.

Progress Monitoring: PLC minutes and student goal setting plans

Funding: No Funding Needed

Strategy: Co-Teaching

Activities:

- Co-teaching model to be used in all collaborative classrooms.
- Special Education teachers will be developing new practices for teaching vocabulary, fluency and comprehension that directly affect tier 1 performance of students with IEPs. Professional learning during SPED PLC's will focus on Specially Designed Instruction and Explicit Instruction for Literacy.
- General education and Sped teachers will collaborate to implement tier 1 engagement and instructional strategies that support SDI and IEP goals.
- Continue to implement MTSS schoolwide. General Ed and Sped teachers collaborate to determine support needed for Sped students during CAP - Develop a plan for meeting student needs including Sped students being pulled for small group instruction. Use of IXL tied to MAP assessments.

Progress Monitoring: Walkthroughs

Funding: SBDM

State Assessment Results in Reading and Mathematics

Kentucky's accountability system uses multiple academic and school quality measures, with each indicator contributing to the overall score. Reading and math proficiency are foundational to student success, and state assessment results in reading and mathematics carry the greatest weight when calculating the overall score at each level (elementary, middle and high school). This indicator is a required goal area for all schools.

Three- to Five-Year Goal: Increase READING proficiency from 58% PD to 80% PD by May 2028. Increase MATH proficiency from 58% PD to 80% by May 2028.

Objective(s):

Increase READING proficiency from 58% PD to 70% PD by May 2026.

Increase MATH proficiency from 58% PD to 70% by May 2026.

Strategy: KCWP1 Design and Deploy Standards

Activities:

- Teachers will meet with content PLC's to continue to review, develop and implement highly aligned research based curriculum such as the HQIR in English and Math.
- Professional learning will take place for implementation of ELA HQIR
- Math teachers will participate in professional learning centered around implementation of new instructional strategies for future Math HQIR

Progress Monitoring: PLC minutes

Funding: District Funded

Strategy: KCWP 2 Design and Deliver Instruction

Activities:

- Increase student engagement through high-yield strategies that require all students to participate multiple times each class
- Teachers will implement accountable talk strategies to promote higher order thinking by have students explain, justify, and build on ideas through structured academic conversations
- Implement Structured Literacy to improve vocabulary, comprehension, and fluency increasing student access to grade level content in every discipline
- Teachers will plan/implement instruction so that students read, write, and discuss as a key component of daily learning ensuring all students are actively engaged in literacy-based tasks every day.

Progress Monitoring: Walk throughs

Funding: No Funding Needed

Strategy: KCWP 4 Review, Analyze and Apply Data Results

Activities:

- PLC's will analyze assessment data for KSA, MAP, Panorama, and summative/formative unit assessment data to identify common misconceptions, identify student gaps/weaknesses, and develop a plan for remediation of those skills.

Progress Monitoring: PLC minutes

Funding: No Funding Needed

Strategy: KCWP 5 Design Align and Deliver Support

Activities:

- School leadership and teachers will support the MTSS/tiered intervention process at all grade levels and ensure students are targeted. MTSS implementation through CAP time and Study Skills class. Students will be referred to Tiered interventions through PLC's, Panorama, and teacher referral. Each student will be assigned a mentor through CAP that will monitor student progress and advocate for their needs. Classroom interventions will be used through differentiated and targeted instruction. ESS will be offered after school for remediation.

Progress Monitoring: PLC minutes, SOS, Panorama, CAP surveys

Funding: ESS/SBDM

Alignment to Needs: Optional Goals

Through the Phase Two: Needs Assessment for Schools, priorities were identified, and processes, practices and/or conditions were chosen for focus. Identify any additional indicators that will be addressed by the school in order to build staff capacity and increase student achievement by selecting “yes” or “no” from the dropdown options (beside each indicator) below. For any indicator noted as a priority with a “yes,” schools must complete the below fields. For any indicator marked with a “no,” no further information is needed. Each indicator must have a “yes” or “no” response in the below table.

Indicator	Priority Indicator?
State Assessment Results in science, social studies and writing	Yes
English Learner Progress	Yes
Quality of School Climate and Safety	No
Postsecondary Readiness (high schools and districts only)	No
Graduation Rate (high schools and districts only)	No

Priority Indicator Goals:

Complete the fields below for each indicator that was chosen as a priority with a “yes” response above.

Priority Indicator #1: State Assessment Results in Science, Social Studies and Writing

Three- to Five-Year Goal: Increase the Proficiency of Science 24% PD to 80%, Social Studies 39% PD to 80%, and Writing from 40% PD to 80% by May 2028.

Objective(s): Increase the Proficiency of Science 24% PD to 50%, Social Studies 42% PD to 70%, and Writing from 40% PD to 70% by May 2026.

Strategy: KCWP 1 Design & Deploy Standards

Activities:

- Sci-Teachers will implement the OpenSciEd curriculum to deliver standards-based, inquiry-driven science instruction. Each unit will culminate in a transfer task where students apply learned concepts in real-world contexts, demonstrating mastery and reinforcing critical thinking and problem-solving skills. Throughout units, students will have the opportunity to practice on a common mini transfer task using a different phenomenon and receive feedback.
- SS teachers will implement the C3 Framework (College, Career, and Civic Life Framework), which supports inquiry-based learning through four dimensions: developing questions, applying disciplinary concepts, evaluating sources, and communicating conclusions. Each unit will center around a compelling question, guiding students to analyze sources and construct evidence-based arguments. Throughout units, students will have the opportunity to participate in at least one common DBQ and receive feedback.
- Elective teachers will design units with compelling questions and authentic, grade-level texts, requiring students to investigate and write an evidence-based argument that answers the question.

Progress Monitoring: Walkthrough

Funding: No Funding Needed

Strategy: KCWP 2 Design and Deliver Instruction

Activities:

- Increase student engagement through high-yield strategies that require all students to participate multiple times each class
- Teachers will implement accountable talk strategies to promote higher order thinking by having students explain, justify, and build on ideas through structured academic conversations
- Implement Structured Literacy to improve vocabulary, comprehension, and fluency increasing student access to grade level content in every discipline
- Teachers will plan/implement instruction so that students read, write, and discuss as a key component of daily learning ensuring all students are actively engaged in literacy-based tasks every day.

Progress Monitoring: Walk throughs

Funding: No Funding Needed

Strategy: KCWP 4 Review, Analyze and Apply Data Results

Activities:

- PLC's will analyze assessment data for KSA, MAP, Panorama, summative/formative unit assessment data to identify common misconceptions, identify student gaps/weaknesses, and develop a plan for remediation of those skills.

Progress Monitoring: PLC minutes

Funding: No Funding Needed

Strategy: KCWP 5 Design Align and Deliver Support

Activities:

- School leadership and teachers will support the MTSS/tiered intervention process at all grade levels and ensure students are targeted. MTSS implementation through CAP time and Study Skills. Students will be referred to Tiered interventions through Panorama and teacher referral. Each student will be assigned a mentor through CAP that will monitor student progress and advocate for their needs. Classroom interventions will be used through differentiated and targeted instruction. ESS will be offered both before and after school for remediation.

Progress Monitoring: PLC minutes, SOS, Panorama, CAP surveys

Funding: ESS/SBDM

Priority Indicator #2: English Learner Progress

Three- to Five-Year Goal: Increase the English Learner ACCESS Composite Scores (student growth from previous years composite scores)

Objective(s):

Increase the English Learner Access Composite Scores (student growth from previous years composite scores)

Strategy: KCWP 2 Design and Deliver Instruction

Activities:

- Increase student engagement through high-yield strategies that require all students to participate multiple times each class
- Teachers will implement accountable talk strategies to promote higher order thinking by having students explain, justify, and build on ideas through structured academic conversations
- Implement Structured Literacy to improve vocabulary, comprehension, and fluency increasing student access to grade level content in every discipline
- Teachers will plan/implement instruction so that students read, write, and discuss as a key component of daily learning ensuring all students are actively engaged in literacy-based tasks every day.

Progress Monitoring: Walk throughs

Funding: No Funding Needed

Strategy: KCWP 4 Review, Analyze and Apply Data Results

Activities:

- PLC's will analyze assessment data for KSA, MAP, Panorama, and summative/formative unit assessment data to identify common misconceptions, identify student gaps/weaknesses, and develop a plan for remediation of those skills.

Progress Monitoring: PLC minutes

Funding: No Funding Needed

Strategy: KCWP 5 Design Align and Deliver Support

Activities:

- School leadership and teachers will support the MTSS/tiered intervention process at all grade levels and ensure students are targeted. MTSS implementation through CAP time and Study Skills class offered. Students will be referred to Tiered interventions through Panorama and teacher referral. Each student will be assigned a mentor through CAP that will monitor student progress and advocate for their needs. Classroom interventions will be used through differentiated and targeted instruction. ESS will be offered both before and after school for remediation.
- Teachers will use teacher microphones and Clear Bridge in each classroom with fidelity.
- The EL teacher will provide MTSS tier 2 interventions for students for levels 1-2.5 during CAP. Provide tier 3 English Language courses for newcomers.

Progress Monitoring: PLC minutes, SOS, Panorama, CAP surveys

Funding: ESS/SBDM/District

CHS - Addendum for Schools Identified for Targeted or Additional Targeted Support and Improvement

A school improvement plan for schools identified for targeted support and improvement (TSI) or additional targeted support and improvement (ATSI) must be embedded within the school's comprehensive school improvement plan (CSIP) as required by KRS 160.346(4)-(5) and 703 KAR 5:225.

This addendum outlines the specific requirements that must be addressed in the CSIP to meet federal and state expectations for TSI and ATSI schools. These requirements include targeted strategies and evidence-based activities to support the improvement of consistently underperforming student groups addressed in the goal building template. Evidence-based practices and activities chosen to address any priority goal area must be informed by the Needs Assessment for Schools and feedback from any onsite review conducted by the Kentucky Department of Education (KDE).

Special Considerations for TSI/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 and ATSI schools in the following chart:

TSI and ATSI Additional Requirements
<p>Components of Turnaround Leadership Development and Support:</p> <p>Consider: How will you ensure that school leadership has or develops the skills and disposition to achieve accelerated, meaningful and sustainable increases in student achievement for underperforming subgroups?</p> <p>Response: Principal attended TSI and MTSS training through district. Leadership team will work with LSS to review and develop a meaningful and sustainable increase in student achievement through district training and support. Principals attend monthly leadership training.</p> <p>In addition to reviewing student assessment data, school leadership have led the identification of causes of underperformance and the actions that will reduce barriers in student learning and increase student performance. After having identified access to rigorous grade-level literacy experiences across all contents as a cause, leadership is leading professional learning for PLCs around literacy and effective teaching practices, and together with the Instructional Coach, elective departments are working to engage students in vibrant literacy learning experiences within each unit. The leadership team and instructional coach meet monthly to review walk-through data and CSIP progress.</p>
<p>Identification of Critical Resources Inequities:</p> <p>Consider: Describe the process used to review the allocation and use of resources (people, time and money), any resource inequities that were identified that may contribute to underperformance, and how identified resource inequities will be addressed.</p> <p>Response: The process used to review allocations and use of resources is for School Leadership Team and Department Heads to review allocations along with SBDM. Department heads will review allocations with their respective departments and bring revisions and/or approval to school leadership and SBDM. Decisions are made through departments and reviewed/approved at SBDM meetings.</p>

School Leadership and Math/ELA Teachers reviewed the impact of course timing, course selection/sequence on the performance of this targeted group. This information is used to plan intervention, course selection, and scheduling. Special Education teachers are scheduled in content areas of strength. When looking at ESS after school data, it was noted that students in special populations were often under-represented in after school ESS most likely to the lack of access to transportation after school. The implementation of the Conner Achievement Program created equal access to support and help for those who need it most.

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: PLCs meet weekly to review assessments scores, pacing guides, unit plans and learning culture. Each PLC makes decisions on the learning culture based on data from formal and summative assessments. Each PLC is headed by a Principal and Instructional Coach.

During PLC's all staff members reviewed assessment scores, brainstormed barriers to student success, and problem-solved possible solutions. Staff determined that in addition to academic barriers, students lack an understanding of the importance of state assessments and there are SEL factors that impact student success and access to grade-level curriculum. The training and support teachers need to implement the solutions are represented in this Plan. In addition to our weekly review of assessments and/or student progress, we will be using MAP to accurately assess growth in Math and Reading. We will use results from MAP and KYOTE Math/Reading providing us with the information necessary for placement in appropriate interventions. It will also create another opportunity for our targeted subgroup to achieve College & Career Readiness.

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 you monitor the evidence-based practice to ensure it is implemented with fidelity?

Response: The subgroup we are targeting is students with disabilities. PLC's have determined that reading and math are areas our students with disabilities are underscoring.

1. All students have access to authentic grade-level literacy experiences, although they struggle to access these experiences at the same level as other students. Within this plan, we have included engagement strategies such as SIOP, Kagan, Inquiry Learning, reading and writing strategies, and other high-yield cooperative learning experiences. Not only will this create access, but it will also address some of the SEL barriers.
0. We have amazing general education and special education teachers; however, we need to improve our system of support for students through clarification of roles and coordination of the adults working with these students. Special Education teachers are participating in professional learning around SDI to improve their craft. General education teachers will receive professional learning

around the role of the special education teacher, SDI, understanding the IEP, and progress monitoring. All teachers will receive professional learning around co-teaching strategies and differentiation within the classroom.

0. Mentoring and SEL to address non-academic barriers - We have implemented a CAP (Conner Achievement Program) within the school day. In addition to each student having a mentor and access to SEL, students also have access to Tier II and III interventions during the school day. Prior to CAP, student lacked consistent access to this type of mentoring and support.
0. Mathematics Intervention - in addition to direct instruction, teachers will use IXL or Delta Math to provide instruction to reduce and eliminate gaps in foundational skills.
0. Reading Intervention - All teachers will be receiving training on Structured Literacy to deepening their understanding of the Science of Reading. These skills will be used to increase proficiency reading complex texts in all contents.

Monitoring - In addition to implementing a system of weekly walk-throughs, we have put into place systems of progress monitoring through SOS data, Panorama, Early Warning, and KYOTE.

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 Documentation

TSI improvement plans must include at least one evidence-based practice (EBP) that is implemented to improve student outcomes that meet the definition of “evidence-based” under the Every Student Succeeds Act (ESEA) section 8101(21). The definition of “evidence-based” in ESEA section 8101(21) includes four levels of evidence from which interventions may be selected:

- **Strong evidence** from at least one well-designed and well-implemented *experimental study*;
- **Moderate evidence** from at least one well-designed and well-implemented *quasi-experimental study*;
- **Promising evidence** from at least one well-designed and well-implemented *correlational study* with statistical controls for selection bias; or
- **Demonstrates a rationale** based on high-quality research findings or positive evaluation that such activity, strategy or intervention is likely to improve student outcomes or other relevant outcomes and includes ongoing efforts to examine the effects of such activity, strategy or intervention.

More specific information regarding EBPs can be found on the Kentucky Department of Education's [Evidence-based Practices website](#).

Complete the table below to document the evidence that supports the evidence-based intervention outlined in this plan.

Evidence-based Activity	Evidence Citation
Example: Train staff to implement inductive teaching strategies.	Example: Hattie, J. (2009). <i>Visible Learning: a synthesis of over 800 meta-analyses relating to achievement</i> . Routledge: New York, NY.
Train staff on Specially Designed Instruction, Functioning, and SIOP strategies to be used with students	Beninghof, Annel (2022). <i>Specially Designed Instruction. Increasing Success For Students With Disabilities</i> .

Evidence-based Activity	Evidence Citation
Use and improve Collaborative Teaching models	Vembye, M. H., Weiss, F., & Hamilton Bhat, B. (2024). The Effects of Co-Teaching and Related Collaborative Models of Instruction on Student Achievement: A Systematic Review and Meta-Analysis. <i>Review of Educational Research</i> , 94(3), 376-422. https://doi.org/10.3102/00346543231186588
Train all staff on Structure Literacy & Science of Reading.	Ray, J. S. (2023). Structured Literacy Supports All Learners: Students At-Risk of Literacy Acquisition – Dyslexia and English Learners. Round Rock ISD.
Train staff on high yield teaching strategies and implementation of CAP Program	Hattie, J. (2008). <i>Visible Learning: a synthesis of over 800 meta-analyses relating to achievement</i> . Routledge: New York, NY.
Data Based Decision Making	Wilcox, G., Fernandez Code, C. & Kowbel, A. (2021). Using Evidence-Based Practice and Data-Based Decision Making in Inclusive Education. <i>Education Sciences</i> 11 (129). https://doi.org/10.3390/educsci11030129

CMS - Comprehensive School Improvement Plan (CSIP)

Rationale

The CSIP is a plan developed by the school council with the input of parents, faculty and staff based on a review of relevant data that includes targets, strategies, activities, a time schedule to support student achievement and student growth and to eliminate achievement gaps among groups of students. Through the improvement planning process, leaders focus on priority needs, funding and closing achievement gaps among identified subgroups of students.

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).

Please note that the objectives (yearly 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 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 (and general information about goal setting) for each required planning component can be found on page 2 of this 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.**

Operational Definitions

When completing the template sections that follow, please refer to the following operational definitions:

- **Goal:** Long-term three- to five-year targets based on the school level state assessment results. Long-term targets should be informed by the Phase Two: Needs Assessment for Schools;
- **Objective:** Short-term yearly target 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;
- **Strategy:** An approach to systematically address the process, practice or condition that the school will focus its efforts upon, as identified in the Needs Assessment for Schools, in order to reach its goals or objectives. There can be multiple strategies for each objective. The strategy can be based upon Kentucky's six Key Core Work Processes listed below or another established improvement approach (i.e., *Six Sigma, Shipley, Baldridge, etc.*);
- **Key Core Work Processes:** A series of processes identified by the Kentucky Department of Education that involve the majority of an organization's workforce and relate to its core competencies. These are the factors that determine an organization's success and help it prioritize areas for growth;

[KCWP 1: Design and Deploy Standards](#)

[KCWP 2: Design and Deliver Instruction](#)

[KCWP 3: Design and Deliver Assessment Literacy](#)

[KCWP 4: Review, Analyze and Apply Data Results](#)

[KCWP 5: Design, Align and Deliver Support](#)

[KCWP 6: Establish Learning Environment and Culture](#)

- **Activity:** Actionable steps the school will take to deploy the chosen strategy. There can be multiple activities for each strategy;
- **Progress Monitoring:** Process used to collect and analyze measures of success to assess the level of implementation, the rate of improvement and the effectiveness of the plan. The measures may be quantitative or qualitative but are observable in some way. The description should include the artifacts to be reviewed, specific timelines, and responsible individuals; and
- **Funding:** Local, state or federal funds/grants used to support (or needed to support) the activities.

Goal Setting:

When developing goals, all schools must establish achievement gap targets and set goals in the area of state assessment results in reading and mathematics. Other goals aligned to the indicators in the state's accountability system and deemed priority areas in the Phase Two: Needs Assessment for Schools are optional.

Required Goals

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. Additional rows may be added for multiple targets, strategies and activities.

Objective(s):

Identified subgroups will demonstrate growth in numeracy. Increase numeracy proficiency for African American students from 51.7% to 2024-25 to 56% in 2026-27. Increase numeracy proficiency for students with disabilities from 40.5% on 2024-25 to 45% in 2026-27

Strategy:

Staff will be intentional with designing instructional strategies to engage all students in learning. Staff will use Accountable Talk Strategies that assess the students' current level of understanding, promote deeper learning, and encourage students to be drivers of their learning.

Activities:

Classes will use a word problem as the start of the lesson every day. Classes will review key vocabulary every lesson. Students will model/practice solving word problems. Students will write and explain the "why" behind the math.

Progress Monitoring:

Walk Through Data, Assessment data sheets, Intervention/Enrichment timelines, MAP Testing data, and District Common Assessments. Staff will work together in content PLCs to design units, analyze assessment data, calibrate grading and plan intentional time with students.

Funding:

The school will pay for IXL for students to have extra opportunity for remediation.

State Assessment Results in Reading and Mathematics

Kentucky's accountability system uses multiple academic and school quality measures, with each indicator contributing to the overall score. Reading and math proficiency are foundational to student success, and state assessment results in reading and mathematics carry the greatest weight when calculating the overall score at each level (elementary, middle and high school). This indicator is a required goal area for all schools.

Three- to Five-Year Goal:

Increase overall reading indicator scores by two points each year: Reading will increase from 84.7 in 2024-25 to 90% in three years. Math will increase from 87.8% in 2024-25 to 93% in three years.

Objective(s):

To increase Reading and Math scores by 2% each school year.

Strategy:

Staff will use Accountable Talk Strategies to assess the students' current level of understanding, promote deeper learning and encourage student to be drivers of their learning.

Activities:

Prepare engaging questions for debate in each class, Model AT strategies for students, Provide and encourage sentence stems to deepen discussion.

Progress Monitoring:

Walk Throughs, District Common Summative Assessments, MAP Scores

Funding:

None

Alignment to Needs: Optional Goals

Through the Phase Two: Needs Assessment for Schools, priorities were identified, and processes, practices and/or conditions were chosen for focus. Identify any additional indicators that will be addressed by the school in order to build staff capacity and increase student achievement by selecting “yes” or “no” from the dropdown options (beside each indicator) below. For any indicator noted as a priority with a “yes,” schools must complete the below fields. For any indicator marked with a “no,” no further information is needed. Each indicator must have a “yes” or “no” response in the below table.

Indicator	Priority Indicator?
State Assessment Results in science, social studies and writing	No
English Learner Progress	Yes
Quality of School Climate and Safety	Yes
Postsecondary Readiness (high schools and districts only)	No
Graduation Rate (high schools and districts only)	No

Priority Indicator Goals:

Complete the fields below for each indicator that was chosen as a priority with a “yes” response above.

Priority Indicator #1: Quality of School Climate and Safety

Three- to Five-Year Goal:

The goal is to increase the Quality of School Climate and Safety indicator from 67.9 in 2024-25 to 70% in 2025-26 and continue to raise the index score by two points each year.

Objective(s):

Develop a system through the Advisory period to foster mentoring, a sense of belonging and community.

Strategy:

Implement Character Strong to fidelity as a Tier I social-emotional curriculum in PBL classes.

Activities:

Walk Throughs, PLC Minutes, Timelines, Panorama Results, Professional Development on Character Strong Curriculum, Utilize Hope Squad Leaders to mentor

Progress Monitoring:

Analyze Panorama Data and Survey Data from students.

Funding:

Click or tap here to enter text.

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

Three- to Five-Year Goal:

To increase the State Assessment indicator in Science, Social Studies and Writing from 71.3% in 2024-25 to 77% in three years.

Objective(s):

Increase Science scores from 67.6 in 2024-25 to 73% in three years. Increase Social Studies scores from 72.8% in 2024-25 to 78% in three years. Increase Combined Writing from 91.3% in 2024-25 to 94% in three years.

Strategy:

Staff will intentionally plan to ensure all students are actively reading and writing in Science, Social Studies and ELA classes and/or having discussion about reading/writing that is focuses on the day's learning target(s).

Activities:

Teacher modeling of close reading strategies, read/write/discuss daily, annotation in daily practice, evaluation of multiple historical sources in social studies daily, and evaluation of science data daily.

Progress Monitoring:

District Common Summative Assessments, MAP data,

Funding:

No Funding needed

EES-Comprehensive School Improvement Plan (CSIP)

Rationale

The CSIP is a plan developed by the school council with the input of parents, faculty and staff based on a review of relevant data that includes targets, strategies, activities, a time schedule to support student achievement and student growth and to eliminate achievement gaps among groups of students. Through the improvement planning process, leaders focus on priority needs, funding and closing achievement gaps among identified subgroups of students.

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).

Please note that the objectives (yearly 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 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 (and general information about goal setting) for each required planning component can be found on page 2 of this 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.**

Operational Definitions

When completing the template sections that follow, please refer to the following operational definitions:

- **Goal:** Long-term three- to five-year targets based on the school level state assessment results. Long-term targets should be informed by the Phase Two: Needs Assessment for Schools;
- **Objective:** Short-term yearly target 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;
- **Strategy:** An approach to systematically address the process, practice or condition that the school will focus its efforts upon, as identified in the Needs Assessment for Schools, in order to reach its goals or objectives. There can be multiple strategies for each objective. The strategy can be based upon Kentucky's six Key Core Work Processes listed below or another established improvement approach (i.e., *Six Sigma, Shiple, Baldridge, etc.*);
- **Key Core Work Processes:** A series of processes identified by the Kentucky Department of Education that involve the majority of an organization's workforce and relate to its core competencies. These are the factors that determine an organization's success and help it prioritize areas for growth;

[KCWP 1: Design and Deploy Standards](#)

[KCWP 2: Design and Deliver Instruction](#)

[KCWP 3: Design and Deliver Assessment Literacy](#)

[KCWP 4: Review, Analyze and Apply Data Results](#)

[KCWP 5: Design, Align and Deliver Support](#)

[KCWP 6: Establish Learning Environment and Culture](#)

- **Activity:** Actionable steps the school will take to deploy the chosen strategy. There can be multiple activities for each strategy;
- **Progress Monitoring:** Process used to collect and analyze measures of success to assess the level of implementation, the rate of improvement and the effectiveness of the plan. The measures may be quantitative or qualitative but are observable in some way. The description should include the artifacts to be reviewed, specific timelines, and responsible individuals; and
- **Funding:** Local, state or federal funds/grants used to support (or needed to support) the activities.

Goal Setting:

When developing goals, all schools must establish achievement gap targets and set goals in the area of state assessment results in reading and mathematics. Other goals aligned to the indicators in the state's accountability system and deemed priority areas in the Phase Two: Needs Assessment for Schools are optional.

Required Goals

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. Additional rows may be added for multiple targets, strategies and activities.

Goal:

Improve Outcomes for Economically Disadvantaged and EL Students

Objective(s):

Reduce the reading and math combined proficiency gap between economically disadvantaged students and non-economically disadvantaged peers from 24% to 15% by May 2028.

Increase EL students scoring proficient or higher in reading and math combined from 62% to 75% by May 2028.

Strategy:

Use disaggregated data to identify and monitor progress of subgroups.

Embed culturally responsive teaching and literacy/math practices to improve engagement and comprehension using the following practices.

- Have students speak in complete sentences.
- Randomize & Rotate when calling on students.
- Use total response signals.
- Use visuals and vocabulary strategies that support your objective.

Increase family engagement efforts targeting economically disadvantaged and EL families.

- Offer live interpreters at every event (in-person or virtual).
- Teachers make positive phone calls early in the year and throughout the year to establish a partnership with families
- School staff will greet families at arrival pick-up times
- Weekly food bags
- Family surveys in multiple languages

Activities:

Schedule targeted intervention time for ED and EL students in reading/math blocks.

- Math and Reading T1, T2, T3 & T3 services built into the daily master schedule
- Diffit math and reading visual aids to enhance learning
- Use of Clear Connect for EL students
- Explicit instruction through gradual release of responsibility

Implement tutoring program for students at risk of failure.

Train teachers in SIOP and trauma-informed practices.

Progress Monitoring:

Disaggregated subgroup data (MAP, KSA, ACCESS, Unit Assessment, Formative Assessments)

PLC discussion logs focusing on subgroup trends

Quarterly administrative data reviews

Funding:

SBDM

Key Work Processes

KCWP 4: Review, Analyze, and Apply Data Results

KCWP 5: Design, Align, and Deliver Support for Student Learning

State Assessment Results in Reading and Mathematics

Kentucky's accountability system uses multiple academic and school quality measures, with each indicator contributing to the overall score. Reading and math proficiency are foundational to student success, and state assessment results in reading and mathematics carry the greatest weight when calculating the overall score at each level (elementary, middle and high school). This indicator is a required goal area for all schools.

Three- to Five-Year Goal:

Increase Student Achievement in Reading and Math

Objective(s):

By May 2028, the percentage of students meeting or exceeding grade-level expectations on the KSA Combined Reading and Math will increase from 84.3% to 95%.

Strategy:

Implement Tier I core reading and math instruction with fidelity aligned to Kentucky Academic Standards.

Strengthen Tier II and Tier III intervention systems for students below benchmark, including economically disadvantaged and EL populations.

Increase teacher capacity through ongoing PLC collaboration and lesson/unit internalization,

Focused on data analysis and instructional planning to make smart instructional adjustments as needed.

Utilize formative assessments (MAP, CKLA/Eureka Unit Assessments, and Formative Assessments) to guide instructional adjustments.

Activities:

Provide daily small-group instruction in reading and math based on formative data.

Implement targeted reading & math interventions for below-grade-level students, and enrichment for students above grade-level.

Provide language acquisition support for EL students through co-teaching and small-group instruction.

Conduct data meetings after each benchmark to analyze student progress and adjust instruction.

Progress Monitoring

PLC notes

Walk-through data reviews

MTSS data analysis

Formative data, MAP data, Unit assessment data review

Review of progress monitoring data every 2 weeks

Imagine Learning and ACCESS data, progress monitoring

Data meeting agendas and notes, and student progress

Funding:

SBDM

Key Work Processes

KCWP 2: Design and Deliver Instruction

KCWP 3: Design and Deliver Assessment Literacy

KCWP 5: Design, Align, and Deliver Support for Student Learning

Alignment to Needs: Optional Goals

Through the Phase Two: Needs Assessment for Schools, priorities were identified, and processes, practices and/or conditions were chosen for focus. Identify any additional indicators that will be addressed by the school in order to build staff capacity and increase student achievement by selecting “yes” or “no” from the dropdown options (beside each indicator) below. For any indicator noted as a priority with a “yes,” schools must complete the below fields. For any indicator marked with a “no,” no further information is needed. Each indicator must have a “yes” or “no” response in the below table.

Indicator	Priority Indicator?
State Assessment Results in science, social studies and writing	Yes
English Learner Progress	No
Quality of School Climate and Safety	Yes
Postsecondary Readiness (high schools and districts only)	No
Graduation Rate (high schools and districts only)	No

Priority Indicator Goals:

Improve Perceptions of School Climate and Student Voice

Priority Indicator #1: Quality of School Climate and Safety

Three- to Five-Year Goal:

Improve Perceptions of School Climate and Student Voice

Objective(s):

By May 2028, the percentage of positive responses on the Quality of School Student Survey will increase from 74% to 85%.

Strategy:

Strengthen relationships through schoolwide PBIS and social-emotional learning (SEL) integration.

Increase opportunities for student leadership and feedback on school experiences.

Celebrate academic and behavioral successes schoolwide and in classrooms.

Create a sense of belonging through culturally responsive interactions and awareness.

Activities:

Implement weekly SEL lessons using Character Strong

Conduct student voice surveys and focus groups each semester.

Establish student ambassador program to promote belonging and leadership.

Recognize positive behaviors through PBIS and quarterly assemblies.

Progress Monitoring:

Student Voice Surveys (winter/spring)

Behavior referral data and attendance rates

PBIS tracking reports

Focus group summaries

Funding:

SBDM and PTSO

Key Work Processes

KCWP 6: Establish Learning Culture and Environment

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

Three- to Five-Year Goal:

Increase student proficiency in Social Studies, Science, and Writing by developing students' ability to apply literacy, inquiry, and communication skills across content areas.

Objective(s):

By May 2028, the percentage of students scoring at or above proficiency in Social Studies, Science, and Writing combined will increase from 74.3% to 85% as measured by KSA results.

Strategy:

Implement cross-curricular writing tasks that require students to explain, justify, or argue using evidence from social studies and science sources.

Provide teachers with professional learning on integrating reading and writing standards (e.g., CER—Claim, Evidence, Reasoning) into science and social studies instruction.

Develop grade-level common rubrics aligned to Kentucky Academic Standards for Writing to assess student writing in all content areas.

Activities:

Use formative assessment data from writing-in-content assignments to inform reteaching and small-group instruction.

Provide opportunities for students to publish or present their work to authentic audiences

Protect master schedule time to ensure S.S., Science, and Writing instruction.

Progress Monitoring:

PLC review of writing data from social studies and science classes.

Administrative walkthroughs focusing on evidence of inquiry and writing integration.

PLC data discussions focused on feedback effectiveness.

Funding:

SBDM

Key Work Processes

KCWP 2: Design and Deliver Instruction

KCWP 4: Review, Analyze, and Apply Data

KCWP 5: Design, Align, and Deliver Support

Priority Indicator #3: Choose an item.

Three- to Five-Year Goal:

Click or tap here to enter text.

Objective(s):

Click or tap here to enter text.

Strategy:

Click or tap here to enter text.

Activities:

Click or tap here to enter text.

Progress Monitoring:

Click or tap here to enter text.

Funding:

Click or tap here to enter text.

Priority Indicator #4: Choose an item.

Three- to Five-Year Goal:

Click or tap here to enter text.

Objective(s):

Click or tap here to enter text.

Strategy:

Click or tap here to enter text.

Activities:

Click or tap here to enter text.

Progress Monitoring:

Click or tap here to enter text.

Funding:

Click or tap here to enter text.

FES - Comprehensive School Improvement Plan (CSIP)

Rationale

The CSIP is a plan developed by the school council with the input of parents, faculty and staff based on a review of relevant data that includes targets, strategies, activities, a time schedule to support student achievement and student growth and to eliminate achievement gaps among groups of students. Through the improvement planning process, leaders focus on priority needs, funding and closing achievement gaps among identified subgroups of students.

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).

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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.**

Operational Definitions

When completing the template sections that follow, please refer to the following operational definitions:

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

[KCWP 1: Design and Deploy Standards](#)

[KCWP 2: Design and Deliver Instruction](#)

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[KCWP 6: Establish Learning Environment and Culture](#)

- **Activity:** Actionable steps the school will take to deploy the chosen strategy. There can be multiple activities for each strategy;
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- **Funding:** Local, state or federal funds/grants used to support (or needed to support) the activities.

Goal Setting:

When developing goals, all schools must establish achievement gap targets and set goals in the area of state assessment results in reading and mathematics. Other goals aligned to the indicators in the state's accountability system and deemed priority areas in the Phase Two: Needs Assessment for Schools are optional.

Required Goals

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. Additional rows may be added for multiple targets, strategies and activities.

Objective(s):

Reading proficiency among students with disabilities will increase from 13% to 23%

Reading novice among students with disabilities will decrease from 62% to 52%

Math proficiency among students with disabilities will increase from 9% to 19%

Math novice among students with disabilities will decrease from 67% to 57%

Strategy:

Improve the co-planning and co-teaching that is occurring in collaborative classrooms

Activities:

- Training for collaborative teachers to build capacity for co-teaching and co-learning (using district sped staff and NKY coop trainings). Explicit co-teaching will take place at least 2 times per week in each subject area.
- Use of walk-through tool specifically designed to evaluate co-planning and co-teaching
- Each teaching pair will receive one full day to plan together per quarter during the second half of the year, utilizing subs. These days will ideally take place during the months of January for the 3rd quarter and March for the 4th quarter.

Progress Monitoring:

- Lesson plans demonstrate intentional co-planning between gen-ed and sped teachers
- Walk through forms are reviewed weekly at administration meetings for presence of co-teaching strategies
- iReady "TSI" group will show achievement and performance projections after each benchmark for students with disabilities. This data will be analyzed at a monthly PLC that focuses specifically on data for students with disabilities. During this PLC, the data will be used to modify instruction during the next three-week cycle.

Funding:

- Subs will be paid for with title 1 money
- Any professional learning registration fees will be paid for with title 1 money
- No other funding required

State Assessment Results in Reading and Mathematics

Kentucky's accountability system uses multiple academic and school quality measures, with each indicator contributing to the overall score. Reading and math proficiency are foundational to student success, and state assessment results in reading and mathematics carry the greatest weight when calculating the overall score at each level (elementary, middle and high school). This indicator is a required goal area for all schools.

Three- to Five-Year Goal:

Reading: 63.2% KDE Proficiency Goal by 2030

Math: 64.1% KDE Proficiency Goal by 2030

Objective(s):

FES will reduce the % of all students scoring novice in both reading and math

- Reading novice among all students will decrease from 28%-23%
- Math novice among all students will decrease from 32%-25%

Strategy:

- Increase ownership and awareness of student achievement and growth among teachers and students
- Improve planning and delivery of instruction to tier 2 students
- Improve foundational reading skills by identifying deficiencies and designing explicit instruction
- Increase student engagement by improving language skills and increasing student discourse
- Improve kindergarten readiness

Activities:

- Build and regularly update a data wall for teacher use. The wall will be built by the instructional coach using the MAP quadrant graph and will be supplemented with iReady information. The data wall will be completed by January 1st.
- Prepare individual student data binders for each student and update them regularly. Whenever possible, students will update their data binders themselves. Data binders will be updated and revisited after each benchmark assessment (MAP and iReady).
- Use the tier 2 instructional dashboard to provide teachers with best-practice interventions to use in the classroom
- Purchase UFLI and Magnetic Reading Foundations programs for tier 2 reading interventions. Teachers will use these resources specifically with students who demonstrate from results of the quick phonics screener. Tier 2 instruction takes place for 35 minutes 2 days/week.
- Consistent use of Panorama to monitor tier 2 student intervention plans
- Implement strategies from the book *7 Steps to a Language-Rich, Interactive Classroom*
- Additional funds will be used to supplement the *Me and My School* program for incoming kindergartners. This program prepares students for success in kindergarten by providing them exposure to a formal learning environment and directed academic activities.
- ESS funds will be used to purchase a daytime waiver tutor to target novice reduction. This position will focus on math novice reduction, and will primarily use targeted intervention resources from the iReady Teacher Toolbox.

Progress Monitoring:

- Spot checks of data binders will demonstrate updated information
- Observations during tier 2 time will reflect an increase in explicit, targeted instruction
- Weekly checks of support plans in Panorama will be carried out.
- Observations during walk-throughs will reflect engagement strategies.
- Pre and post test given to *Me and My School* students
- Reduction of novice scores among students targeted for daytime waiver tutoring services.

Funding:

- Title funds will be used for data binders, UFLI, and Magnetic Reading materials
- ESS funds will be used to hire daytime waiver tutor and to supplement *Me and My School* program

Alignment to Needs: Optional Goals

Through the Phase Two: Needs Assessment for Schools, priorities were identified, and processes, practices and/or conditions were chosen for focus. Identify any additional indicators that will be addressed by the school in order to build staff capacity and increase student achievement by selecting “yes” or “no” from the dropdown options (beside each indicator) below. For any indicator noted as a priority with a “yes,” schools must complete the below fields. For any indicator marked with a “no,” no further information is needed. Each indicator must have a “yes” or “no” response in the below table.

Indicator	Priority Indicator?
State Assessment Results in science, social studies and writing	Yes
English Learner Progress	Choose an item.
Quality of School Climate and Safety	Choose an item.
Postsecondary Readiness (high schools and districts only)	Choose an item.
Graduation Rate (high schools and districts only)	Choose an item.

Priority Indicator Goals:

Complete the fields below for each indicator that was chosen as a priority with a “yes” response above.

Priority Indicator #1: Choose an item.

Three- to Five-Year Goal:

Combined Writing: 66.4% KDE Proficiency Goal by 2030

Objective(s):

Writing proficiency among all students will increase from 23% to 40%

Strategy:

Use immediate feedback to improve student writing scores

Activities:

Plan and implement 3 live-scoring sessions with immediate feedback provided by staff and AP English students. These live scoring sessions will ideally take place in late January, mid-March and early April.

Progress Monitoring:

- Teachers will use one PLC after each live-scoring session to analyze writing prompts. Teachers will each bring an example of a novice, apprentice, and proficient/distinguished piece of writing. The PLC discussion will focus on trends among novice performing students.

Funding:

No funding required

Priority Indicator #2: Choose an item.

Three- to Five-Year Goal:

Click or tap here to enter text.

Objective(s):

Click or tap here to enter text.

Strategy:

Click or tap here to enter text.

Activities:

Click or tap here to enter text.

Progress Monitoring:

Click or tap here to enter text.

Funding:

Click or tap here to enter text.

Priority Indicator #3: Choose an item.

Three- to Five-Year Goal:

Click or tap here to enter text.

Objective(s):

Click or tap here to enter text.

Strategy:

Click or tap here to enter text.

Activities:

Click or tap here to enter text.

Progress Monitoring:

Click or tap here to enter text.

Funding:

Click or tap here to enter text.

Priority Indicator #4: Choose an item.

Three- to Five-Year Goal:

Click or tap here to enter text.

Objective(s):

Click or tap here to enter text.

Strategy:

Click or tap here to enter text.

Activities:

Click or tap here to enter text.

Progress Monitoring:

Click or tap here to enter text.

Funding:

Click or tap here to enter text.

FES - Addendum for Schools Identified for Targeted or Additional Targeted Support and Improvement

A school improvement plan for schools identified for targeted support and improvement (TSI) or additional targeted support and improvement (ATSI) must be embedded within the school's comprehensive school improvement plan (CSIP) as required by KRS 160.346(4)-(5) and 703 KAR 5:225.

This addendum outlines the specific requirements that must be addressed in the CSIP to meet federal and state expectations for TSI and ATSI schools. These requirements include targeted strategies and evidence-based activities to support the improvement of consistently underperforming student groups addressed in the goal building template. Evidence-based practices and activities chosen to address any priority goal area must be informed by the Needs Assessment for Schools and feedback from any onsite review conducted by the Kentucky Department of Education (KDE).

Special Considerations for TSI/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 and ATSI schools in the following chart:

TSI and ATSI Additional Requirements
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: <ul style="list-style-type: none">• We have added a standing item of "TSI Work" to our weekly leadership meeting agendas. This will ensure that this work is regularly discussed and remains a priority. During this time, we will analyze walk-through tool feedback, identify teachers who have strong co-teaching relationships, and plan how to embed the strategies used by those teachers throughout the building. We will also use this time to analyze content assessments from students with disabilities. This will be done with the assistance of the instructional coach to identify skills and standards that are most in need of improvement. This analysis will be shared with teachers during the monthly PLC that is dedicated to special education, possibly also using special education teacher PLC time.• We will work with NKCES to help develop a plan to improve the co-planning and co-teaching that takes place during tier 1 instruction at FES. This plan will 3 steps:<ul style="list-style-type: none">○ Step 1- with support from the coop, train teachers on the basics of co-teaching.○ Step 2- with support from the coop and district special education staff, develop a walk-through tool to evaluate coteaching practices○ Step 3- Use on-the-job coaching from coop personnel to evaluate implementation of coteaching strategies. This coaching will consist of observations by coop and admin staff followed by immediate debrief sessions with teachers.
Identification of Critical Resources Inequities:

TSI and ATSI Additional Requirements

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:

- To eliminate any inequities in the delivery of content and instruction, we thoroughly reviewed our master schedule and consulted with related service providers to ensure that no students with disabilities were being pulled from tier 1 academic time to receive the services stipulated on their IEP.
- Some of our grade levels are very disparate in the number of students with disabilities. To eliminate any inequities in personnel allocation, we have reviewed and revised the schedules and caseloads for our special education teachers several times to allow them to better meet the needs of their students.
- To eliminate inequities in funding sources, we plan to use a combination of school funds and district IDEA funds to build in time for general education and special education teachers to collaborate on planning and teaching. Substitutes will be hired for a full day each for the 3rd and 4th quarters to allow general education and special education to co-plan upcoming math and ELA lessons. IDEA funds will be used for special education subs, while SBDM funds will be used for general education subs.

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:

- In cooperation with district staff, a root-cause analysis was conducted to determine the cause of the under-performance by students with disabilities. In conjunction with this, baseline walkthroughs were held to get some observations pertaining to the current state of special education services. The results of our root-cause analysis and observations from the walkthroughs led us to hypothesize that improving the co-planning and co-teaching that takes place between general education and special education teachers would lead to an improvement in overall academic performance by students with disabilities.
- The admin team will review the Panorama survey results of special education students to identify students who may require additional SEL supports. Part of our effort to exit is for each member of the admin team to “name and claim” 2 or 3 students to be a mentor and encourage them with bi-weekly check-ins. Specifically, we will focus on teacher-student relationships to identify students who may not have a trusted adult. These students will be the first to be assigned a mentor.

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 you monitor the evidence-based practice to ensure it is implemented with fidelity?

Response:

- The evidence-based practice that we have decided to focus on to improve the academic performance of our students with disabilities is high-quality co-teaching. We believe that increasing exposure and access to grade-level standards by our students with disabilities will improve testing outcomes. Our CSIP goals are all related to novice reduction, specifically in reading and math. Reducing the percentage of students with disabilities who score novice on the KSA will also be a strategy to exit TSI status. Based on observations from walk-throughs and root-cause analysis, our hypothesis is that improved co-planning and co-teaching will provide opportunities to reduce novice scores among students with disabilities and will also positively impact the performance of students in general

TSI and ATSI Additional Requirements

education. To ensure improved co-teaching is implemented in daily instruction, we will include a co-teaching observation form in our walk-through observations for the second half of the year. We will also dedicate at least one PLC per month to discussion of special education data and strategies to improve co-teaching. During these PLCs, we will prioritize analysis of assessments from students with disabilities.

TSI/ATSI Evidence-based Practices Documentation

TSI improvement plans must include at least one evidence-based practice (EBP) that is implemented to improve student outcomes that meet the definition of “evidence-based” under the Every Student Succeeds Act (ESEA) section 8101(21). The definition of “evidence-based” in ESEA section 8101(21) includes four levels of evidence from which interventions may be selected:

- **Strong evidence** from at least one well-designed and well-implemented *experimental study*;
- **Moderate evidence** from at least one well-designed and well-implemented *quasi-experimental study*;
- **Promising evidence** from at least one well-designed and well-implemented *correlational study* with statistical controls for selection bias; or
- **Demonstrates a rationale** based on high-quality research findings or positive evaluation that such activity, strategy or intervention is likely to improve student outcomes or other relevant outcomes and includes ongoing efforts to examine the effects of such activity, strategy or intervention.

More specific information regarding EBPs can be found on the Kentucky Department of Education's [Evidence-based Practices website](#).

Complete the table below to document the evidence that supports the evidence-based intervention outlined in this plan.

Evidence-based Activity	Evidence Citation
Example: Train staff to implement inductive teaching strategies.	Example: Hattie, J. (2009). <i>Visible Learning: a synthesis of over 800 meta-analyses relating to achievement</i> . Routledge: New York, NY.
Train staff to improve the co-planning and co-teaching among special education and general education teachers. Specifically, team-teaching and alternative teaching will be prioritized.	<ul style="list-style-type: none"> • A Study of Co-Teaching Identifying Effective Implementation Strategies (https://eric.ed.gov/?id=EJ1184155) • Friend, M. (2018). <i>Co-Teach! Building and Sustaining Effective Classroom Partnerships in Inclusive Schools</i>

GES - Comprehensive School Improvement Plan (CSIP)

Rationale

The CSIP is a plan developed by the school council with the input of parents, faculty and staff based on a review of relevant data that includes targets, strategies, activities, a time schedule to support student achievement and student growth and to eliminate achievement gaps among groups of students. Through the improvement planning process, leaders focus on priority needs, funding and closing achievement gaps among identified subgroups of students.

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).

Please note that the objectives (yearly 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 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 (and general information about goal setting) for each required planning component can be found on page 2 of this 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.**

Operational Definitions

When completing the template sections that follow, please refer to the following operational definitions:

- **Goal:** Long-term three- to five-year targets based on the school level state assessment results. Long-term targets should be informed by the Phase Two: Needs Assessment for Schools;
- **Objective:** Short-term yearly target 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;
- **Strategy:** An approach to systematically address the process, practice or condition that the school will focus its efforts upon, as identified in the Needs Assessment for Schools, in order to reach its goals or objectives. There can be multiple strategies for each objective. The strategy can be based upon Kentucky's six Key Core Work Processes listed below or another established improvement approach (i.e., Six Sigma, Shipley, Baldridge, etc.);
- **Key Core Work Processes:** A series of processes identified by the Kentucky Department of Education that involve the majority of an organization's workforce and relate to its core competencies. These are the factors that determine an organization's success and help it prioritize areas for growth;

[KCWP 1: Design and Deploy Standards](#)

[KCWP 2: Design and Deliver Instruction](#)

[KCWP 3: Design and Deliver Assessment Literacy](#)

[KCWP 4: Review, Analyze and Apply Data Results](#)

[KCWP 5: Design, Align and Deliver Support](#)

[KCWP 6: Establish Learning Environment and Culture](#)

- **Activity:** Actionable steps the school will take to deploy the chosen strategy. There can be multiple activities for each strategy;
- **Progress Monitoring:** Process used to collect and analyze measures of success to assess the level of implementation, the rate of improvement and the effectiveness of the plan. The measures may be quantitative or qualitative but are observable in some way. The description should include the artifacts to be reviewed, specific timelines, and responsible individuals; and
- **Funding:** Local, state or federal funds/grants used to support (or needed to support) the activities.

Goal Setting:

When developing goals, all schools must establish achievement gap targets and set goals in the area of state assessment results in reading and mathematics. Other goals aligned to the indicators in the state's accountability system and deemed priority areas in the Phase Two: Needs Assessment for Schools are optional.

Required Goals

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. Additional rows may be added for multiple targets, strategies and activities.

Goals:

- Students with Disabilities will increase to 50% proficiency in Reading and Math by the end of the 2027-2028 school year.
- EL (+ Monitored) Students will increase to 70% proficiency in Reading and 50% proficiency in Math by the end of the 2027-2028 school year.

Objectives:

- Students with Disabilities will increase to 30% proficiency in Reading and Math by the end of the 2025-2026 school year.
- EL (+ Monitored) Students will increase to 50% proficiency in Reading and 35% proficiency in Math by the end of the 2026-2027 school year.

Strategies:

- KCWP 2: Design and Deliver Instruction

Instructional programs include 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 Results

Schools 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.

Activities:**PROFESSIONAL LEARNING**

1. Special Education
 - a. We will provide more specialized professional learning in Specially Designed Instruction so that we can dig deeper into each student's SDI to see how to best meet their needs.
2. Students Learning English
 - a. We will provide more specialized professional learning in how to best provide supports for our students learning English - especially during our Math lessons.

Goal 1: Students with Disabilities will increase to 30% proficiency in Reading and Math by the end of the 2025-2026 school year.

READING ACTIVITIES**1. Intentional Structured Literacy Routines**

- We will use our Data to determine skills that need to be intentionally targeted during Tier 1 instruction. We will identify in which Instructional Routines should be present.

2. Targeted Resource Time

- Students will follow the instructional sequence of the 6-Step Lesson Plan to accelerate word recognition proficiency.

3. Cumulative Student Practice

- We will ensure students should have an increased number of practices compared to their peers.

4. Data Analysis in PLCs

- During our PLC process, using the DuFour questions, we will analyze Progress Monitoring Data to determine effectiveness of instruction and decide ways to improve/impact data.

MATH ACTIVITIES

1. Concrete-Representational-Abstract (CRA) Instruction

- **Concrete:** Use counters, ten frames, place value blocks.
- **Representational:** Draw models of what was done with manipulatives.
- **Abstract:** Solve number sentences.

This is especially effective for SWD who need scaffolded conceptual development.

2. Increased Student Practice

- We will increase the number of student practice opportunities, including playing math games to increase Math Fact Fluency.

3. Error Analysis Mini-Lessons

- This can include immediate feedback and allowing students to productively struggle to increase perseverance.

4. Data Analysis in PLCs

- During our PLC process, using the DuFour questions, we will analyze Progress Monitoring Data to determine effectiveness of instruction and decide ways to improve/impact data.

Goal 2: EL (+ Monitored) Students will increase to 50% proficiency in Reading and 35% proficiency in Math by 2026–2027

READING ACTIVITIES

1. Language-Embedded Reading Instruction

- Teacher will build into each lesson more opportunities for student oral responses.
- Teacher models academic language and asks scaffolded questions.

2. Increased Focus on Vocabulary

- Teacher will include an intentional daily vocabulary routine.

- Teacher will utilize Partner Retell: Students retell the text using sequencing cards or story frames.

3. Targeted Small Group Time

- Students will follow the instructional sequence of the 6-Step Lesson Plan to accelerate word recognition proficiency.

MATH ACTIVITIES

1. Language-Rich Math Instruction

- Teachers will use the Math Language Routines from our HQIR to increase academic vocabulary and conceptual understanding.

2. Structured Partner Activities

- We will increase the number of opportunities for students to collaborate with their peers during each lesson.

3. Independent Student Activities

- We will increase the number of student practice opportunities, including playing math games to increase Math Fact Fluency.

Progress Monitoring:

- Reading
 - Acadience CBM Probes
 - For EL students, we will have an increased focus on prosody,
- Math
 - Acadience CBM Probes
 - Fluency Assessment (highlighted in the Kentucky Numeracy Academy)

Funding:

- Mostly Title 1 Funds

State Assessment Results in Reading and Mathematics

Kentucky's accountability system uses multiple academic and school quality measures, with each indicator contributing to the overall score. Reading and math proficiency are foundational to student success, and state assessment results in reading and mathematics carry the greatest weight when calculating the overall score at each level (elementary, middle and high school). This indicator is a required goal area for all schools.

Three- to Five-Year Goal:

- We will increase reading proficiency to 70% proficiency by the end of the 2027-2028 school year.
- We will increase math proficiency to 65% proficiency by the end of the 2027-2028 school year.

Objective(s):

- We will increase reading proficiency to 60% proficiency by the end of the 2025-2026 school year.
- We will increase math proficiency to 60% proficiency by the end of the 2025-2026 school year.

Strategy:

- KCWP 2: Design and Deliver Instruction

Instructional programs include 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 Results

Schools 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.

Activities:

PROFESSIONAL LEARNING

- Reading Professional Learning

- a. We will make a plan to make our LETRS training/implementation more effective.
- b. We will need more PL around the science of reading to better understand our HQIR.

- Math Professional Learning

- a. We will work to get teachers signed up for the Kentucky Numeracy Project.
- b. We will continue to work with our District Math Consultant to learn more about math through deeper exploration of our HQIR.

Goal 1: We will increase reading proficiency to 60% proficiency by the end of the 2025-2026 school year.

READING ACTIVITIES

1. Intentional Structured Literacy Routines

- We will identify and execute intentional reading routines that ensure we use our HQIR in the most strategic ways.
- We will use our Data to determine skills that need to be intentionally targeted during Tier 1 instruction.

2. Targeted Accelerated Instruction

- Students performing below grade-level will receive additional support in Tier 2 that follow the instructional sequence of the 6-Step Lesson Plan to accelerate word recognition proficiency.
- Students performing well-below grade-level will receive additional support in Tier 3 that continue the same instructional sequence and will allow for more student practice.

3. Cumulative Student Practice

- We will ensure our most fragile learners receive an increased number of practices compared to their peers. Students who are struggling with the most foundational skills need an increased number of practice opportunities and we need to ensure our system and instructional practices allow for this.

Goal 2: We will increase math proficiency to 60% proficiency by the end of the 2025-2026 school year.

MATH ACTIVITIES

1. Concrete-Representational-Abstract (CRA) Instruction

- **Concrete:** Use counters, ten frames, place value blocks.
- **Representational:** Draw models of what was done with manipulatives.

- **Abstract:** Solve number sentences.

2. Increased Student Practice

- We will increase the number of student practice opportunities, including playing math games to increase Math Fact Fluency.
- Teachers will use the Math Language Routines from our HQIR to increase academic vocabulary and conceptual understanding.
- We will increase the number of opportunities for students to collaborate with their peers during each lesson.

3. Intentional instruction and feedback on the Mathematical Practices.

- This will include immediate feedback and allowing students to productively struggle.
- This will also include students reflecting on specific practices throughout the lesson.

Progress Monitoring:

- Reading
 - Mastery Monitoring
 - Acadience CBM Probes
- Math
 - Mastery Monitoring
 - Acadience CBM Probes
 - Fluency Assessments (highlighted in the Kentucky Numeracy Academy)

Funding:

- Mostly Title 1 Funds
- Possible Reading Grants

Alignment to Needs: Optional Goals

Through the Phase Two: Needs Assessment for Schools, priorities were identified, and processes, practices and/or conditions were chosen for focus. Identify any additional indicators that will be addressed by the school in order to build staff capacity and increase student achievement by selecting "yes" or "no" from the dropdown options (beside each indicator) below. For any indicator noted as a priority with a "yes," schools must complete the below fields. For any indicator marked with a "no," no further information is needed. Each indicator must have a "yes" or "no" response in the below table.

Indicator	Priority Indicator?
State Assessment Results in science, social studies and writing	Yes
English Learner Progress	No
Quality of School Climate and Safety	Yes
Postsecondary Readiness (high schools and districts only)	No
Graduation Rate (high schools and districts only)	No

Priority Indicator Goals:

Complete the fields below for each indicator that was chosen as a priority with a "yes" response above.

Priority Indicator #1: State Assessment Results in Science, Social Studies, and Writing

Three- to Five-Year Goal:

- We will increase our On-Demand proficiency to 60% proficiency by the end of the 2027-2028 school year.

Objective(s):

- We will increase reading proficiency to 45% proficiency by the end of the 2025-2026 school year.

Strategy:

- KCWP 2: Design and Deliver Instruction

Instructional programs include 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 Results

Schools 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.

Activities:

- **Professional Learning**
 - We need to increase our understanding of writing phases and instruction on how to increase writing ability.
- **Assessment of Current Writing Skills**
 - Identify an assessment that identifies the current understanding of students, and helps identify next steps.
- **Develop Writing Timeline and Instructional Plan**
 - Develop an intentional plan for moving our writing instruction and student understanding forward.
- **Deliver Timely Feedback**
 - We must find ways to offer immediate and effective feedback to increase writing abilities.

Progress Monitoring:

- We will consult with The Reading League to determine the best writing assessment.

Funding:

- Mostly Title 1

Priority Indicator #2: Quality of School Climate & Safety

Three- to Five-Year Goal:

- We will increase **Students being mean or hurtful to other students is NOT a problem** for this school from 30% favorable to 70% favorable by the end of the 2027-2028 school year.

Objective(s):

- We will increase **Students being mean or hurtful to other students is NOT a problem** for this school from 30% favorable to 40% favorable by the end of the 2025-2026 school year.

Strategy:

- KCWP 2: Design and Deliver Instruction

Instructional programs include 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 Results

Schools 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.

Activities:

- We will increase PL around our SEB Program, CharacterStrong.
- We will continue to share and expect the implementation of Evidence-Based Practices.
- We will create a student-led team to analyze and problem solve student level data.

Progress Monitoring:

- We will survey our students quarterly to determine progress of student culture.

Funding:

- Title 1 Funding

Gray Middle School Comprehensive School Improvement Plan (CSIP)

Rationale

The CSIP is a plan developed by the school council with the input of parents, faculty and staff based on a review of relevant data that includes targets, strategies, activities, a time schedule to support student achievement and student growth and to eliminate achievement gaps among groups of students. Through the improvement planning process, leaders focus on priority needs, funding and closing achievement gaps among identified subgroups of students.

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).

Please note that the objectives (yearly 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 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 (and general information about goal setting) for each required planning component can be found on page 2 of this 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.**

Operational Definitions

When completing the template sections that follow, please refer to the following operational definitions:

- **Goal:** Long-term three- to five-year targets based on the school level state assessment results. Long-term targets should be informed by the Phase Two: Needs Assessment for Schools;
- **Objective:** Short-term yearly target 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;
- **Strategy:** An approach to systematically address the process, practice or condition that the school will focus its efforts upon, as identified in the Needs Assessment for Schools, in order to reach its goals or objectives. There can be multiple strategies for each objective. The strategy can be based upon Kentucky's six Key Core Work Processes listed below or another established improvement approach (i.e., *Six Sigma, Shipley, Baldridge, etc.*);
- **Key Core Work Processes:** A series of processes identified by the Kentucky Department of Education that involve the majority of an organization's workforce and relate to its core competencies. These are the factors that determine an organization's success and help it prioritize areas for growth;

[KCWP 1: Design and Deploy Standards](#)

[KCWP 2: Design and Deliver Instruction](#)

[KCWP 3: Design and Deliver Assessment Literacy](#)

[KCWP 4: Review, Analyze and Apply Data Results](#)

[KCWP 5: Design, Align and Deliver Support](#)

[KCWP 6: Establish Learning Environment and Culture](#)

- **Activity:** Actionable steps the school will take to deploy the chosen strategy. There can be multiple activities for each strategy;
- **Progress Monitoring:** Process used to collect and analyze measures of success to assess the level of implementation, the rate of improvement and the effectiveness of the plan. The measures may be quantitative or qualitative but are observable in some way. The description should include the artifacts to be reviewed, specific timelines, and responsible individuals; and
- **Funding:** Local, state or federal funds/grants used to support (or needed to support) the activities.

Goal Setting:

When developing goals, all schools must establish achievement gap targets and set goals in the area of state assessment results in reading and mathematics. Other goals aligned to the indicators in the state's accountability system and deemed priority areas in the Phase Two: Needs Assessment for Schools are optional.

Required Goals

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. Additional rows may be added for multiple targets, strategies and activities.

Objective(s):

Objective 1: Increase English Learner proficiency in reading from 13% to 40.4% by May of 2026

Objective 2: Increase English Learner proficiency in math from 13% to 42.6% by May of 2026

Objective 3: Increase the reading proficiency for Disability from 27% to 42.7% by May 2026.

Objective 4: Increase the math proficiency for Disability 19% to 30.5% by May 2026.

Strategy:

Objectives 1-4: KCWP 5: Design, Align, and Administer Support

Activities:

Objective 1&2: Provide quality professional learning for all teachers centered around developing English language proficiency through curriculum, instruction, & assessment, and increase training regarding Sheltered Instruction Observation Protocol (SIOP) strategies for all teachers. Based on needs of individual students, additional support can be provided in reading and math.

Objectives 3&4: Through the implementation of a core plus more model GMS students have shown a steady increase in both reading and math. Continuing the Core plus more model ensure students are exposed to grade level standards and are also receiving their Specifically Designed Instruction. If a student has resource minutes that go beyond school-wide MTSS time those minutes will be addressed during unified arts time.

Progress Monitoring:

Objectives 1&2: Administrative team will monitor lessons to ensure information from Opening Day, monthly trainings, and PLCs are being embedded. Through the building Instructional Coach, teachers also have access to District ELL coordinator to come in and support.

Objective 3&4: Administrative team and IC will conduct instructional walks specifically targeting student engagement.

Funding:

Objectives 1&2: Local Activity Account- General- for resources that will help support.

State Assessment Results in Reading and Mathematics

Kentucky's accountability system uses multiple academic and school quality measures, with each indicator contributing to the overall score. Reading and math proficiency are foundational to student success, and state assessment results in reading and mathematics carry the greatest weight when calculating the overall score at each level (elementary, middle and high school). This indicator is a required goal area for all schools.

Three- to Five-Year Goal:

Increase Reading Proficiency from 67% to 81.5% by May of 2028.

Increase Math Proficiency from 66% to 77.6% by May of 2028

Objective(s):

Increase Reading Proficiency from 67% P/D to 79% by May of 2026

Increase Math Proficiency from 66% P/D to 74.6% by May of 2026

Strategy:

Objectives 1&2: KCWP 4 Review, Analyze, and Apply Data

Activities:

Objectives 1&2:

1. Through the course of the 25-26 school year content teams will begin analyzing common assessment data and District Summative Assessments. In addition, benchmark assessment data (MAP given three times a year) will be analyzed during PLCs. MAP data will be utilized with input from tier 2 intervention teacher to set intervention groups every 6-8 weeks.

2. GMS Tier 2 School-wide team will analyze MTSS progress monitoring data to determine the appropriate tier for each student based on success with academic standards. MTSS meetings will take place every six to eight weeks with team of teachers in which students can move into or out of tier 2 intervention based on student data and teacher feedback.

Progress Monitoring:

Objectives 1: Principal, Assistant Principal, Instructional Coach, Teachers

Objective 2: GMS Tier 2 School-wide team and teachers

Funding:

N/A

Alignment to Needs: Optional Goals

Through the Phase Two: Needs Assessment for Schools, priorities were identified, and processes, practices and/or conditions were chosen for focus. Identify any additional indicators that will be addressed by the school in order to build staff capacity and increase student achievement by selecting “yes” or “no” from the dropdown options (beside each indicator) below. For any indicator noted as a priority with a “yes,” schools must complete the below fields. For any indicator marked with a “no,” no further information is needed. Each indicator must have a “yes” or “no” response in the below table.

Indicator	Priority Indicator?
State Assessment Results in science, social studies and writing	Yes
English Learner Progress	No
Quality of School Climate and Safety	No
Postsecondary Readiness (high schools and districts only)	No
Graduation Rate (high schools and districts only)	No

Priority Indicator Goals:

Complete the fields below for each indicator that was chosen as a priority with a “yes” response above.

Priority Indicator #1: State Assessment Results in Science, Social Studies and Writing

Three- to Five-Year Goal:

Increase Social Studies Proficiency from 50.7% to 80.5% by May of 2028.

Objective(s):

Increase Social Studies Proficiency from 50.7% P/D to 77.9% by May of 2026

Strategy:

Objectives 1&2: KCWP 4 Review, Analyze, and Apply Data

Activities:

1. Through the course of the 25-26 school year SS teams will begin analyzing common assessment data and District Summative Assessments. SS teams will continue District led trainings to focus on inquiry-based learning.

Progress Monitoring:

Objectives 1: Principal, Assistant Principal, Instructional Coach, Teachers

Funding:

N/A

JMS - Comprehensive School Improvement Plan (CSIP)

Rationale

The CSIP is a plan developed by the school council with the input of parents, faculty and staff based on a review of relevant data that includes targets, strategies, activities, a time schedule to support student achievement and student growth and to eliminate achievement gaps among groups of students. Through the improvement planning process, leaders focus on priority needs, funding and closing achievement gaps among identified subgroups of students.

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).

Please note that the objectives (yearly 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 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 (and general information about goal setting) for each required planning component can be found on page 2 of this 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.**

Operational Definitions

When completing the template sections that follow, please refer to the following operational definitions:

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- **Objective:** Short-term yearly target 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;
- **Strategy:** An approach to systematically address the process, practice or condition that the school will focus its efforts upon, as identified in the Needs Assessment for Schools, in order to reach its goals or objectives. There can be multiple strategies for each objective. The strategy can be based upon Kentucky's six Key Core Work Processes listed below or another established improvement approach (i.e., *Six Sigma, Shipley, Baldridge, etc.*);
- **Key Core Work Processes:** A series of processes identified by the Kentucky Department of Education that involve the majority of an organization's workforce and relate to its core competencies. These are the factors that determine an organization's success and help it prioritize areas for growth;

[KCWP 1: Design and Deploy Standards](#)

[KCWP 2: Design and Deliver Instruction](#)

[KCWP 3: Design and Deliver Assessment Literacy](#)

[KCWP 4: Review, Analyze and Apply Data Results](#)

[KCWP 5: Design, Align and Deliver Support](#)

[KCWP 6: Establish Learning Environment and Culture](#)

- **Activity:** Actionable steps the school will take to deploy the chosen strategy. There can be multiple activities for each strategy;
- **Progress Monitoring:** Process used to collect and analyze measures of success to assess the level of implementation, the rate of improvement and the effectiveness of the plan. The measures may be quantitative or qualitative but are observable in some way. The description should include the artifacts to be reviewed, specific timelines, and responsible individuals; and
- **Funding:** Local, state or federal funds/grants used to support (or needed to support) the activities.

Goal Setting:

When developing goals, all schools must establish achievement gap targets and set goals in the area of state assessment results in reading and mathematics. Other goals aligned to the indicators in the state's accountability system and deemed priority areas in the Phase Two: Needs Assessment for Schools are optional.

Required Goals

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. Additional rows may be added for multiple targets, strategies and activities.

Objective(s):

Objective 1:

Increase READING proficiency on KSA for Hispanics from 25% to 42%, English Learners from 22% to 35%, and Disability students from 7% to 25% by May 2026.

Objective 2:

Increase MATH proficiency on KSA for African Americans from 28% to 35%, Hispanics from 23% to 35%, English Learners from 22% to 28%, and Disability students from 9% to 25% by May 2026.

Strategy:

KCWP 5: Design, Align, Deliver Support Processes

Implement and sustain a continuous improvement process to design, align, and deliver support services that focus on language, literacy, and math skills needed for Disabled students: Specifically Designed Instruction and English Learners, listening, reading, writing, and speaking in English for academic purposes.

Activities:

1. Teachers will collaborate with co-teachers to implement evidence-based, Specifically Designed Instruction focused on the student's individual needs, providing structured opportunities for engaging students in academic discussions about the content using instructional tools strategically to clarify and anchor the content and use formative assessment tools to adjust instruction in real-time to ensure access to grade-level content.
2. Teachers will collaborate with co-teachers and paras to implement evidence-based intervention strategies focused on language and literacy skills for English Learners in making content comprehensible, providing structured opportunities for engaging students in academic discussions about the content using instructional tools strategically to clarify and anchor the content, and teaching explicitly academic vocabulary that is central for understanding the content.

3. All Teachers will use the study-act protocol to analyze formative and summative assessments and use data to readjust the curriculum (content and pacing) to meet student needs based on assessment results.

Progress Monitoring:

Data Dashboard; SpEd PLC minutes, Walkthrough Data; EL PLC minutes, Study Act Protocol discussions with opportunities for next steps

Funding:

Instructional Para \$27,000 (Title 1 26-27)

EL teacher \$60,000 (Title 1 26-27)

State Assessment Results in Reading and Mathematics

Kentucky's accountability system uses multiple academic and school quality measures, with each indicator contributing to the overall score. Reading and math proficiency are foundational to student success, and state assessment results in reading and mathematics carry the greatest weight when calculating the overall score at each level (elementary, middle and high school). This indicator is a required goal area for all schools.

Three- to Five-Year Goal:

JMS will increase READING proficiency on KSA from 36% to 55.3% by May 2027. JMS will increase MATH proficiency on KSA from 28% to 41.4% by May 2027.

Objective(s):

Objective 1:

Increase READING proficiency on KSA from 36% to 42% by May 2026.

Objective 2:

Increase MATH proficiency on KSA from 28% to 35% by May 2026.

Strategy:

KCWP 1: Design & Deploy Standards

Ensure that all students have access to the same outlined, high expectations and continually assess, review, and revise school curricula to support the assurance that all students have the knowledge, skills, and dispositions for future success.

KCWP 2: Design & Deliver Instruction

Sustain a systematic approach to designing and delivering instruction in reading and math by ensuring Tier 1 is intentionally highly effective and provided to all students in the classroom.

KCWP 5: Design, Align, Deliver Support Processes

Implement and sustain a continuous improvement process to design, align, and deliver support services that focus on student learning and academic purposes.

Activities:

1. ELA and Math teachers will implement a curriculum aligned with KSA standards and ensure congruence between the standards, learning intentions, and assessment measures.
2. Teachers will participate in job-embedded PLCs using the DuFour PLC model.
3. Teachers will participate in differentiated professional learning during the school day and/or extension of the school day on high-yield instructional strategies.
4. Teachers will effectively use an instructional process aligned to district guiding documents (Priority Standards, Learning Targets, and Success Criteria) and use the backward design process to plan for core instruction.

5. District and school coaches will work collaboratively with teachers to design and deliver instruction and implement highly effective instruction through best practices and effective coaching models.
6. ILT will conduct weekly walkthroughs and provide immediate feedback to teachers
7. ILT will review walkthrough data weekly during ILT meetings and use data to identify specific coaching and professional learning needs.
8. Teachers will implement a school-wide standard reading plan to increase fluency and stamina.

Progress Monitoring:

Walkthrough data, PDSA minutes, 30-60-90 day ILT support

Funding:

Amplify Reading \$23,000 (Title 1 26-27)

HQIR District Math Curriculum \$40,000 (Title 1 26-27)

HQIR District Math Curriculum / Amplify Training \$15,000 (Title 1 26-27)

Professional Learning \$20,000 (Title 1 26-27)

Alignment to Needs: Optional Goals

Through the Phase Two: Needs Assessment for Schools, priorities were identified, and processes, practices and/or conditions were chosen for focus. Identify any additional indicators that will be addressed by the school in order to build staff capacity and increase student achievement by selecting “yes” or “no” from the dropdown options (beside each indicator) below. For any indicator noted as a priority with a “yes,” schools must complete the below fields. For any indicator marked with a “no,” no further information is needed. Each indicator must have a “yes” or “no” response in the below table.

Indicator	Priority Indicator?
State Assessment Results in science, social studies and writing	Yes
English Learner Progress	Yes
Quality of School Climate and Safety	Yes
Postsecondary Readiness (high schools and districts only)	No
Graduation Rate (high schools and districts only)	No

Priority Indicator Goals:

Complete the fields below for each indicator that was chosen as a priority with a “yes” response above.

Priority Indicator #1: State Assessment Results in Science, Social Studies and Writing

Three- to Five-Year Goal:

JMS will increase SCIENCE proficiency on KSA from 12% to 34.2% by May 2027. JMS will increase SOCIAL STUDIES proficiency on KSA from 32% to 51.1% by May 2027. JMS will increase WRITING proficiency on KSA from 33% to 35.5% by May 2027.

Objective(s):

Objective 1

Increase SCIENCE proficiency on KSA from 12% to 20%, SOCIAL STUDIES proficiency on KSA from 32% to 40%, and WRITING proficiency on KSA from 33% to 38% by May of 2026.

Strategy:

KCWP 1: Design & Deploy Standards

Ensure that all students have access to the same outlined, high expectations and continually assess, review, and revise school curricula to support the assurance that all students have the knowledge, skills, and dispositions for future success.

KCWP 2: Design & Deliver Instruction

Sustain a systematic approach to designing and delivering instruction in writing by ensuring Tier 1 is intentionally highly effective and provided to all students in the classroom.

Activities:

1. Science teachers will implement a science curriculum that aligns with NGSS standards and ensures congruence between the standards, learning intentions, and assessment measures that are student-driven with critical thinking strategies.
2. Social Studies teachers will utilize instructional resources, such as History Alive and the DBQ Process, to develop all Social Studies curricular units using a backward design to ensure congruence between standards, learning intentions, and assessment measures.
3. Teachers will allow students to write for authentic purposes, analyze rich text, use rubrics and success criteria exemplars, collaborate with peers, and improve critical thinking skills in response to on-demand writing prompts, extended response questions, lab reports, essays, and research papers.
4. Teachers will implement a school-wide standard writing plan to increase stamina.

Progress Monitoring:

Walkthrough data, PDSA minutes – Student Work Samples

Funding:

Open SciEd (Title 1 Fund 26-27)

TCI (Title 1 Fund 26-27)

DBQ (Title 1 Fund 26-27)

Writing PL (Title 1 Fund 26-27)

Priority Indicator #2: English Learner Progress

Three- to Five-Year Goal:

JMS will increase the English Learner indicator from 40.2 to 38.0 by May 2027.

Objective(s):

Objective 1

Increase the English Learner indicator from 40.2 to 45.0 by May 2026.

Strategy:

KCWP 5: Design, Align, Deliver Support Processes

Implement and sustain a continuous improvement process to design, align, and deliver support services that focus on language, and literacy needed for English Learners, listening, reading, writing, and speaking in English for academic purposes.

Activities:

1. Provide quality professional learning for all teachers centered around developing English language proficiency through curriculum, instruction, and assessment, and increase training regarding Sheltered Instruction Observation Protocol (SIOP) strategies and scaffolding strategies for all teachers working with EL students.
2. EL teachers and general education teachers will collaborate with instructional paras to implement evidence-based intervention strategies focused on language and literacy skills for English Learners in making content comprehensible, providing structured opportunities for engaging students in academic discussions about the content using instructional tools strategically to clarify and anchor the content, and teaching explicitly academic vocabulary that is central for understanding the content.

Progress Monitoring:

Teacher efficacy, Increased student proficiency, Jet Sets, PLC minutes, observations, MAP data, ACCESS data, Lesson Plans (Jet Sets), Student Name and Claim

Funding:

Instructional Para \$27,000 (Title 1 26-27)

EL teacher \$60,000 (Title 1 26-27)

Priority Indicator #3: Quality of School Climate and Safety

Three- to Five-Year Goal:

JMS will increase the Quality of School Climate and Safety indicator from 63.4 to 67.8 by May 2027.

Objective(s):

Objective 1

Increase the Quality of School Climate and Safety indicator from 63.4 to 66.0 by May 2026.

Objective 2

Increase teacher retention of renewal contract documentation from 90% to 95% by August 2026.

Strategy:

KCWP 5: Design, Align, Deliver Support Processes

Implement a continuous improvement process to design, align, and deliver support services focusing on the Multi-Tiered System of Support framework.

KCWP 6: Establishing Learning Culture and Environment

Develop a systemic approach that establishes a safe, supportive, and positive learning culture and environment. Maintain an atmosphere that allows students to learn at the optimum level to increase the percentage of students who meet benchmarks and successfully transition to the next level.

Activities:

1. Align and integrate school mental health, PBIS, and RtI, ensuring an interconnected MTSS framework.
2. PBIS team will meet monthly to ensure that school-wide expectations of students are clearly defined and that group norms have been established within the school and classroom. These practices should align with the student code of conduct.
3. Leadership will systemically monitor indicators that adversely affect student success and develop action items to remove those barriers.
4. Provide New Teacher induction and support throughout the year.
5. Provide formal mentorship for new teachers with support from the university, district, and instructional coach.
6. Continue Monday Morning Check-ins to obtain the teacher's voice. All administrators will respond to items needing follow-up by Friday.
7. Implement action teams to support shared decision-making and engagement in all areas of the school.

Progress Monitoring:

CSIP monitoring and ILT will determine the next steps,

Funding:

Click or tap here to enter text.

Addendum for Schools Identified for Targeted or Additional Targeted Support and Improvement

A school improvement plan for schools identified for targeted support and improvement (TSI) or additional targeted support and improvement (ATSI) must be embedded within the school's comprehensive school improvement plan (CSIP) as required by KRS 160.346(4)-(5) and 703 KAR 5:225.

This addendum outlines the specific requirements that must be addressed in the CSIP to meet federal and state expectations for TSI and ATSI schools. These requirements include targeted strategies and evidence-based activities to support the improvement of consistently underperforming student groups addressed in the goal building template. Evidence-based practices and activities chosen to address any priority goal area must be informed by the Needs Assessment for Schools and feedback from any onsite review conducted by the Kentucky Department of Education (KDE).

Special Considerations for TSI/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 and ATSI schools in the following chart:

TSI and ATSI Additional Requirements
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: To ensure effective leadership, each leader will establish a professional development program tailored to address their professional growth plan to support the needs of Disabled students. This involves training sessions with collaborative leadership groups, mentorship programs, and workshops focusing on cultural sensitivity, differentiated instruction, data-driven decision-making, and fostering a positive and inclusive school culture.
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: A review of the allocation of resources, including staff, time, and budget, with a lens toward identifying any disparities that might contribute to underperformance. This process involves data analysis, surveys, and discussions among stakeholders. Once inequities are identified, a plan to reallocate resources equitably to support the needs of IEP students will be created.
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: A thorough analysis of the school's learning culture, paying specific attention to the IEP students was conducted. Identified Tier 1 as a systemic issue contributing to underperformance and developed tailored professional learning for teachers and walkthroughs for monitoring. Continued Professional learning progression includes culturally responsive teaching practices, fostering a growth mindset, implementing SDI, and intervening with socio-emotional learning.
Targeted Subgroups and Evidence-Based Interventions:

TSI and ATSI Additional Requirements

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 you monitor the evidence-based practice to ensure it is implemented with fidelity?

Response: Utilize academic and non-academic data to pinpoint areas of need for IEP students. Incorporate evidence-based practices, such as differentiated instruction methods, personalized learning approaches, SDI, or targeted support programs, to directly address the identified needs. Develop a monitoring system to ensure fidelity in implementing these evidence-based practices and regularly assess their effectiveness through ongoing data collection and analysis. The data analysis will include before-and-after academic performance data, student surveys, teacher feedback, or external evaluations. Fostering a collaborative environment involving all stakeholders—teachers, administrators, parents, students, and the community—is crucial for the success of any improvement plan. This collaboration ensures diverse perspectives are considered and increases the likelihood of sustainable, meaningful improvements for all subgroups.

TSI/ATSI Evidence-based Practices Documentation

TSI improvement plans must include at least one evidence-based practice (EBP) that is implemented to improve student outcomes that meet the definition of “evidence-based” under the Every Student Succeeds Act (ESEA) section 8101(21). The definition of “evidence-based” in ESEA section 8101(21) includes four levels of evidence from which interventions may be selected:

- **Strong evidence** from at least one well-designed and well-implemented *experimental study*;
- **Moderate evidence** from at least one well-designed and well-implemented *quasi-experimental study*;
- **Promising evidence** from at least one well-designed and well-implemented *correlational study* with statistical controls for selection bias; or
- **Demonstrates a rationale** based on high-quality research findings or positive evaluation that such activity, strategy or intervention is likely to improve student outcomes or other relevant outcomes and includes ongoing efforts to examine the effects of such activity, strategy or intervention.

More specific information regarding EBPs can be found on the Kentucky Department of Education's [Evidence-based Practices website](#).

Complete the table below to document the evidence that supports the evidence-based intervention outlined in this plan.

Evidence-based Activity	Evidence Citation
<p>Example: Train staff to implement inductive teaching strategies.</p> <ul style="list-style-type: none"> ○ Develop a collaborative teaching model where general and special education teachers co-plan and co-teach lessons. ○ Implement strategies for peer interaction (Kagan) and social skills development in inclusive settings. ○ Use visual aids, graphic organizers, and other supports (SDI) to make content accessible to all learners. ○ Provide consistent and specific praise to reinforce academic and behavioral progress (PBIS). ○ Foster a growth mindset by emphasizing effort and perseverance rather than innate ability. 	<p>Example: Hattie, J. (2009). <i>Visible Learning: a synthesis of over 800 meta-analyses relating to achievement</i>. Routledge: New York, NY.</p> <p>Munk, D. D., & Reutelbach, C. K. (2012). Promoting academic achievement for students with disabilities in inclusive classrooms. <i>Journal of Positive Behavior Interventions</i>, 14(2), 96-104.</p>
<ul style="list-style-type: none"> ○ Use differentiated instruction tailored to students' specific needs (SDI). ○ Incorporate peer tutoring and cooperative learning (Kagan) to enhance social and academic skills. ○ Establish clear, measurable academic goals aligned with IEPs and track progress regularly. ○ Engage families in the education process, ensuring they understand how they can support learning at home. ○ Provide professional development to teachers on effective strategies for inclusive classrooms. 	<p>Fuchs, D., & Fuchs, L. S. (2017). Improving outcomes for students with disabilities. <i>Learning Disabilities Research & Practice</i>, 32(4), 188-195.</p>

Evidence-based Activity	Evidence Citation
<ul style="list-style-type: none">○ Differentiate the content, process, and product to accommodate a wide range of learners' needs (SDI).○ Offer choice and flexibility in how students learn and demonstrate mastery.○ Use formative assessment tools to adjust instruction in real-time and ensure access to grade-level content.○ Design flexible groupings that allow students to collaborate with peers who have diverse strengths.○ Encourage self-reflection and goal-setting to help students take ownership of their learning.	Tomlinson, C. A., & Strickland, C. A. (2005). Differentiated instruction for students with disabilities. <i>Theory into Practice</i> , 44(3), 176-184.

KES - Comprehensive School Improvement Plan (CSIP)

Rationale

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Goal Setting:

When developing goals, all schools must establish achievement gap targets and set goals in the area of state assessment results in reading and mathematics. Other goals aligned to the indicators in the state's accountability system and deemed priority areas in the Phase Two: Needs Assessment for Schools are optional.

Required Goals

Achievement Gap

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Objective(s):

In response to a declining Reading proficiency trend among female students (66% PD), Kelly Elementary will implement targeted instructional strategies to increase female Reading proficiency by 6.6 percentage points, achieving 72.6% PD by 2026 and narrowing the performance gap with male students.

Increase current Reading proficiency 58% for ED students by 1.6–2 percentage points per year to meet the 2030 target of 61.8% PD.

Strategy 1: [KCWP 5: Design, Align and Deliver Support](#) by strengthening Tier 1 Literacy Practices and Equity and Close Skill Gaps Through Targeted Supports

Strategy 2: [KCWP 6: Establish Learning Environment and Culture](#) to provide Engagement & Motivation Structures and Reduce Non-Academic Barriers to Success

Activities:

- Expand use of CKLA high-quality texts that reflect strong female representation and diverse perspectives, use CKLA with fidelity, ensuring explicit vocabulary instruction and scaffolds for background knowledge
- Prioritize differentiation strategies in all classrooms.
- Increase engagement strategies (discourse routines, collaborative reading, writing response tasks).
- Identify female students showing risk and ED students through MAP Reading, and CFAs.
- Provide small-group instruction targeting phonics, comprehension, and written response skills.
- Monitor growth every 2–3 weeks and adjust instruction.
- Review trend data quarterly to determine areas of decline (vocabulary, comprehension, fluency).
- Use CFA item analysis to identify standards female and ED students are not mastering.
- Adjust Tier 1 instruction and intervention groups accordingly.
- Frequently provide high-interest texts to promote proficiency growth for female readers.
- Expand reading celebrations and student-led goals for reading growth.
- Target early phonics remediation
- Partner with families to encourage at-home reading routines.

- Partner with the FRC to ensure consistent attendance, access to materials, and family engagement.
- Provide take-home books, reading bags, and literacy-night supports for families.
- Monitor chronic absenteeism and connect families with needed supports.

Progress Monitoring:

The following will be monitored by teachers, interventionist and administration

- Biweekly: CFAs, Amplify progress monitoring, intervention data
- Monthly: MTSS data review meetings with subgroup focus
- Quarterly: PLC analysis of MAP growth, CKLA assessment trends, and walkthrough data
- Annually: KSA Reading subgroup results

Clear decision rules will guide instructional and intervention changes:

- If female students do not meet biweekly skill targets for two consecutive progress-monitoring checks, the MTSS/PLC team will adjust intervention group membership, instructional strategy, dosage (time/frequency), or targeted skill
- If MAP Reading subgroup growth does not meet projected benchmarks at Winter or Spring administrations, PLC teams will:
 - Reanalyze priority standards and item-level data
 - Revise Tier 1 instructional strategies and scaffolds
 - Increase Tier 2 intervention time or intensity for identified students
- If CKLA unit or module assessment data indicates less than 60% mastery for female students on priority standards, teachers will implement targeted reteaching cycles and adjust instructional pacing.
- If attendance data shows patterns impacting progress, the school will:
 - Engage families within 48 hours of concern
 - Partner with the FRC to reduce barriers and support consistent attendance

The following will be monitored by interventionist and administration:

- Walkthrough data to monitor CKLA fidelity and student engagement quarterly
- KSA Reading annually to confirm progress toward the target goals for both identified sub groups
- Attendance data reviewed monthly to identify barriers

Funding:

SBDM, Title 1, ESS, FRC and Activity

State Assessment Results in Reading and Mathematics

Kentucky's accountability system uses multiple academic and school quality measures, with each indicator contributing to the overall score. Reading and math proficiency are foundational to student success, and state assessment results in reading and mathematics carry the greatest weight when calculating the overall score at each level (elementary, middle and high school). This indicator is a required goal area for all schools.

Three- to Five-Year Goal:

By May 2030, Kelly Elementary will increase Reading proficiency from 68% Proficient/Distinguished to 77.5% Proficient/Distinguished, as measured by the Kentucky Summative Assessment (KSA).

By May 2030, Kelly Elementary will increase Math proficiency from 70.0% to 74.7% as measured by the Kentucky Summative Assessment (KSA).

Objective(s):

Increase Reading proficiency by an average of 2.6 percentage points to ensure attainment of the 2026 goal of 70.6%.

Increase Math proficiency by an average of 1 percentage point per year to ensure attainment of 74.7% by 2030.

Strategy:

Strategy 1: [KCWP 2: Design and Deliver Instruction](#) by strengthen tier 1 literacy & mathematics instruction and delivering effective tier 2 & tier 3 interventions

Strategy 2: [KCWP 4: Review, Analyze and Apply Data Results](#) strengthen PLC structures around literacy & mathematics and build teacher capacity in literacy and evidence based math practices

Activities:

- Implement CKLA with fidelity using district pacing and curriculum maps.
- Implement Eureka Math with fidelity, ensuring conceptual understanding, fluency, and application.
- Use consistent math discourse and high-yield strategies (number talks, modeling, reasoning routines).
- Align lessons to the KAS Mathematics progressions.
- Utilize evidence-based reading practices (structured literacy, phonological awareness, vocabulary routines, text-dependent questioning).
- Ensure alignment to KAS Reading & Writing standards.
- Use MAP Reading, Amplify, and schoolwide diagnostics to identify students needing support.
- Provide targeted small-group instruction aligned to MTSS expectations.
- Progress monitor every 2–3 weeks to assess growth and adjust interventions.
- Review MAP, CKLA core assessments, Eureka Module Assessments and CFAs in grade-level PLCs
- Analyze student work in mathematics to identify misconceptions and plan next steps.
- Use PLC protocols to determine priority standards, skill gaps, and instructional next steps.
- Use data protocols to plan enrichment and remediation.
- Utilize item analysis to refine instructional approaches.

- Provide ongoing job-embedded professional learning in CKLA, structured literacy, and MTSS frameworks.
- Conduct instructional walkthrough with intentionality: Walkthroughs will consistently monitor for high-leverage instructional practices, including CKLA lesson structures and routines, explicit and systematic literacy instruction (phonics, vocabulary, comprehension), purposeful student discourse, and in mathematics, use of representations and models, explicit instruction, and structured math discourse aligned to Eureka Math. Offer student centered coaching cycles for teachers

Progress Monitoring:

The following will be monitored by teachers, interventionist and administration:

- MAP Reading and Math (Fall, Winter, Spring) to track yearly growth and projected proficiency.
- Common Formative Assessments reviewed biweekly in PLCs
- Amplify diagnostics monitored for early literacy indicators monthly in PLCs
- Eureka module assessments & CFAs reviewed biweekly during PLCs

The following will be monitored by interventionist and administration:

- Walkthrough observation data analyzed quarterly for instructional fidelity.
- KSA Reading results reviewed annually to assess progress toward the 2030 goal of 77.5%.
- KSA Math results reviewed annually to assess progress toward the 2030 goal of 74.7%.

Funding:

SBDM, Title 1, ESS and Activity

Alignment to Needs: Optional Goals

Through the Phase Two: Needs Assessment for Schools, priorities were identified, and processes, practices and/or conditions were chosen for focus. Identify any additional indicators that will be addressed by the school in order to build staff capacity and increase student achievement by selecting “yes” or “no” from the dropdown options (beside each indicator) below. For any indicator noted as a priority with a “yes,” schools must complete the below fields. For any indicator marked with a “no,” no further information is needed. Each indicator must have a “yes” or “no” response in the below table.

Indicator	Priority Indicator?
State Assessment Results in science, social studies and writing	No
English Learner Progress	No
Quality of School Climate and Safety	No
Postsecondary Readiness (high schools and districts only)	No
Graduation Rate (high schools and districts only)	No

Priority Indicator Goals:

Complete the fields below for each indicator that was chosen as a priority with a “yes” response above.

Priority Indicator #1: Choose an item.

Three- to Five-Year Goal:

Click or tap here to enter text.

Objective(s):

Click or tap here to enter text.

Strategy:

Click or tap here to enter text.

Activities:

Click or tap here to enter text.

Progress Monitoring:

Click or tap here to enter text.

Funding:

Click or tap here to enter text.

Priority Indicator #2: Choose an item.

Three- to Five-Year Goal:

Click or tap here to enter text.

Objective(s):

Click or tap here to enter text.

Strategy:

Click or tap here to enter text.

Activities:

Click or tap here to enter text.

Progress Monitoring:

Click or tap here to enter text.

Funding:

Click or tap here to enter text.

Priority Indicator #3: Choose an item.

Three- to Five-Year Goal:

Click or tap here to enter text.

Objective(s):

Click or tap here to enter text.

Strategy:

Click or tap here to enter text.

Activities:

Click or tap here to enter text.

Progress Monitoring:

Click or tap here to enter text.

Funding:

Click or tap here to enter text.

Priority Indicator #4: Choose an item.

Three- to Five-Year Goal:

Click or tap here to enter text.

Objective(s):

Click or tap here to enter text.

Strategy:

Click or tap here to enter text.

Activities:

Click or tap here to enter text.

Progress Monitoring:

Click or tap here to enter text.

Funding:

Click or tap here to enter text.

LBES - Comprehensive School Improvement Plan (CSIP)

Rationale

The CSIP is a plan developed by the school council with the input of parents, faculty and staff based on a review of relevant data that includes targets, strategies, activities, a time schedule to support student achievement and student growth and to eliminate achievement gaps among groups of students. Through the improvement planning process, leaders focus on priority needs, funding and closing achievement gaps among identified subgroups of students.

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).

Please note that the objectives (yearly 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 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 (and general information about goal setting) for each required planning component can be found on page 2 of this 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.**

Operational Definitions

When completing the template sections that follow, please refer to the following operational definitions:

- **Goal:** Long-term three- to five-year targets based on the school level state assessment results. Long-term targets should be informed by the Phase Two: Needs Assessment for Schools;
- **Objective:** Short-term yearly target 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;
- **Strategy:** An approach to systematically address the process, practice or condition that the school will focus its efforts upon, as identified in the Needs Assessment for Schools, in order to reach its goals or objectives. There can be multiple strategies for each objective. The strategy can be based upon Kentucky's six Key Core Work Processes listed below or another established improvement approach (i.e., *Six Sigma, Shipley, Baldridge, etc.*);
- **Key Core Work Processes:** A series of processes identified by the Kentucky Department of Education that involve the majority of an organization's workforce and relate to its core competencies. These are the factors that determine an organization's success and help it prioritize areas for growth;

[KCWP 1: Design and Deploy Standards](#)

[KCWP 2: Design and Deliver Instruction](#)

[KCWP 3: Design and Deliver Assessment Literacy](#)

[KCWP 4: Review, Analyze and Apply Data Results](#)

[KCWP 5: Design, Align and Deliver Support](#)

[KCWP 6: Establish Learning Environment and Culture](#)

- **Activity:** Actionable steps the school will take to deploy the chosen strategy. There can be multiple activities for each strategy;
- **Progress Monitoring:** Process used to collect and analyze measures of success to assess the level of implementation, the rate of improvement and the effectiveness of the plan. The measures may be quantitative or qualitative but are observable in some way. The description should include the artifacts to be reviewed, specific timelines, and responsible individuals; and
- **Funding:** Local, state or federal funds/grants used to support (or needed to support) the activities.

Goal Setting:

When developing goals, all schools must establish achievement gap targets and set goals in the area of state assessment results in reading and mathematics. Other goals aligned to the indicators in the state's accountability system and deemed priority areas in the Phase Two: Needs Assessment for Schools are optional.

Required Goals

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. Additional rows may be added for multiple targets, strategies and activities.

Goal: Eliminate achievement gaps between students with disabilities and their non-disabled peers, and between students identified as low socioeconomic status and the overall student population.

Objective(s):

- Increase the percentage of students with disabilities scoring Proficient/Distinguished in Reading and Math from 36.4% to 40% by Spring 2026.
- Increase the percentage of students identified as low socioeconomic status scoring Proficient/Distinguished in Reading and Math from 60.9% to 65% by Spring 2026.

Strategy: Implement and monitor data-driven MTSS interventions and collaborative co-teaching practices to ensure access to grade-level content and targeted supports with intentional alignment to HQIR's unit and lesson objectives. (KCWP 5, KCWP 2)

Activities:

- Ensure weekly PLC collaboration occurs between general and special education teachers to review student progress and plan differentiated instruction, this should be above grade level PLC's which both teachers should join as intentional common planning is in master schedule.
- Utilize intervention blocks for targeted small-group instruction based on MAP, HQIR, and classroom formative data.
- Review IEP progress monitoring during monthly special education PLC meetings to align instructional strategies with student needs.

Progress Monitoring:

- Monthly MTSS and PLC data reviews
- Quarterly leadership team analysis of subgroup KSA, MAP, and classroom data trends.

Funding:

- General Fund, District Professional Learning Funds, and ESS (Extended School Services)

State Assessment Results in Reading and Mathematics

Kentucky's accountability system uses multiple academic and school quality measures, with each indicator contributing to the overall score. Reading and math proficiency are foundational to student success, and state assessment results in reading and mathematics carry the greatest weight when calculating the overall score at each level (elementary, middle and high school). This indicator is a required goal area for all schools.

Three- to Five-Year Goal:

Increase overall student proficiency in Reading and Math to exceed 85% Proficient/Distinguished by 2028, reducing novice performance across all subgroups.

Objective(s):

- By Spring 2026, increase Reading Proficient/Distinguished from 81.3% to 83%.
- By Spring 2026, increase Math Proficient/Distinguished in Grade 3 from 76% to 80%.

Strategy:

- Strengthen implementation of High Quality Instructional Resources (HQIR) in reading and math.
- Deepen assessment literacy to ensure alignment with KAS and KSA performance expectations. (KCWP 1, KCWP 2, KCWP 3)

Activities:

- Provide PL to build teacher understanding of formative, interim, and summative assessment design.
- Conduct classroom walkthroughs to ensure consistent HQIR instructional delivery.
- Facilitate vertical alignment meetings between primary and intermediate grade teachers to strengthen curriculum continuity.

Progress Monitoring:

- Monthly PLC documentation
- HQIR fidelity data
- MAP growth reports
- Leadership walkthroughs to monitor HQIR lesson implementation in reading and math.

Funding:

- General Fund, District Professional Learning Funds, and ESS (Extended School Services).

Alignment to Needs: Optional Goals

Through the Phase Two: Needs Assessment for Schools, priorities were identified, and processes, practices and/or conditions were chosen for focus. Identify any additional indicators that will be addressed by the school in order to build staff capacity and increase student achievement by selecting “yes” or “no” from the dropdown options (beside each indicator) below. For any indicator noted as a priority with a “yes,” schools must complete the below fields. For any indicator marked with a “no,” no further information is needed. Each indicator must have a “yes” or “no” response in the below table.

Indicator	Priority Indicator?
State Assessment Results in science, social studies and writing	Yes
English Learner Progress	No
Quality of School Climate and Safety	No
Postsecondary Readiness (high schools and districts only)	No
Graduation Rate (high schools and districts only)	No

Priority Indicator Goals:

Complete the fields below for each indicator that was chosen as a priority with a “yes” response above.

Priority Indicator Goal: Science, Social Studies, and Writing

Three- to Five-Year Goal: Sustain and expand growth in Science, Social Studies, and Writing, increasing combined proficiency from 75.8% to 80% by 2028.

Objective(s): Increase combined Science, Social Studies, and Writing Proficient/Distinguished from 75.8% to 78% by Spring 2026.

Strategy: Embed cross-curricular literacy and inquiry-based instruction to deepen comprehension, content mastery, and written communication. (KCWP 1, KCWP 2, KCWP 6)

Activities:

- Integrate literacy and writing standards across content areas using HQIR and discipline-specific text analysis.
- Provide professional learning on inquiry-based science and social studies instruction.
- Utilize common rubrics for written responses to improve consistency and rigor.
- Apply CER writing approach within science and social studies to ensure literacy practices transfer across content areas.

Progress Monitoring: Review of student work samples during PLCs; unit assessment data tracking; quarterly data reflections with content leaders.

Funding: General Fund and District Professional Learning Funds.

MES - Comprehensive School Improvement Plan (CSIP)

Rationale

The CSIP is a plan developed by the school council with the input of parents, faculty and staff based on a review of relevant data that includes targets, strategies, activities, a time schedule to support student achievement and student growth and to eliminate achievement gaps among groups of students. Through the improvement planning process, leaders focus on priority needs, funding and closing achievement gaps among identified subgroups of students.

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).

Please note that the objectives (yearly 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 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 (and general information about goal setting) for each required planning component can be found on page 2 of this 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.**

Operational Definitions

When completing the template sections that follow, please refer to the following operational definitions:

- **Goal:** Long-term three- to five-year targets based on the school level state assessment results. Long-term targets should be informed by the Phase Two: Needs Assessment for Schools;
- **Objective:** Short-term yearly target 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;
- **Strategy:** An approach to systematically address the process, practice or condition that the school will focus its efforts upon, as identified in the Needs Assessment for Schools, in order to reach its goals or objectives. There can be multiple strategies for each objective. The strategy can be based upon Kentucky's six Key Core Work Processes listed below or another established improvement approach (i.e., *Six Sigma, Shipley, Baldridge, etc.*);
- **Key Core Work Processes:** A series of processes identified by the Kentucky Department of Education that involve the majority of an organization's workforce and relate to its core competencies. These are the factors that determine an organization's success and help it prioritize areas for growth;

[KCWP 1: Design and Deploy Standards](#)

[KCWP 2: Design and Deliver Instruction](#)

[KCWP 3: Design and Deliver Assessment Literacy](#)

[KCWP 4: Review, Analyze and Apply Data Results](#)

[KCWP 5: Design, Align and Deliver Support](#)

[KCWP 6: Establish Learning Environment and Culture](#)

- **Activity:** Actionable steps the school will take to deploy the chosen strategy. There can be multiple activities for each strategy;
- **Progress Monitoring:** Process used to collect and analyze measures of success to assess the level of implementation, the rate of improvement and the effectiveness of the plan. The measures may be quantitative or qualitative but are observable in some way. The description should include the artifacts to be reviewed, specific timelines, and responsible individuals; and
- **Funding:** Local, state or federal funds/grants used to support (or needed to support) the activities.

Goal Setting:

When developing goals, all schools must establish achievement gap targets and set goals in the area of state assessment results in reading and mathematics. Other goals aligned to the indicators in the state's accountability system and deemed priority areas in the Phase Two: Needs Assessment for Schools are optional.

Required Goals

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. Additional rows may be added for multiple targets, strategies and activities.

Objective(s):

Decrease the percentage of Novice for Students with Disabilities from 41% to 34% while increasing the percentage of P/D from 27% to 29% for the 2026 testing year.

Strategy:

Implementation of a new Math HQIR combined with additional intervention time in the daily schedule specifically targeting instructional areas as determined by NWEA

Activities:

1. Integrate the HQIR into all grade level math instructional blocks for both resource and collaborative classes
2. During intervention time, focus skill gaps identified through NWEA student profile, class breakdown, and learning continuum reports.
3. Provide explicit, small group instruction targeting foundations skills, number sense, computation, and problem solving as indicated by MAP data.
4. Continue utilization of Dreambox for individualized work on standards and instruction

Progress Monitoring:

1. Specifically review progress monitoring data every 2-3 weeks
2. Adjust interventions instructional focus for students with disabilities based on that progress
3. At monthly teacher PLC with sped coordinator, review on progress monitoring data that would include types of interventions and length of intervention. Adjustment made accordingly.

Funding:

IDEA and SBDM

State Assessment Results in Reading and Mathematics

Kentucky's accountability system uses multiple academic and school quality measures, with each indicator contributing to the overall score. Reading and math proficiency are foundational to student success, and state assessment results in reading and mathematics carry the greatest weight when calculating the overall score at each level (elementary, middle and high school). This indicator is a required goal area for all schools.

Three- to Five-Year Goal:

Increase combined Reading and Math P/D to 80% 2029

Objective(s):

Increase Reading to 75% P/D and Math to 74% P/D on the 2026 KSA

Strategy:

Through the utilization of HQIR in reading and math aligned to Kentucky standards, implement assessment that drive instruction and needed changes to interventions at all tiers.

Activities:

1. Adopt and fully implement HQIR aligned reading and math curriculum across on grades.
2. Ensure fidelity checks through regular walkthroughs.
3. Conduct NWEA data analysis under each testing window (Fall, Winter, Spring)
4. Use NWEA student profile, class breakdown, and learning continuum to identify learning gaps
5. Group students for targeted instruction and small group intervention based on NWEA RIT bands.
6. Adjust groups regularly – at least every 4-6 weeks bases on data and monitoring.
7. Utilize our ESS funds for targeted assistance, before and after school
8. Provide teacher support/PD on utilizing all results from KSA, NWEA, Lexia, Reading Plus, and Dreambox, and Mastery Connect.
9. Use the PLC cycle of Plan – Teach – Assess – Analyze – Adjust
- 10. Align PD topic to PLC needs and student data.**

Progress Monitoring:

1. Walkthrough data
2. Benchmark review and result
3. Weekly PLC notes and data
4. Mastery Connect data

Funding:

SBDM, District Funded supports

Alignment to Needs: Optional Goals

Through the Phase Two: Needs Assessment for Schools, priorities were identified, and processes, practices and/or conditions were chosen for focus. Identify any additional indicators that will be addressed by the school in order to build staff capacity and increase student achievement by selecting “yes” or “no” from the dropdown options (beside each indicator) below. For any indicator noted as a priority with a “yes,” schools must complete the below fields. For any indicator marked with a “no,” no further information is needed. Each indicator must have a “yes” or “no” response in the below table.

Indicator	Priority Indicator?
State Assessment Results in science, social studies and writing	No
English Learner Progress	No
Quality of School Climate and Safety	Yes
Postsecondary Readiness (high schools and districts only)	N/A
Graduation Rate (high schools and districts only)	N/A

Priority Indicator Goals:

Complete the fields below for each indicator that was chosen as a priority with a “yes” response above.

Priority Indicator #1: Choose an item.

Three- to Five-Year Goal:

Increase the overall Quality of School Climate and Safety from 79.1 to 86 by 2029

Objective(s):

Increase the QSC & S to 82 in 2026

Strategy:

Strengthen our Tier 1 behavior expectations and classroom managements systems for all students

Activities:

1. Specific classroom guidance instruction on schoolwide behavior program of SPARK expectations (self awareness, respect, attitude of gratitude, respect, kindness)
2. Improve and reinforce use of Grow and Glow notes with all students.
3. Align and integrate school mental health, PBIS, MTSS materials for all students.
4. Quarterly celebrations and recognitions of student achievement with AR, attendance, Behavior, etc.
5. Train staff on consistent positive behavior interventions.
6. Monitor the need for additional supports through referral to SEL groups.
7. Additional training for our Mann Ambassadors and school leaders for behavior expectations.

Progress Monitoring:

1. PLC meetings that include data on the Grow and Glow notes
2. Walkthrough data
3. Review of behavior office referrals for both positive referrals and behavior referrals

4. Monthly PBIS meetings

Funding:

Click or tap here to enter text.

Priority Indicator #2: Choose an item.

Three- to Five-Year Goal:

Click or tap here to enter text.

Objective(s):

Click or tap here to enter text.

Strategy:

Click or tap here to enter text.

Activities:

Click or tap here to enter text.

Progress Monitoring:

Click or tap here to enter text.

Funding:

Click or tap here to enter text.

Priority Indicator #3: Choose an item.

Three- to Five-Year Goal:

Click or tap here to enter text.

Objective(s):

Click or tap here to enter text.

Strategy:

Click or tap here to enter text.

Activities:

Click or tap here to enter text.

Progress Monitoring:

Click or tap here to enter text.

Funding:

Click or tap here to enter text.

Priority Indicator #4: Choose an item.

Three- to Five-Year Goal:

Click or tap here to enter text.

Objective(s):

Click or tap here to enter text.

Strategy:

Click or tap here to enter text.

Activities:

Click or tap here to enter text.

Progress Monitoring:

Click or tap here to enter text.

Funding:

Click or tap here to enter text.

Comprehensive School Improvement Plan (CSIP)

New Haven Elementary School

November 2025

Rationale

The CSIP is a plan developed by the school council with the input of parents, faculty and staff based on a review of relevant data that includes targets, strategies, activities, a time schedule to support student achievement and student growth and to eliminate achievement gaps among groups of students. Through the improvement planning process, leaders focus on priority needs, funding and closing achievement gaps among identified subgroups of students.

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Operational Definitions

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[KCWP 1: Design and Deploy Standards](#)

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- **Funding:** Local, state or federal funds/grants used to support (or needed to support) the activities.

Required Goals

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. Additional rows may be added for multiple targets, strategies and activities.

Objective(s):

Increase the percentage of SWD (*Students With Disabilities*) scoring Proficient/Distinguished in reading on the 2026 KSA from 28% to 33%.

Strategy:

Implement high-leverage instructional routines and intensified tiered supports to close reading gaps. (KCWP: 2, 3, 4, and 5)

Activities:

1. Implement explicit decoding/ vocabulary / comprehension routines using HQIRs.
2. Ensure daily tiered intervention in conjunction with identified services.
3. Research and employ high-leverage co-teaching structures.
4. Provide accommodations with fidelity.
5. Plan and implement quarterly special education PLC alignment to ensure consistent implementation of plans, support, and adjustments.
6. Review individual student needs and current IEP goals to determine required service delivery models and corresponding schedules to ensure coordination of service minutes across grade levels to provide timely, consistent support without interrupting essential instructional blocks.

Progress Monitoring:

1. Specifically review SWD data once a month at grade level PLCs.
2. Review SWD progress and needs at each quarterly Special Education PLC.
3. Review intervention logs and progress monitoring once a month.
4. Walkthrough fidelity checks.
5. Semester audit of instructional and service times.

Funding:

IDEA, SBDM, Student Activity

State Assessment Results in Reading and Mathematics

Kentucky's accountability system uses multiple academic and school quality measures, with each indicator contributing to the overall score. Reading and math proficiency are foundational to student success, and state assessment results in reading and mathematics carry the greatest weight when calculating the overall score at each level (elementary, middle and high school). This indicator is a required goal area for all schools.

Three- to Five-Year Goal:

Increase both Reading and Math P/D to 80% by 2030.

Objective(s):

Increase overall reading to 72% P/D and Math to 70.3% P/D on the 2026 KSA.

Strategy:

Elevate Tier 1 instruction by ensuring alignment to KAS and utilizing balanced assessments to drive responsive, high-leverage teaching. (KCWP: 1, 2, 3, & 4)

Activities:

1. Focus weekly PLC cycles on unpacking priority standards, developing common learning targets and success criteria, and creating aligned formative checks.
2. Review evidence of student learning during weekly PLC cycles to adjust instruction and monitor the impact of Tier 1 practices.
3. Create and review monthly common formative assessments at each grade level.
4. Develop and implement a K-5 vertical at-risk standards tracker to identify priority standards showing persistent gaps in student mastery. (PLCs will update the tracker quarterly using common formative assessments, benchmark data, and work samples.)
5. Analyze and refine the preschool academic framework to ensure that developmentally appropriate instruction in phonological awareness, oral language, alphabet knowledge, number sense, and early problem solving using the KY Early Childhood Standards are in place.
6. Implement a PK team that meets bi-monthly to review student progress and overall growth for preschool students.
7. Review and plan reteaching cycles adjusting instructional routines based on the at-risk standards tracker.
8. Ensure schoolwide use of explicit modeling, guided practice, and structured routines to promote clarity of instruction and student engagement.
9. Ensure scheduled, dedicated intervention blocks are implemented for targeted skill development aligned to diagnostic and formative data.
10. Use NWEA assessment data in recurring cycles to monitor growth, refine instructional pacing, and determine necessary adjustments to core instruction and intervention practices.
11. Implement and refine the use of HQIRs; providing time for professional learning and discourse for revision.

Progress Monitoring:

1. Team PLC agendas and minutes.
2. Walkthrough qualitative and quantitative data.
3. Benchmark data reviews
4. Common assessment reporting

Funding:

District General Budget, Title II, SBDM, Student Activity, ESS grant, KETs grant

Alignment to Needs: Optional Goals

Indicator	Priority Indicator?
State Assessment Results in science, social studies and writing	No
English Learner Progress	No
Quality of School Climate and Safety	Yes
Postsecondary Readiness (high schools and districts only)	No
Graduation Rate (high schools and districts only)	No

Priority Indicator Goals:

Priority Indicator #1: Quality of School Climate and Safety

Three- to Five-Year Goal:

Increase the overall QSC&S from 85.9 to 90% by 2029.

Objective(s):

Increase the QSC&S to 87.5 in 2026.

Strategy:

Strengthen Tier 1 behavior expectations and belonging systems for all students.

Activities:

1. Deliver explicit schoolwide behavior lessons that teach common expectations, routines, and procedures using consistent language across classrooms and common areas PK-5th grade.
2. Reinforce lessons through modeling, practice, and feedback to ensure students understand and demonstrate expected behaviors.
3. Implement House events, meetings, and celebrations designed to build belonging, reinforce prosocial behaviors, and strengthen schoolwide culture.
4. Streamline and enhance the behavior referral data system to ensure accurate, consistent recording, coding, and analysis of incidents.
5. Train staff on data entry expectations, review monthly behavior data, and use trend data to inform adjustments, targeted interventions, and communication with families.
6. Deliver structured re-teaching modules in response to behavior trends identified through data review.
7. Strengthen collaboration with the FRC and identified community partners to provide wraparound supports addressing students' academic, behavioral, and social emotional needs.

Progress Monitoring:

1. Monthly PBIS team meetings to review behavior data.
2. Quarterly climate check-in with staff and House Leaders.
3. Walkthrough data and common area observations.
4. Referral analysis for SEB.

Funding:

FRC grant, General Fund, SBDM, Donations

Comprehensive School Improvement Plan (CSIP)

North Pointe Elementary School

Rationale

The CSIP is a plan developed by the school council with the input of parents, faculty and staff based on a review of relevant data that includes targets, strategies, activities, a time schedule to support student achievement and student growth and to eliminate achievement gaps among groups of students. Through the improvement planning process, leaders focus on priority needs, funding and closing achievement gaps among identified subgroups of students.

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).

Please note that the objectives (yearly 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 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 (and general information about goal setting) for each required planning component can be found on page 2 of this 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.**

Operational Definitions

When completing the template sections that follow, please refer to the following operational definitions:

- **Goal:** Long-term three- to five-year targets based on the school level state assessment results. Long-term targets should be informed by the Phase Two: Needs Assessment for Schools;
- **Objective:** Short-term yearly target 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;
- **Strategy:** An approach to systematically address the process, practice or condition that the school will focus its efforts upon, as identified in the Needs Assessment for Schools, in order to reach its goals or objectives. There can be multiple strategies for each objective. The strategy can be based upon Kentucky's six Key Core Work Processes listed below or another established improvement approach (i.e., *Six Sigma, Shipley, Baldridge, etc.*);
- **Key Core Work Processes:** A series of processes identified by the Kentucky Department of Education that involve the majority of an organization's workforce and relate to its core competencies. These are the factors that determine an organization's success and help it prioritize areas for growth;

[KCWP 1: Design and Deploy Standards](#)

[KCWP 2: Design and Deliver Instruction](#)

[KCWP 3: Design and Deliver Assessment Literacy](#)

[KCWP 4: Review, Analyze and Apply Data Results](#)

[KCWP 5: Design, Align and Deliver Support](#)

[KCWP 6: Establish Learning Environment and Culture](#)

- **Activity:** Actionable steps the school will take to deploy the chosen strategy. There can be multiple activities for each strategy;
- **Progress Monitoring:** Process used to collect and analyze measures of success to assess the level of implementation, the rate of improvement and the effectiveness of the plan. The measures may be quantitative or qualitative but are observable in some way. The description should include the artifacts to be reviewed, specific timelines, and responsible individuals; and
- **Funding:** Local, state or federal funds/grants used to support (or needed to support) the activities.

Goal Setting:

When developing goals, all schools must establish achievement gap targets and set goals in the area of state assessment results in reading and mathematics. Other goals aligned to the indicators in the state's accountability system and deemed priority areas in the Phase Two: Needs Assessment for Schools are optional.

Required Goals

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. Additional rows may be added for multiple targets, strategies and activities.

Objective(s):

- Increase READING proficiency for students w/ disability gap group from 34% to 57% by May 2026.
- Increase MATH proficiency for students w/ disability gap group from 31% to 50.6% by May 2026.
- Increase READING proficiency of students in economically disadvantaged gap group from 58% to 59.6% by May 2026.
- Increase MATH proficiency of students in economically disadvantaged gap group from 60% to 62% by May 2026.

Strategy:

- Implement consistent, research-based core instructional practices to increase student engagement, communication, and collaboration skills.
- Utilize data in PLCs to effectively select, monitor, and instruct students needing additional supports (T2/T3 intervention groups, enrichment, additional programming, such as Me and My School, etc.)
- Create opportunities for family involvement and programming for students to boost hands-on learning, real life connections, and vibrant learning experiences.
- Monitor attendance and provide interventions as needed.

Activities:

- Provide opportunities for participation in the *7 Steps to a Language Rich, Interactive Classroom* book study.
- Create Math Pact agreements on the increased use of manipulatives and alignment of terms/strategies across grade levels in instruction.
- Continue implementation of the Me and My School Program to boost kindergarten readiness.
- Strategically utilize PTA and FRC resources to plan family engagement events and student programming.
- Hold monthly meetings with FRC coordinator to monitor attendance and provide interventions and supports to help improve student attendance and reduce chronic absenteeism.

Progress Monitoring:

- Walkthrough feedback will be provided on the use and effectiveness of engagement and communication strengthening strategies.
- End of unit summative assessment data
- MAP data
- Me and My School participation (Bingo Card completion) data
- FRC activity participation data
- Monthly attendance data

Funding:

SBDM

EC Learn Grant

FRC Grant

PTA funds

Key Core Work Process:

KCWP 2: Design and Deliver Instruction

KCWP 4: Review, Analyze, and Apply Data Results

State Assessment Results in Reading and Mathematics

Kentucky's accountability system uses multiple academic and school quality measures, with each indicator contributing to the overall score. Reading and math proficiency are foundational to student success, and state assessment results in reading and mathematics carry the greatest weight when calculating the overall score at each level (elementary, middle and high school). This indicator is a required goal area for all schools.

Three- to Five-Year Goal:

Increase READING proficiency from 66% PD to 79.1% PD by May 2029. Increase MATH proficiency from 66% PD to 76.1% by May 2029.

Objective(s):

- Increase READING proficiency from 66% PD to 74.6% PD by May 2026.
- Increase MATH proficiency from 66% PD to 70.9% PD by May 2026.

Strategy:

Implement consistent, research-based core instructional practices to increase student engagement, communication, and collaboration skills.

Activities:

- Provide professional learning on *The Writing Revolution 2.0* book study and create an implementation and alignment plan to embed strategies within CKLA instruction to increase reading comprehension and writing quality (as a means to enhance constructed responses).
- Provide opportunities for participation in the *7 Steps to a Language Rich, Interactive Classroom* book study.
- Teachers will participate in professional learning to support the effective implementation of the new math HQIR program.
- Utilize [PLC cycles](#) to internalize HQIR lessons and units, monitor the implementation of instruction to address priority standards, and create smart adjustments to instruction to address student learning needs.
- Utilize PLC cycles to address the DuFour's questions: What do students need to learn? How will we know if they learn it? What will they do if they have already mastered it? What will we do if they have not yet mastered it?
- Participation in the One to One Reading program
- Provide professional learning on strategies for the development of math fluency.

Progress Monitoring:

- Walkthrough feedback
- End of unit summative assessment data
- Team PLC agendas and notes
- MAP data

Funding:

District funds for HQIR training
SBDM

Key Core Work Process:

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

Alignment to Needs: Optional Goals

Through the Phase Two: Needs Assessment for Schools, priorities were identified, and processes, practices and/or conditions were chosen for focus. Identify any additional indicators that will be addressed by the school in order to build staff capacity and increase student achievement by selecting “yes” or “no” from the dropdown options (beside each indicator) below. For any indicator noted as a priority with a “yes,” schools must complete the below fields. For any indicator marked with a “no,” no further information is needed. Each indicator must have a “yes” or “no” response in the below table.

Indicator	Priority Indicator?
State Assessment Results in science, social studies and writing	Yes
English Learner Progress	No
Quality of School Climate and Safety	Yes
Postsecondary Readiness (high schools and districts only)	No
Graduation Rate (high schools and districts only)	No

Priority Indicator Goals:

Complete the fields below for each indicator that was chosen as a priority with a “yes” response above.

Priority Indicator #1: State Assessment Results in Science, Social Studies and Writing

Three- to Five-Year Goal:

Increase proficiency in Science from 43% to 61.4%, Social Studies from 49% to 67%, and Writing from 72% to 78% by May 2029.

Objective(s):

Increase proficiency in Science from 43% to 53.2%, Social Studies from 49% to 59.9%, and Writing from 72% to 73.3% by May 2026.

Strategy:

Improve students’ communication skills through writing to more effectively address constructed response and on-demand writing tasks.

Activities:

- Provide professional learning on *The Writing Revolution 2.0* book study and create an implementation and alignment plan to embed strategies within CKLA instruction to increase reading comprehension and writing quality to improve on-demand and constructed response writing.
- Provide professional learning on CER instruction.
- Analyze KSA data to make instructional adjustments to science and social studies instruction and identify areas within CKLA where content standards can be delivered and/or reinforced.

Progress Monitoring:

- Summative unit assessments

Funding:

SBDM

Priority Indicator #2: Quality of School Climate and Safety

Three- to Five-Year Goal:

Increase the Quality of School Climate and Safety Status Score from 74.1 to 85 by May 2029.

Objective(s):

Increase the Quality of School Climate and Safety Status Score from 74.1 to 78.0 by May 2026.

Strategy:

Strengthen Tier 1 social emotional student wellness.

Activities:

- Deliver explicit school-wide SEB education through the Character Strong program.
- Teach school-wide PBIS expectations, routines, and procedures with modeling, practice, and feedback
- Effective implementation and data collection SEB T2/T3 groups.
- Continued implementation of Let Grow projects.
- Student and family instruction on the impacts of technology, social media, and student growth/independence.
- Community building programs (such as playgroups, Party in the Park, Block Party USA, etc)
- Instruction and programming for students on diversity and acceptance.

Progress Monitoring:

- Panorama student competency noncognitive skills data
- T2/T3 data collection and analysis
- Student and parent surveys
- Monthly behavior data reviews

Funding:

SBDM

FRC grant

PTA funds

Student activity funds

OES - Comprehensive School Improvement Plan (CSIP)

Rationale

The CSIP is a plan developed by the school council with the input of parents, faculty and staff based on a review of relevant data that includes targets, strategies, activities, a time schedule to support student achievement and student growth and to eliminate achievement gaps among groups of students. Through the improvement planning process, leaders focus on priority needs, funding and closing achievement gaps among identified subgroups of students.

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).

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[KCWP 6: Establish Learning Environment and Culture](#)

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- **Funding:** Local, state or federal funds/grants used to support (or needed to support) the activities.

Goal Setting:

When developing goals, all schools must establish achievement gap targets and set goals in the area of state assessment results in reading and mathematics. Other goals aligned to the indicators in the state's accountability system and deemed priority areas in the Phase Two: Needs Assessment for Schools are optional.

Required Goals

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. Additional rows may be added for multiple targets, strategies and activities.

Objective(s):

Increase our overall score in the Gap group for disability with IEP from 15.4% to 40% by May 2026.

Strategy:

Click or tap here to enter text.

Activities:

Click or tap here to enter text.

Progress Monitoring:

Click or tap here to enter text.

Funding:

Click or tap here to enter text.

State Assessment Results in Reading and Mathematics

Kentucky's accountability system uses multiple academic and school quality measures, with each indicator contributing to the overall score. Reading and math proficiency are foundational to student success, and state assessment results in reading and mathematics carry the greatest weight when calculating the overall score at each level (elementary, middle and high school). This indicator is a required goal area for all schools.

Three- to Five-Year Goal:

Increase READING proficiency from 38% PD to 65.1% PD by May 2028. Increase MATH proficiency from 40% PD to 65.1% by May 2028.

Objective(s):

Increase reading proficiency from 38% PD to 60.4% PD by May 2026. Increase math proficiency from 40% PD to 60.4% PD by May 2026.

Strategy:

KCWP 1: Implement high-quality core Tier 1 instruction aligned to KY standards through unit internalizations; increase teacher clarity & learning targets in every classroom; Strengthen intervention system for students below proficiency.

KCWP 2: Use common formative assessments/spiral reviews to guide instruction; Implement student feedback cycles; MAP data to adjust instruction

Activities:

KCWP 1: - Use district-aligned literacy & math curriculum maps

- Daily explicit phonics/skills-based instruction K–3
- Math instruction focused on computation + reasoning tasks and engaging learning opportunities -Unit Internalizations

Learning targets posted, referenced, and assessed daily

- Success criteria developed during PLC
- Implement MTSS cycles every 6 weeks
- Targeted Tier 2/Tier 3 small groups using data
- Use evidence-based reading/math interventions

KCWP 2: - PLCs create/align CFAs to standards

- A - Quick checks exit slips
- Goal-setting trackers for reading and math
- Student data notebooks analyze results within 48 hours
- Goal setting after each MAP window
- MAP learning continuum used to group students

Progress Monitoring:

KCWP 1: Admin walkthroughs

PLC observation look-fors; Learning target checks during walkthroughs

Universal screening BOY/MOY/EOY

6-week progress checks

Data Chats**KCWP 2:** CFA data reviewed in PLC (Teachers and Team Leaders)

Student growth tracking Teachers and Administration)

Funding:

Click or tap here to enter text.

Alignment to Needs: Optional Goals

Through the Phase Two: Needs Assessment for Schools, priorities were identified, and processes, practices and/or conditions were chosen for focus. Identify any additional indicators that will be addressed by the school in order to build staff capacity and increase student achievement by selecting “yes” or “no” from the dropdown options (beside each indicator) below. For any indicator noted as a priority with a “yes,” schools must complete the below fields. For any indicator marked with a “no,” no further information is needed. Each indicator must have a “yes” or “no” response in the below table.

Indicator	Priority Indicator?
State Assessment Results in science, social studies and writing	Yes
English Learner Progress	Yes
Quality of School Climate and Safety	Yes
Postsecondary Readiness (high schools and districts only)	Choose an item.
Graduation Rate (high schools and districts only)	Choose an item.

Priority Indicator Goals:

Complete the fields below for each indicator that was chosen as a priority with a “yes” response above.

Priority Indicator #1: State Assessment Results in Science, Social Studies and Writing

Three- to Five-Year Goal:

Increase the Proficiency of Science 20% PD to 51.7%, Social Studies 36% PD to 69.2%, and Combined Writing from 25% PD to 62.6% by May 2028.

Objective(s):

Increase the Proficiency of Science 20% PD to 47%, Social Studies 36% PD to 65%, and Combined Writing from 25% PD to 57% by May 2026.

Strategy:

Click or tap here to enter text.

Activities:

Click or tap here to enter text.

Progress Monitoring:

Click or tap here to enter text.

Funding:

Click or tap here to enter text.

Priority Indicator #2: English Learner Progress

Three- to Five-Year Goal:

Increase the English Learner indicator from 77.9% to 85% by 2028

Objective(s):

Increase the English Learner indicator from 36.7% to 70% by 2026.

Strategy:

Click or tap here to enter text.

Activities:

Click or tap here to enter text.

Progress Monitoring:

Click or tap here to enter text.

Funding:

Click or tap here to enter text.

Priority Indicator #3: Quality of School Climate and Safety

Three- to Five-Year Goal:

Increase the Quality of School Climate and Safety indicator from 70.8% to 90% by 2028.

Objective(s):

Increase the Quality of School Climate and Safety indicator from 70.1% to 80% by 2025.

Strategy:

Click or tap here to enter text.

Activities:

Click or tap here to enter text.

Progress Monitoring:

Click or tap here to enter text.

Funding:

Click or tap here to enter text.

Priority Indicator #4: Choose an item.

Three- to Five-Year Goal:

Click or tap here to enter text.

Objective(s):

Click or tap here to enter text.

Strategy:

Click or tap here to enter text.

Activities:

Click or tap here to enter text.

Progress Monitoring:

Click or tap here to enter text.

Funding:

Click or tap here to enter text.

Addendum for Schools Identified for Targeted or Additional Targeted Support and Improvement

A school improvement plan for schools identified for targeted support and improvement (TSI) or additional targeted support and improvement (ATSI) must be embedded within the school's comprehensive school improvement plan (CSIP) as required by KRS 160.346(4)-(5) and 703 KAR 5:225.

This addendum outlines the specific requirements that must be addressed in the CSIP to meet federal and state expectations for TSI and ATSI schools. These requirements include targeted strategies and evidence-based activities to support the improvement of consistently underperforming student groups addressed in the goal building template. Evidence-based practices and activities chosen to address any priority goal area must be informed by the Needs Assessment for Schools and feedback from any onsite review conducted by the Kentucky Department of Education (KDE).

Special Considerations for TSI/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 and ATSI schools in the following chart:

TSI and ATSI Additional Requirements
Components of Turnaround Leadership Development and Support:
Consider: How will you ensure that school leadership has or develops the skills and disposition to achieve accelerated, meaningful and sustainable increases in student achievement for underperforming subgroups?
Response:
1. Build Leadership Capacity Through Targeted Professional Learning (KCWP 1 & KCWP 6)
Leadership teams will engage in ongoing learning that strengthens their ability to execute high-leverage practices for gap closure:
<ul style="list-style-type: none">• Training in root cause analysis, data disaggregation, and equity-centered decision making to build deep analytical skills.• Coaching in MTSS implementation for academic, behavior, and attendance supports.• Professional learning on high-quality instruction, inclusive practices, IEP implementation fidelity, EL instructional practices, and strategies to accelerate—not remediate—students.• Engage in equity mindset training to reinforce belief systems that all students can achieve at high levels.
2. Develop a Consistent System for Data Monitoring & Leadership Accountability (KCWP 4)

TSI and ATSI Additional Requirements

Leadership will use a structured data cycle to ensure continuous improvement:

- Bi- Weekly data meetings monitoring subgroup progress (IEP, EL, Gap).
- Panorama Data tracking leading indicators (interim assessments, intervention usage, attendance, behavior).
- SBDM and instructional leadership team involvement in reviewing progress and adjusting strategies.
- Clear action steps for each subgroup, tied to measurable goals and monitored every 4–6 weeks.

3. Strengthen Coaching, Feedback, and Instructional Leadership Skills (KCWP 2 & KCWP 3)

School leaders will refine the skills required to strengthen classroom instruction:

- Classroom walkthroughs focused on core instructional expectations (Tier 1) and supports for students with disabilities and ELs.
- Use a common feedback protocol (such as “Praise – Question – Polish”) to build teacher practice.
- Collaborative planning with teams to ensure learning targets, success criteria, and differentiation are aligned to student needs.
- Ensure interventions are skill-specific, research-based, and implemented with fidelity.

4. Build Shared Leadership Structures That Distribute Ownership (KCWP 6)

Improvement for underperforming groups requires collective efficacy. Leadership will:

- Empower team leaders, SPED/EL teachers, and MTSS leads to co-design and monitor improvement strategies.
- Use PLC structures to analyze subgroup work samples and plan targeted instruction.
- Create student goal-setting systems so students become active participants in their growth.
- Promote transparent communication with staff, families, and SBDM.

5. Create Non-Negotiables and Structures for High-Fidelity Implementation

TSI and ATSI Additional Requirements

Leadership commits to:

- Non-negotiable implementation of Tier 1 instruction (learning intentions, success criteria, checks for understanding).
- Progress monitoring schedules for all interventions.
- IEP and EL plan fidelity checks with follow-up coaching.
- Clear expectations for PLCs focused on standards, student work, and interventions—not logistics.

6. Engage in Continuous Reflection and Leadership Coaching

- Partner with district instructional coaches, consultants, or regional cooperatives to receive leadership coaching.
- Leadership will engage in quarterly self-assessments of their effectiveness in leading for subgroup improvement.
- Adjust practice based on student outcomes and feedback from teachers.

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: Step 1: Inventory and Analysis of Resources

- **People:** Assessed staffing allocations, including classroom teachers, interventionists, support staff (SPED, EL, counselors), and paraprofessionals. Evaluated staff-to-student ratios, caseload distribution, and expertise alignment with student needs.
- **Time:** Examined the master schedule, intervention blocks, PLC time, and enrichment or remediation opportunities to determine whether high-need students were receiving adequate instructional time and support.
- **Money:** Reviewed budget allocations, grants, and discretionary funds to determine the financial investment in evidence-based programs, interventions, and staff professional development.

Step 2: Data-Driven Evaluation

- Collected and analyzed student performance data by subgroup (IEP, EL, Gap, economically disadvantaged).

TSI and ATSI Additional Requirements

- Cross-referenced academic and behavioral outcomes with the distribution of staff, time, and financial resources to identify areas where allocation may not be meeting student needs.

Step 3: Stakeholder Engagement

- Leadership team, SBDM council, and PLCs reviewed findings.
- Input was gathered from teachers, intervention specialists, and families to provide qualitative insight into resource effectiveness.

2. Identified Resource Inequities Contributing to Underperformance

Through this process, the school identified inequities that may contribute to subgroup underperformance:

1. **People:**
 - Disproportionate access to highly experienced or specialized teachers for underperforming subgroups (IEP and EL students).
 - Limited coverage of interventionists during critical instructional windows.
2. **Time:**
 - Insufficient protected intervention time for students with disabilities and EL students.
 - Limited opportunities for collaborative planning and data analysis focused on subgroup needs.
3. **Money:**
 - Funding gaps for evidence-based intervention programs targeted at struggling learners.
 - Limited resources for professional development specific to differentiated instruction and inclusive practices.

3. Plan to Address Resource Inequities

People:

- Reallocate interventionists and support staff to prioritize Tier 2 and Tier 3 supports for underperforming subgroups.
- Hire or develop staff with specialized expertise in SPED and EL instruction.
- Implement coaching and mentoring to strengthen teacher capacity for high-leverage practices.

TSI and ATSI Additional Requirements

Time:

- Adjust the master schedule to increase intervention blocks for students with the greatest academic needs.
- Create structured PLC time focused on subgroup data analysis and planning targeted interventions.
- Ensure equitable access to enrichment and remediation opportunities across all subgroups.

Money:

- Redirect discretionary funds and seek grant opportunities to expand evidence-based interventions for gap students.
- Prioritize professional learning funds to train staff on inclusive, differentiated, and culturally responsive instructional practices.

4. Monitoring and Sustainability

- Resource allocations will be reviewed quarterly by leadership and SBDM council to ensure alignment with student needs.
- Adjustments will be made based on data trends to ensure equity and continuous improvement.
- Progress monitoring will track whether resource adjustments correspond to measurable gains in achievement and engagement for underperforming subgroups.

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:

Step 1: Data Collection and Analysis

- Reviewed academic, behavioral, and attendance data disaggregated by subgroup to identify patterns of underperformance.
- Collected qualitative data from student surveys, teacher observations, and family feedback regarding engagement, motivation, and perceived support.
- Examined discipline referrals, chronic absenteeism, and participation in enrichment or advanced learning opportunities for inequities across subgroups.

TSI and ATSI Additional Requirements

Step 2: Observations and Walkthroughs

- Leadership and instructional coaches conducted classroom walkthroughs to evaluate student engagement, inclusivity, and differentiation practices.
- Focused observations on whether targeted subgroups were actively participating, supported in Tier 1 instruction, and receiving culturally responsive teaching.

Step 3: Stakeholder Engagement

- Conducted staff and leadership discussions during PLCs and SBDM meetings to reflect on current practices, challenges, and beliefs about the capacity of all students to succeed.
- Gathered input from families to understand barriers to engagement and learning for specific subgroups.

2. Findings on Learning Culture

The review revealed several factors contributing to underperformance among targeted subgroups:

1. **Low Student Engagement:** Some students with IEPs or EL needs had limited opportunities to actively participate in learning or receive scaffolded support.
2. **Teacher Beliefs and Dispositions:** Inconsistencies in instructional expectations and lower expectations for underperforming subgroups were observed in some classrooms.
3. **Behavioral and Attendance Barriers:** Higher rates of absenteeism and office referrals for targeted subgroups limited learning continuity and reinforced negative school experiences.
4. **Limited Family and Community Involvement:** Some families of targeted students lacked access or opportunities to engage with school learning supports.

3. Actions Determined to Address Causes of Underperformance

Instructional and Learning Culture Strategies:

- Strengthen Tier 1 instruction and differentiation to ensure all students are engaged and challenged.
- Implement high-leverage strategies for targeted subgroups, such as scaffolding, flexible grouping, and frequent formative checks.
- Expand student voice and agency by including students in goal-setting and reflective learning practices.

TSI and ATSI Additional Requirements

Behavioral and Engagement Strategies:

- Increase access to MTSS behavioral supports and social-emotional interventions for at-risk students.
- Monitor chronic absenteeism and implement targeted family engagement and mentoring initiatives.

Staff and Leadership Development:

- Provide professional learning on equity-minded practices, inclusive instruction, and growth mindset development.
- Support teachers through coaching and PLCs to align expectations and increase consistency across classrooms.

Family and Community Partnerships:

- Enhance communication channels and family engagement opportunities targeted to the needs of underperforming subgroups.
- Partner with community organizations to provide wraparound supports, including tutoring, counseling, and enrichment opportunities.

4. Monitoring and Continuous Improvement

- Leadership will monitor engagement, attendance, behavior, and academic outcomes for targeted subgroups monthly.
- PLCs will analyze data and adjust instructional and engagement strategies to ensure positive shifts in learning culture.
- Progress will be reported to staff, families, and SBDM to maintain transparency and collective ownership.

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 you monitor the evidence-based practice to ensure it is implemented with fidelity?

Response:

TSI and ATSI Additional Requirements

The school will implement **research-based interventions and instructional practices** specifically designed to accelerate achievement for students with disabilities (IEP subgroup), addressing the root causes that contributed to TSI identification:

1. **Explicit, Systematic Instruction Aligned to Standards**
 - Use of structured, scaffolded instruction that breaks learning into manageable steps, ensuring mastery of essential skills.
 - Strategies include modeling, guided practice, and frequent formative assessment.
2. **Universal Design for Learning (UDL) and Differentiation**
 - Instruction and materials designed to meet diverse learning needs, including visual, auditory, and kinesthetic supports.
 - Flexible grouping, tiered assignments, and accessible technology support learning for all students.
3. **Intensive, Tier 2 and Tier 3 Interventions in MTSS Framework**
 - Evidence-based reading and math interventions, such as **Orton-Gillingham, Wilson, or Number Worlds**, depending on identified skill deficits.
 - Small-group, targeted instruction delivered with fidelity based on progress monitoring data.
4. **Collaborative Teacher and Specialist Planning**
 - Co-teaching and push-in support by special education teachers alongside general education teachers.
 - Use of IEP goals to inform daily instruction and intervention focus.
5. **Progress Monitoring and Data-Driven Adjustments**
 - Frequent assessment using CBMs (Curriculum-Based Measures), MAP data, or other diagnostic tools to track skill acquisition.
 - Instruction adjusted in response to real-time data.

2. Monitoring Implementation for Fidelity

To ensure that EBPs are implemented consistently and effectively:

1. **Structured Observation and Walkthroughs**
 - Leadership and instructional coaches conduct regular classroom observations using a fidelity checklist for intervention delivery, co-teaching practices, and differentiation strategies.
2. **PLC and Data Review Cycles**
 - Weekly or bi-weekly PLCs focused on IEP subgroup performance.
 - Teams analyze student work, progress monitoring data, and intervention logs to confirm correct delivery and impact.
3. **Progress Monitoring**
 - Data collected every 2–4 weeks for all students in interventions.
 - Adjustments made immediately if students are not making expected growth.

TSI and ATSI Additional Requirements
<p>4. Professional Learning and Coaching</p> <ul style="list-style-type: none"> ○ Teachers receive targeted coaching on EBPs and differentiation strategies. ○ Peer observations and feedback cycles support continuous improvement.
<p>5. Documentation and Accountability</p> <ul style="list-style-type: none"> ○ Intervention plans, logs, and progress monitoring data are maintained and reviewed by leadership. ○ SBDM and leadership team ensure that resources (time, staffing, materials) align to IEP subgroup needs.

TSI/ATSI Evidence-based Practices Documentation

TSI improvement plans must include at least one evidence-based practice (EBP) that is implemented to improve student outcomes that meet the definition of “evidence-based” under the Every Student Succeeds Act (ESEA) section 8101(21). The definition of “evidence-based” in ESEA section 8101(21) includes four levels of evidence from which interventions may be selected:

- **Strong evidence** from at least one well-designed and well-implemented *experimental study*;
- **Moderate evidence** from at least one well-designed and well-implemented *quasi-experimental study*;
- **Promising evidence** from at least one well-designed and well-implemented *correlational study* with statistical controls for selection bias; or
- **Demonstrates a rationale** based on high-quality research findings or positive evaluation that such activity, strategy or intervention is likely to improve student outcomes or other relevant outcomes and includes ongoing efforts to examine the effects of such activity, strategy or intervention.

More specific information regarding EBPs can be found on the Kentucky Department of Education’s [Evidence-based Practices website](#).

Complete the table below to document the evidence that supports the evidence-based intervention outlined in this plan.

Evidence-based Activity	Evidence Citation
Example: Train staff to implement inductive teaching strategies.	Example: Hattie, J. (2009). <i>Visible Learning: a synthesis of over 800 meta-analyses relating to achievement</i> . Routledge: New York, NY.
Explicit, Systematic Instruction: instruction is structured, clear, and sequenced in small, manageable steps. It includes modeling, guided practice, independent practice, and frequent feedback.	<ul style="list-style-type: none"> • Archer, A. L., & Hughes, C. A. (2011). <i>Explicit Instruction: Effective and Efficient Teaching</i>. Guilford Press. • Swanson, H. L., et al. (2014). <i>Interventions for Students with Learning Disabilities: A Meta-Analysis</i>. Review of Educational Research, 84(1), 1–36.

Evidence-based Activity	Evidence Citation
Collaborative Teaching and Co-Teaching Models: Special education teachers collaborate with general education teachers to deliver instruction to students with disabilities within the general education classroom.	<ul style="list-style-type: none"> Friend, M., & Cook, L. (2013). <i>Interactions: Collaboration Skills for School Professionals</i> (7th ed.). Pearson. Scruggs, T. E., & Mastropieri, M. A. (2007). <i>Co-Teaching in Inclusive Classrooms: A Meta-Analysis</i>. <i>Exceptional Children</i>, 73(4), 392–416.
Evidence Based Intervention Orton Gillingham: Supports decoding, fluency, comprehension, and writing skills for students with learning disabilities.	<ul style="list-style-type: none"> Ehri, L. C., et al. (2007). <i>Systematic Phonics Instruction Helps Students Learn to Read</i>. <i>Review of Educational Research</i>, 77(2), 311–329. Torgesen, J. K. (2006). <i>Recent Discoveries on Remedial Interventions for Children with Dyslexia</i>. In M. Snowling & C. Hulme (Eds.), <i>The Science of Reading: A Handbook</i> (pp. 521–537). Blackwell Publishing.
Universal Design for Learning: Curriculum and instruction are designed to be accessible to all learners through multiple means of representation, engagement, and expression.	<ul style="list-style-type: none"> CAST. (2018). <i>Universal Design for Learning Guidelines Version 2.2</i>. https://udlguidelines.cast.org Rao, K., et al. (2014). <i>Universal Design for Learning in the Classroom: Practical Applications</i>. <i>Journal of Special Education Technology</i>, 29(2), 1–15.
Progress Monitoring and Data Driven Instruction: Frequent assessment of student performance to inform instruction and intervention adjustments.	<ul style="list-style-type: none"> Fuchs, L. S., & Fuchs, D. (2006). <i>Introduction to Response to Intervention: What, Why, and How Valid Is It?</i> <i>Reading Research Quarterly</i>, 41(1), 93–99. Marston, D., et al. (2003). <i>Using Curriculum-Based Measurement to Monitor Student Progress: Best Practices and Guidelines</i>. <i>Journal of Special Education</i>, 37(1), 33–44.

OMS - Comprehensive School Improvement Plan (CSIP)

Rationale

The CSIP is a plan developed by the school council with the input of parents, faculty and staff based on a review of relevant data that includes targets, strategies, activities, a time schedule to support student achievement and student growth and to eliminate achievement gaps among groups of students. Through the improvement planning process, leaders focus on priority needs, funding and closing achievement gaps among identified subgroups of students.

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).

Please note that the objectives (yearly 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 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 (and general information about goal setting) for each required planning component can be found on page 2 of this 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.**

Operational Definitions

When completing the template sections that follow, please refer to the following operational definitions:

- **Goal:** Long-term three- to five-year targets based on the school level state assessment results. Long-term targets should be informed by the Phase Two: Needs Assessment for Schools;
- **Objective:** Short-term yearly target 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;
- **Strategy:** An approach to systematically address the process, practice or condition that the school will focus its efforts upon, as identified in the Needs Assessment for Schools, in order to reach its goals or objectives. There can be multiple strategies for each objective. The strategy can be based upon Kentucky's six Key Core Work Processes listed below or another established improvement approach (i.e., *Six Sigma, Shipley, Baldridge, etc.*);
- **Key Core Work Processes:** A series of processes identified by the Kentucky Department of Education that involve the majority of an organization's workforce and relate to its core competencies. These are the factors that determine an organization's success and help it prioritize areas for growth;

[KCWP 1: Design and Deploy Standards](#)

[KCWP 2: Design and Deliver Instruction](#)

[KCWP 3: Design and Deliver Assessment Literacy](#)

[KCWP 4: Review, Analyze and Apply Data Results](#)

[KCWP 5: Design, Align and Deliver Support](#)

[KCWP 6: Establish Learning Environment and Culture](#)

- **Activity:** Actionable steps the school will take to deploy the chosen strategy. There can be multiple activities for each strategy;
- **Progress Monitoring:** Process used to collect and analyze measures of success to assess the level of implementation, the rate of improvement and the effectiveness of the plan. The measures may be quantitative or qualitative but are observable in

some way. The description should include the artifacts to be reviewed, specific timelines, and responsible individuals; and

- **Funding:** Local, state or federal funds/grants used to support (or needed to support) the activities.

Goal Setting:

When developing goals, all schools must establish achievement gap targets and set goals in the area of state assessment results in reading and mathematics. Other goals aligned to the indicators in the state's accountability system and deemed priority areas in the Phase Two: Needs Assessment for Schools are optional.

Required Goals

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. Additional rows may be added for multiple targets, strategies and activities.

Objective(s):

Students of 2 or more races performed at levels below the general student population and all other federal subgroups.

Strategy:

Students of 2 or more races totaled 36 students assessed by 2024-45 KSA assessment. Assuming this federal subgroup does not exceed 50 total students OMS will be able to effectively monitor this subgroup during monthly PLC and SEB PLC meetings and resulting Tier II instruction and interventions.

Activities:

OMS' academic PLCs occur twice each month. OMS's SEB PLCs occur once month. These meetings review data of individual students' academic and behavior progress or lack thereof. Individual support plans (Tier II instructional or behavior plans) or developed from these meetings based on review of student data. These academic and behavior action plans are then continually reviewed for the following months to monitor progress and evaluate effectiveness of action plans.

Progress Monitoring:

Every PLC and SEB PLC begins with a review of identified students and respective instructional or behavioral action plan from the previous month. This review is done to assess the overall effectiveness of articulated plans and discussion of needed

adjustments. Action plans for students of 2 or more races would be progress monitored monthly.

Funding:

N/A

State Assessment Results in Reading and Mathematics

Kentucky's accountability system uses multiple academic and school quality measures, with each indicator contributing to the overall score. Reading and math proficiency are foundational to student success, and state assessment results in reading and mathematics carry the greatest weight when calculating the overall score at each level (elementary, middle and high school). This indicator is a required goal area for all schools.

Three- to Five-Year Goal:

Students performing Proficient and Distinguished in Math as measured by KSA will increase from 39% to 65%.

Students performing Proficient and Distinguished in Reading as measured by KSA will increase from 46% to 65%.

Objective(s):

Students performing Proficient and Distinguished in Math as measured by KSA will increase from 39% to 50% as measured by the 2025-26 KSA assessment. Students performing Proficient or Distinguished in Math as measured by KSA will increase 5% every year for the following three (3) years.

Students performing Proficient and Distinguished in Reading as measured by KSA will increase from 46% to 50% as measured by the 2025-26 KSA assessment. Students performing Proficient or Distinguished in Reading as measured by KSA will increase 5% every year for the following three (3) years.

Strategy:

HQIR materials for math will be implemented for the 2026-27 school year. HQIR materials for reading will be implemented for the 2027-28 school year.

Activities:

Adoption and implementation of HQIR for both reading and math. This will be supported with district partnership on instructional practice.

Progress Monitoring:

Monthly PLCs. School formative and summative assessments. District common assessments. KSA assessments.

Funding:

TBD. School and District.

Alignment to Needs: Optional Goals

Through the Phase Two: Needs Assessment for Schools, priorities were identified, and processes, practices and/or conditions were chosen for focus. Identify any additional indicators that will be addressed by the school in order to build staff capacity and increase student achievement by selecting “yes” or “no” from the dropdown options (beside each indicator) below. For any indicator noted as a priority with a “yes,” schools must complete the below fields. For any indicator marked with a “no,” no further information is needed. Each indicator must have a “yes” or “no” response in the below table.

Indicator	Priority Indicator?
State Assessment Results in science, social studies and writing	Yes
English Learner Progress	No
Quality of School Climate and Safety	No
Postsecondary Readiness (high schools and districts only)	No
Graduation Rate (high schools and districts only)	No

Priority Indicator Goals:

Complete the fields below for each indicator that was chosen as a priority with a “yes” response above.

Priority Indicator #1: State Assessment Results in Science, Social Studies and Writing

Three- to Five-Year Goal:

Students performing Proficient and Distinguished in Social Studies will increase from 32% to 50% by the 2027-28 KSA assessment.

Objective(s):

Students performing Proficient and Distinguished in Social Studies will increase from 32% to 40% as measured by the 2025-26 KSA assessment. Students performing Proficient and Distinguished will increase 5% each following year as measured by KSA assessment.

Strategy:

Instructional and assessment practices will continue to be refined and improved so the “compelling questions” of the social studies to truly drive and assess student learning.

This will require a significant shift away from the memorization of the social studies to actual reasoning, synthesis, and application of the social studies.

Activities:

- Social Studies teachers will submit weekly lesson plans that articulate classroom experiences being directly connected to articulated compelling questions
- Social Studies teachers will submit weekly lesson plans that articulate classroom experiences that require rigorous assessments incorporating the reasoning, synthesis, and application of the social studies by students
- PLCs occur twice a month and will focus exclusively on 1.) learning experiences and student assessments that are driven by and assessed according to compelling questions of the social studies and 2.) intentional and articulated Tier II instructional practices based off assessments.
- Partnership with district instructional leaders on improved instructional and assessment practices.

Progress Monitoring:

- PLCs twice a month
- Classroom formative and summative assessments. District common assessments.
- Lesson Plans
- Classroom Observations

Funding:

N/A

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

Three- to Five-Year Goal:

Students performing Proficient and Distinguished in Writing will increase from 38% to 55% by the 2027-28 KSA assessment.

Objective(s):

Students performing Proficient and Distinguished in Writing will increase from 38% to 45% by the 2025-25 KSA assessment. Students performing Proficient and Distinguished will increase 5% each following year as measured by KSA.

Strategy:

- increase frequency and quality of student writing experiences across all contents.
- utilize KSA rubrics of assessing student writing

Activities:

- Professional learning provided monthly on writing across all contents and KSA writing rubrics for the 2025-26 school year.
- Whole Staff book study on “The Writing Revolution 2.0” (Hochman) for the 2026-27 school year.

Progress Monitoring:

- Twice a month PLCs
- Classroom observations

Funding:

Click or tap here to enter text.

Priority Indicator #3: State Assessment Results in Science, Social Studies and Writing

Three- to Five-Year Goal:

Students performing Proficient and Distinguished in Science will increase from 30% to 45% by the 2027-28 KSA assessment.

Objective(s):

Students performing Proficient and Distinguished in Science will increase 5% every year beginning by the 2025-26 KSA assessment.

Strategy:

-continue to improve the instructional practice in science classes 6-8 grades in relation to the Open SciEd curriculum.

Activities:

-Continued partnership with Open SciEd leaders in the district to improve instructional and assessment practices.

Progress Monitoring:

-classroom formative and summative assessments

-district common assessments

Funding:

N/A

Priority Indicator #4: Choose an item.

Three- to Five-Year Goal:

Click or tap here to enter text.

Objective(s):

Click or tap here to enter text.

Strategy:

Click or tap here to enter text.

Activities:

Click or tap here to enter text.

Progress Monitoring:

Click or tap here to enter text.

Funding:

Click or tap here to enter text.

RCHS - Comprehensive School Improvement Plan (CSIP)

Rationale

The CSIP is a plan developed by the school council with the input of parents, faculty and staff based on a review of relevant data that includes targets, strategies, activities, a time schedule to support student achievement and student growth and to eliminate achievement gaps among groups of students. Through the improvement planning process, leaders focus on priority needs, funding and closing achievement gaps among identified subgroups of students.

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).

Please note that the objectives (yearly 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 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 (and general information about goal setting) for each required planning component can be found on page 2 of this 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.**

Operational Definitions

When completing the template sections that follow, please refer to the following operational definitions:

- **Goal:** Long-term three- to five-year targets based on the school level state assessment results. Long-term targets should be informed by the Phase Two: Needs Assessment for Schools;
- **Objective:** Short-term yearly target 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;
- **Strategy:** An approach to systematically address the process, practice or condition that the school will focus its efforts upon, as identified in the Needs Assessment for Schools, in order to reach its goals or objectives. There can be multiple strategies for each objective. The strategy can be based upon Kentucky's six Key Core Work Processes listed below or another established improvement approach (i.e., *Six Sigma, Shipley, Baldridge, etc.*);
- **Key Core Work Processes:** A series of processes identified by the Kentucky Department of Education that involve the majority of an organization's workforce and relate to its core competencies. These are the factors that determine an organization's success and help it prioritize areas for growth;

[KCWP 1: Design and Deploy Standards](#)

[KCWP 2: Design and Deliver Instruction](#)

[KCWP 3: Design and Deliver Assessment Literacy](#)

[KCWP 4: Review, Analyze and Apply Data Results](#)

[KCWP 5: Design, Align and Deliver Support](#)

[KCWP 6: Establish Learning Environment and Culture](#)

- **Activity:** Actionable steps the school will take to deploy the chosen strategy. There can be multiple activities for each strategy;
- **Progress Monitoring:** Process used to collect and analyze measures of success to assess the level of implementation, the rate of improvement and the effectiveness of the plan. The measures may be quantitative or qualitative but are observable in some way. The description should include the artifacts to be reviewed, specific timelines, and responsible individuals; and
- **Funding:** Local, state or federal funds/grants used to support (or needed to support) the activities.

Goal Setting:

When developing goals, all schools must establish achievement gap targets and set goals in the area of state assessment results in reading and mathematics. Other goals aligned to the indicators in the state's accountability system and deemed priority areas in the Phase Two: Needs Assessment for Schools are optional.

Required Goals

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. Additional rows may be added for multiple targets, strategies and activities.

Objective(s):

Increase READING proficiency for students with an IEP from **9%** PD in 2024 and 13% in 2025 to **36.4%** PD by May 2027. Increase MATH proficiency from **18%** PD in 2024 and **13%** PD in 2025 to **38.5%** by May 2027.

By May 2026, reading proficiency for students with an IEP will increase to 20% and math proficiency will increase to 26% on the KSA assessments.

Strategy:

[KCWP 6: Establish Learning Environment and Culture](#) The school will incorporate a school wide book study on equity and inclusion in classrooms. There will also be a focus on co-teaching and collaboration within English and Math classrooms. School wide and district walk throughs will be performed to make sure that these are incorporated with fidelity.

[KCWP 4: Review, Analyze and Apply Data Results](#) Special Education teachers have identified instructional strategies for reading texts. The next step for this goal is to choose a particular strategy to implement in collaborative settings and in resources settings, and then to analyze the effectiveness of this strategy with student reading comprehension data.

[KCWP 4: Review, Analyze and Apply Data Results](#) In math, special education teachers will work with the math department to identify formative assessments structures and strategies to implement in both the collaborative and resource settings. Data from these assessments will be used to determine the effectiveness of these strategies and to identify students who need more tier 1 instructional support.

Activities:

In social studies, science, and English classrooms, special education teachers will collaborate with content teachers to ensure that a chosen reading strategy is used at least weekly. Data on the effectiveness of this strategy, specific to students with an IEP, will be collected and analyzed in monthly department meetings in these specific content areas. Students who need additional support will be identified and targeted with additional strategies and instruction.

In math classrooms, special education teachers will collaborate with math teachers to ensure that a chosen formative assessment strategy is used at least weekly. Data on the effectiveness of this strategy, specific to students with an IEP, will be collected and analyzed in monthly department meetings. Students who need additional support will be identified and targeted with additional strategies and instruction.

All teachers will read *Your Students, My Students, Our Students: Rethinking Equitable and Inclusive Classrooms* and participate in book study led by NKCES to improve coteaching in the building and a better understanding of the needs of students who have IEP.

Progress Monitoring:

MAPS test scores will be used for baseline data (fall scores) and then to measure progress in the spring based on interventions for gaps noted in the NWEA system. Data will also be collected each month by the department and shared with the leadership team. Scores will increase on these assessments throughout the year.

Funding:

Cost of purchasing additional books for the book study for each teacher (some books are already purchased)

State Assessment Results in Reading and Mathematics

Kentucky's accountability system uses multiple academic and school quality measures, with each indicator contributing to the overall score. Reading and math proficiency are foundational to student success, and state assessment results in reading and mathematics carry the greatest weight when calculating the overall score at each level (elementary, middle and high school). This indicator is a required goal area for all schools.

Three- to Five-Year Goal:

Increase READING proficiency from **48%** PD in 2025 to **68.7%** PD by May 2027. Increase MATH proficiency from **48%** PD in 2025 to **68.2%** by May 2027.

Objective(s):

By May of 2026, reading proficiency on the KSA will increase from 48% to 56%. By the end of 2026 math proficiency on the KSA will increase from 48% to 56%.

Strategy:

[KCWP 4: Review, Analyze and Apply Data Results](#) There will be a schoolwide focus on reviewing assessment data in teams, using this data to make instructional decisions, and reporting data and key inferences regularly to the leadership team. Currently, instructional decisions often lack data and data analysis is often done individually (if at all). Leadership will provide vision, time and support monthly.

[KCWP 2: Design and Deliver Instruction](#) Teachers will improve the use of intentional instructional strategies in the classroom to improve the ability of students to read and comprehend texts. PD and training will be provided to teachers in order to build better reading comprehension instructional strategies as a school. PD will be provided to the math department on the best use of formative assessment strategies in the classroom. These strategies are aligned to the practices of the standards for each discipline listed below.

English: Currently with the new HMH curriculum, the English department is using reading strategies provided by the curriculum with the grade-level texts in the curriculum. There is a need to better use data from the formative assessments to identify groups of students who need support and inform whole-class instruction.

Math: Math teachers will identify formative assessment structures and strategies to implement weekly in each classroom. Data from these assessments will be used to determine the effectiveness of these strategies and to identify students who need more tier 1 instructional support.

Science: In science students are frequently reading texts, but they are not always effective at pulling information from written texts. They are relying more on graphs, tables, and images to interpret texts. Science teachers will focus on reading strategies and ensure that students are regularly exposed to rigorous texts. The department will regularly use data to identify the success of these strategies.

Social Studies: In social studies, students are not performing at a high level on stimulus-based (textual) questions wherein they have to apply reading comprehension skills to identify key pieces of information. The department will focus on reading strategies and ensuring that students are exposed frequently to rigorous texts. We will regularly use data to identify the success of strategies.

Activities:

Specific activities are listed below and apply to each team:

Schoolwide: Teachers will attend monthly meetings and work in teams to identify important benchmark assessments, analyze data from those assessments, and make informed decisions guided by the results. Teachers will determine progress by course section, identify students who are performing below proficiency, and determine next steps to address underperforming students and course section.

Schoolwide: Training will be provided for all teachers in the area of reading comprehension instruction. The leadership team will organize and plan professional development with this area of focus, utilizing PD days after the school year in May 2026 and before the school year in August 2026. Other whole staff or department training will be organized and provided as needed.

English: ILTs will review data from reading comprehension formative assessments every 2 weeks and will share monthly in department meetings. The ILTs and departments will identify specific reading strategies to address achievement gaps found in the data.

Math: After training, math teachers will use a chosen formative assessment strategy at least weekly. Data on the effectiveness of this strategy will be collected and analyzed every two weeks in ILT meetings. This data and analysis will then be shared monthly in department meetings. Students who need additional support will be identified and targeted with additional strategies and instruction.

Science: Working with district literacy coaches, the department will identify one strategy to implement weekly. Once mastering one strategy, the department will add additional strategies throughout the year. Data on the effectiveness of these strategies will be reviewed in ILT meetings every 2 weeks and shared monthly in each department meeting.

Social Studies: Working with district literacy coaches, the department will identify 1-2 reading strategies to implement weekly. Data on the effectiveness of these strategies will be reviewed in ILT meetings every 2 weeks and shared monthly in each department meeting.

Progress Monitoring:

Data will be collected each month by the department and shared with the leadership team. Scores will increase on these assessments throughout the year.

Funding:

No additional funding is anticipated.

Alignment to Needs: Optional Goals

Through the Phase Two: Needs Assessment for Schools, priorities were identified, and processes, practices and/or conditions were chosen for focus. Identify any additional indicators that will be addressed by the school in order to build staff capacity and increase student achievement by selecting “yes” or “no” from the dropdown options (beside each indicator) below. For any indicator noted as a priority with a “yes,” schools must complete the below fields. For any indicator marked with a “no,” no further information is needed. Each indicator must have a “yes” or “no” response in the below table.

Indicator	Priority Indicator?
State Assessment Results in science, social studies and writing	No
English Learner Progress	No
Quality of School Climate and Safety	No
Postsecondary Readiness (high schools and districts only)	Yes
Graduation Rate (high schools and districts only)	Yes

Priority Indicator Goals:

Complete the fields below for each indicator that was chosen as a priority with a “yes” response above.

Priority Indicator #4: Postsecondary Readiness

Three- to Five-Year Goal:

Goal 6: Maintain our Postsecondary Readiness Indicator above 84.7 (90.9 in 2024, 89.3 in 2025).

Objective(s):

At least 80% of students will score a B or higher on the end of course assessment (final exam and/or final project) in introductory CTE courses.

Strategy:

[KCWP 4: Review, Analyze and Apply Data Results](#) In common courses taught by CTE teachers, there is a gap in reviewing the results of common assessments collectively and making instructional decisions based on data. The CTE department will focus the instructional time during their monthly meetings to address this need. CTE teachers will also ensure a final exam or project that gives summative results of student learning and course effectiveness—this will be the measure of effectiveness for their work.

Activities:

Teachers will review and compare student data from common and uncommon assessments at least 4 times a year. Teachers will determine strengths and weaknesses of various courses and classes, and teachers will brainstorm ways to improve individual student performance in the classroom.

Progress Monitoring:

By the end of each term, a data report with reflection and action steps will be completed by each teacher for their introductory CTE course. The CTE teachers will also review final exam/project data.

Funding:

None anticipated. However Perkins funds may be needed for common assessments.

Priority Indicator #5: Graduation Rate

Three- to Five-Year Goal:

Goal: Maintain the 4-Year Graduation Rate above **95%** by 2027 (**98%** in 2024 and **97%** in 2025)

Objective(s):

By the end of 2026 the 4-year cohort graduation rate will increase from 97% to 98.5%

Strategy:

KCWP 5: Design, Align and Deliver Support The needs of students are changing, and we need more resources and flexibility to target students that are consistently struggling in school. Specifically, students with significant behavioral, emotional, and academic challenges need additional interventions and support with flexible options for schooling.

Activities:

Cooper leadership will use data to identify struggling students and create individualized intervention plans to support advancement toward graduation. These students will be accepted into the Cooper Virtual Program and the Cooper Success Program. Specifically, support will be offered through a combination of virtual options for schooling, in-person on-line courses, academic support from intervention teachers, and social/emotional behavior support by the MTSS team during JAM.

Progress Monitoring:

Student progress will be measured by the attainment of credits in each of these programs.

Funding:

Support for a continued teacher allocation for the 2026-2027 school year.

Addendum for Schools Identified for Targeted or Additional Targeted Support and Improvement

A school improvement plan for schools identified for targeted support and improvement (TSI) or additional targeted support and improvement (ATSI) must be embedded within the school's comprehensive school improvement plan (CSIP) as required by KRS 160.346(4)-(5) and 703 KAR 5:225.

This addendum outlines the specific requirements that must be addressed in the CSIP to meet federal and state expectations for TSI and ATSI schools. These requirements include targeted strategies and evidence-based activities to support the improvement of consistently underperforming student groups addressed in the goal building template. Evidence-based practices and activities chosen to address any priority goal area must be informed by the Needs Assessment for Schools and feedback from any onsite review conducted by the Kentucky Department of Education (KDE).

Special Considerations for TSI/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 and ATSI schools in the following chart:

TSI and ATSI Additional Requirements
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: To ensure that school leadership has—and continues to develop—the skills and disposition necessary to drive accelerated, meaningful, and sustainable increases in achievement for underperforming subgroups, we have established a structured, collaborative improvement process.
The Principal, Assistant Principal, Special Education Coordinator, and Special Education Team Leader participated in an initial Root Cause Analysis meeting to identify performance gaps and determine areas for targeted improvement. Following this, the Special Education Department met to further analyze contributing factors, refine identified root causes, and outline specific action steps designed to support student growth.
To maintain momentum and ensure accountability, the leadership team will meet monthly with District Office representatives to review ongoing data, assess implementation of action steps, and monitor progress toward achievement goals for underperforming subgroups. This continuous cycle of data review, reflection, and adjustment will support leadership development while ensuring sustained improvements in student outcomes.

TSI and ATSI Additional Requirements**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:

A joint District and School Team has begun conducting scheduled walkthroughs to collect baseline data across classrooms. These walkthroughs help us gain a deeper understanding of current instructional practices, student engagement levels, and implementation of core initiatives. In addition to district-led visits, the School Leadership Team has conducted schoolwide walkthroughs this year focused specifically on student engagement, questioning and discussion techniques, and student behavior.

The data collected through these cycles is reviewed regularly to assess whether existing resources are being used as intended and to identify any inequities that may be impacting student performance. One inequity identified is the level of collaboration within core content areas, which has varied across grade levels and teams. This impacts instructional coherence and consistency for students.

To address these inequities, we are using the data to guide decisions about additional supports and interventions. This includes prioritizing instructional interventions in reading, writing, and math, and ensuring that staff are provided with the necessary time and structures to collaborate effectively. Through ongoing monitoring, we will continue to adjust resources to ensure that underperforming subgroups receive the targeted support they need to achieve sustained academic growth.

Additional Actions That Address the Causes of Consistently Underperforming Subgroups of Students

Consider: Describe the process used to review the learning culture related to your targeted subgroup(s) and any additional actions that were determined to address the causes of underperformance.

Response:

The Team reviewed Panorama results for student surveys related to learning culture. The following areas were seen as strengths among students with an active special education status: Positive themes were: Classroom Engagement, Emotional Understanding, Individualized Learning Support. The following were seen as growth areas: Classroom Environment, Homework Management, Learning Pace Accommodation, Teacher Communication.

The Special Education PLC will identify students by grade level and content area to ensure collaborative monitoring and support using Panorama Playbook as a support for ongoing intervention and progress monitoring.

This process will be facilitated by the Special Education Team with administrative oversight.

TSI and ATSI Additional Requirements
<p>Targeted Subgroups and Evidence-Based Interventions:</p> <p>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 you monitor the evidence-based practice to ensure it is implemented with fidelity?</p> <p>Response:</p> <p>The areas of need revealed by the analysis of academic and non-academic data that will be addressed through the CSIP are Math and Reading for students identified with one or more disabilities. The school will incorporate a school wide book study on equity and inclusion in classrooms. There will also be a focus on co-teaching and collaboration within English and Math classrooms. School wide and district walk throughs will be performed to make sure that these are incorporated with fidelity.</p>

TSI/ATSI Evidence-based Practices Documentation

TSI improvement plans must include at least one evidence-based practice (EBP) that is implemented to improve student outcomes that meet the definition of "evidence-based" under the Every Student Succeeds Act (ESEA) section 8101(21). The definition of "evidence-based" in ESEA section 8101(21) includes four levels of evidence from which interventions may be selected:

- **Strong evidence** from at least one well-designed and well-implemented *experimental study*;
- **Moderate evidence** from at least one well-designed and well-implemented *quasi-experimental study*;
- **Promising evidence** from at least one well-designed and well-implemented *correlational study* with statistical controls for selection bias; or
- **Demonstrates a rationale** based on high-quality research findings or positive evaluation that such activity, strategy or intervention is likely to improve student outcomes or other relevant outcomes and includes ongoing efforts to examine the effects of such activity, strategy or intervention.

More specific information regarding EBPs can be found on the Kentucky Department of Education's [Evidence-based Practices website](#).

Complete the table below to document the evidence that supports the evidence-based intervention outlined in this plan.

Evidence-based Activity	Evidence Citation
Example: Train staff to implement inductive teaching strategies.	Example: Hattie, J. (2009). <i>Visible Learning: a synthesis of over 800 meta-analyses relating to achievement</i> . Routledge: New York, NY.

Evidence-based Activity	Evidence Citation
School wide book study to address Equitable and Inclusive Classrooms.	Jung, L. et. al. (2019). Your Students, My students, Our Students: Rethinking the Equitable and Inclusive Classrooms.
Tier I Classroom Instruction	Walkthroughs/Evaluations that focus on Student Engagement, Questioning and Discussion Techniques, Literacy focus activities.
Special Education Instruction	Efficacy and co-teaching

RHS - Comprehensive School Improvement Plan (CSIP)

Rationale

The CSIP is a plan developed by the school council with the input of parents, faculty and staff based on a review of relevant data that includes targets, strategies, activities, a time schedule to support student achievement and student growth and to eliminate achievement gaps among groups of students. Through the improvement planning process, leaders focus on priority needs, funding and closing achievement gaps among identified subgroups of students.

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).

Please note that the objectives (yearly 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 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 (and general information about goal setting) for each required planning component can be found on page 2 of this 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.**

Operational Definitions

When completing the template sections that follow, please refer to the following operational definitions:

- **Goal:** Long-term three- to five-year targets based on the school level state assessment results. Long-term targets should be informed by the Phase Two: Needs Assessment for Schools;
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- **Strategy:** An approach to systematically address the process, practice or condition that the school will focus its efforts upon, as identified in the Needs Assessment for Schools, in order to reach its goals or objectives. There can be multiple strategies for each objective. The strategy can be based upon Kentucky's six Key Core Work Processes listed below or another established improvement approach (i.e., *Six Sigma, Shipley, Baldridge, etc.*);
- **Key Core Work Processes:** A series of processes identified by the Kentucky Department of Education that involve the majority of an organization's workforce and relate to its core competencies. These are the factors that determine an organization's success and help it prioritize areas for growth;

[KCWP 1: Design and Deploy Standards](#)

[KCWP 2: Design and Deliver Instruction](#)

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[KCWP 4: Review, Analyze and Apply Data Results](#)

[KCWP 5: Design, Align and Deliver Support](#)

[KCWP 6: Establish Learning Environment and Culture](#)

- **Activity:** Actionable steps the school will take to deploy the chosen strategy. There can be multiple activities for each strategy;
- **Progress Monitoring:** Process used to collect and analyze measures of success to assess the level of implementation, the rate of improvement and the effectiveness of the plan. The measures may be quantitative or qualitative but are observable in some way. The description should include the artifacts to be reviewed, specific timelines, and responsible individuals; and
- **Funding:** Local, state or federal funds/grants used to support (or needed to support) the activities.

Goal Setting:

When developing goals, all schools must establish achievement gap targets and set goals in the area of state assessment results in reading and mathematics. Other goals aligned to the indicators in the state's accountability system and deemed priority areas in the Phase Two: Needs Assessment for Schools are optional.

Required Goals

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. Additional rows may be added for multiple targets, strategies and activities.

Objective(s):

Increase SPED Overall score from 28.7 to 50

Increase ELL Overall score from 37.3 to 50

Strategy:

KCWP 2: Design and Deliver instruction—Common planning for Collaborative teachers (both EL and SPED) with their Content teachers to make sure everyone is on the same page. Co-teaching utilized in these classrooms to increase student engagement. Use of Clear Connect translation when needed in order to help break down content barriers. Continuing to be intentional in class size numbers for our SPED and ELL courses.

KCWP: Review, Analyze and Apply Data Results—Using MAP Data along with Panorama indicators to monitor students throughout the school year to create individualized plans to guide instruction

Activities:

Academic: Identify students in both subgroups and use data (MAP, IXL, Summative, etc.) in order to group students for additional support during RAP.

Graduation/CCR: Continue to work on students through their ILP and PSP plans especially regarding post secondary readiness

Progress Monitoring:

Weekly ILT Meetings, Monthly SPED Meetings, Monthly EL Meetings, Monthly CCR/Senior Meetings

Will use Common Summative Data, Panorama Data (Attendance, SEL, Academic), MAP Data and IXL progress. Looking to add EDReady to help students with CCR

Funding:

Continuing to fund IXL through SBDM. Reallocating staff responsibilities to monitor students for WBL and other unique opportunities.

State Assessment Results in Reading and Mathematics

Kentucky's accountability system uses multiple academic and school quality measures, with each indicator contributing to the overall score. Reading and math proficiency are foundational to student success, and state assessment results in reading and mathematics carry the greatest weight when calculating the overall score at each level (elementary, middle and high school). This indicator is a required goal area for all schools.

Three- to Five-Year Goal:

Reading: Increase from 54.2 to 80% in 3 years

Math: Increase from 51.3 to 80% in 3 years

Objective(s):

Reading increase to 62%

Math Increase to 60%

Strategy:

KCWP 2/4: Reading: Utilizing HQIR in conjunction with MAP data to track progress. We will use MAP data to intentionally group students utilizing RAP. In ELA we will focus on 2 goals. Increase students opportunities to read aloud and to themselves and secondly to learn how to engage with texts.

KCWP 4: Math: Utilizing MAP data and IXL in order to track progress. Will use MAP to intentionally group students and help build pathways to proficiency

Activities:

Identifying students via MAP to use RAP to work on skill deficiencies.

Progress Monitoring:

Weekly ILT Meetings, Monthly MTSS meetings

Will use Common Summative Data, Panorama Data (Attendance, SEL, Academic), MAP Data and IXL progress.

Funding:

IXL funding through SBDM budget

Alignment to Needs: Optional Goals

Through the Phase Two: Needs Assessment for Schools, priorities were identified, and processes, practices and/or conditions were chosen for focus. Identify any additional indicators that will be addressed by the school in order to build staff capacity and increase student achievement by selecting “yes” or “no” from the dropdown options (beside each indicator) below. For any indicator noted as a priority with a “yes,” schools must complete the below fields. For any indicator marked with a “no,” no further information is needed. Each indicator must have a “yes” or “no” response in the below table.

Indicator	Priority Indicator?
State Assessment Results in science, social studies and writing	Yes
English Learner Progress	Yes
Quality of School Climate and Safety	No
Postsecondary Readiness (high schools and districts only)	No
Graduation Rate (high schools and districts only)	No

Priority Indicator Goals:

Complete the fields below for each indicator that was chosen as a priority with a “yes” response above.

Priority Indicator #1: State Assessment Results in Science, Social Studies and Writing

Three- to Five-Year Goal:

Increase Science from 26.8 to 60% in 3 years

Increase Social Studies from 42.7 to 60% in 3 years

Increase CW from 52.4 to 75% in 3 years

Objective(s):

Increase Science from 26.8 to

Increase Social Studies from 42.7 to 50%

Increase CW from 52.4 to 58%

Strategy:

KCWP 2: Continue common planning efforts so that all ILT's are giving common formative and summatives. Intentional instructional design, making sure our assessments are aligned.

KCWP 4: Utilizing KSA data from students 10th grade year to ID student needs for 11th Also using MAP data even if it is not in the content area to find if there are gaps in foundational math and English skills.

Activities:

Continuing to utilize and monitor engagement in the classroom. Use of Common aligned assessments and using that data to group students for RAP

Progress Monitoring:

Common Assessment Data, IXL, MAP Data

Funding:

IX through SBDM, RAP SOS system through SBDM, Panorama district funded

Priority Indicator #2: English Learner Progress

Three- to Five-Year Goal:

Increase EL indicator from 33.1 to 50

Objective(s):

Increase EL indicator from 33.1 to 37

Strategy:

KCWP 6: Design and Deliver Instruction

Activities:

Targeted focus on language acquisition. Intentional grouping of students and allocating resources to support our ELL population. Implementation of Clear Connect in the classroom

Progress Monitoring:

Common Formative data, MTSS meetings, weekly ILT's

Funding:

Staff/Resource allocation in order to help monitor and help our EL Population from District allocations and SBDM funds

Priority Indicator #3: Choose an item.

Three- to Five-Year Goal:

Click or tap here to enter text.

Objective(s):

Click or tap here to enter text.

Strategy:

Click or tap here to enter text.

Activities:

Click or tap here to enter text.

Progress Monitoring:

Click or tap here to enter text.

Funding:

Click or tap here to enter text.

Priority Indicator #4: Choose an item.

Three- to Five-Year Goal:

Click or tap here to enter text.

Objective(s):

Click or tap here to enter text.

Strategy:

Click or tap here to enter text.

Activities:

Click or tap here to enter text.

Progress Monitoring:

Click or tap here to enter text.

Funding:

Click or tap here to enter text.

Steeplechase Elementary

2025-2026 (revised)

Comprehensive School Improvement Plan (CSIP)

Rationale

The CSIP is a plan developed by the school council with the input of parents, faculty and staff based on a review of relevant data that includes targets, strategies, activities, a time schedule to support student achievement and student growth and to eliminate achievement gaps among groups of students. Through the improvement planning process, leaders focus on priority needs, funding and closing achievement gaps among identified subgroups of students.

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).

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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.**

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

[KCWP 1: Design and Deploy Standards](#)

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[KCWP 5: Design, Align and Deliver Support](#)

[KCWP 6: Establish Learning Environment and Culture](#)

- **Activity:** Actionable steps the school will take to deploy the chosen strategy. There can be multiple activities for each strategy;
- **Progress Monitoring:** Process used to collect and analyze measures of success to assess the level of implementation, the rate of improvement and the effectiveness of the plan. The measures may be quantitative or qualitative but are observable in some way. The description should include the artifacts to be reviewed, specific timelines, and responsible individuals; and
- **Funding:** Local, state or federal funds/grants used to support (or needed to support) the activities.

Goal Setting:

When developing goals, all schools must establish achievement gap targets and set goals in the area of state assessment results in reading and mathematics. Other goals aligned to the indicators

in the state's accountability system and deemed priority areas in the Phase Two: Needs Assessment for Schools are optional.

Required Goals

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. Additional rows may be added for multiple targets, strategies and activities.

Objectives:

Objective 1: Increase the reading and math proficiency for disability students 48% to 55% by May 2026.

Objective 2: Increase the English Learner Progress for ELP students 63% to 70% by May 2026.

Strategy:

Implement high-leverage instructional strategies and increase tiered supports for student gap groups.

Key Core Work Process:

KCWP 2 Design & Deliver Instruction

KCWP 4: Review, Analyze, and Apply Data

KCWP 6 Establish Learning Culture and Environment

Activities:

1. Implementation of HQIR in Reading and Math through district approved curriculum
2. Additional staffing MTSS teachers will be utilized to provide daily interventions through small group instruction to students who perform below proficiency.
3. MTSS Systems and PLC Opportunities for creating opportunities for teachers to discuss the whole child and break apart assessment data to plan instruction based on student needs.
4. All students performing below grade level will work with teacher to create and set goals for improvement.
5. Special Education PLCs to increase teacher capacity and support evidence-based practices
6. Implementation schoolwide strategies from "7 Steps to a Language-Rich, Interactive Classroom" by Seidlitz and Perryman; also using John Hattie's Visible Learning Classroom strategies to support delivery language-rich instruction and vocabulary.
7. Teachers will provide research based intervention resources (Examples but not limited to Orton, IXL, UFLI, Heggerty, Bridges, Building Fact Fluency, etc.) during Tier 2 interventions.

8. SCES will provide Technology for students use and programming support for instruction and intervention.
9. Teachers will provide Writing Opportunities across the curriculum.
10. Family Resource Center and student programs to support and reduce barriers for learning for students and families.

Progress Monitoring:

1. Quarterly Learning walks with Instructional Coach and administration.
2. MTSS PLCs meetings (6-8 week)
3. Completion of Book Study through PLCs and Faculty Meeting
4. Technology KETs purchases for technology support for students.
5. FRC Grant and Yearly Review Report

Funding:

District Funding, Title 1, Title II, IDEA, SBDM, FRC Grant, KETs, Student Activity Funds

State Assessment Results in Reading and Mathematics

Kentucky's accountability system uses multiple academic and school quality measures, with each indicator contributing to the overall score. Reading and math proficiency are foundational to student success, and state assessment results in reading and mathematics carry the greatest weight when calculating the overall score at each level (elementary, middle and high school). This indicator is a required goal area for all schools.

Three- to Five-Year Goal:

Increase both Reading and Math proficiency to 75% by 2030.

Objective(s):

Increase overall reading to 56% P/D and math to 55% P/D on the 2026 KSA.

Strategy:

Increase student learning through high quality Tier 1 instruction, small group intervention instruction for identified Tier 2/3 students, and extended learning opportunities for all students.

Key Core Work Process:

KCWP 2 Design & Deliver Instruction

KCWP 4: Review, Analyze, and Apply Data

KCWP 6 Establish Learning Culture and Environment

Activities:

1. Continuation of 30, 60, 90 Day plans to support focus of Data, Instruction, and Professional Learning with ownership of focus with teachers and administration driven by student data.
2. Implementation of HQIR quarterly walkthroughs in Reading and Math through district approved curriculum by instructional coach .
3. Additional staffing MTSS teachers will be utilized to provide daily interventions through small group instruction for students and additional Assistant Principal for behavior support for students through MTSS systems and instructional support for teachers.
4. MTSS Systems and PLC Opportunities for creating opportunities for teachers to discuss the whole child and break apart assessment data to plan instruction based on student needs (6-8 weeks).
5. Implementation schoolwide strategies will be added to grade level focus on 30, 60, 90 day plan from “7 Steps to a Language-Rich, Interactive Classroom” by Seidlitz and Perryman; also using John Hattie’s Visible Learning Classroom strategies to support delivery language-rich instruction and vocabulary.
6. Teachers will provide research based intervention resources (Examples but not limited to Orton, IXL, UFLI, Heggerty, Bridges, Building Fact Fluency, etc.) during Tier 2 interventions.
7. Teachers will provide writing opportunities and resources across the curriculum.
8. Family Resource Center and student programs to support and reduce barriers for learning for students and families.
9. Provide High Impact Extended Student Services for students who need additional support including but not limited to reading and math deficits using researched based strategies through ESS program fall and Spring sessions for students.
10. Provide Afterschool clubs and activities for students to thrive in additional areas for personal interests including basketball, archery, Lego league, academic team, art club, science club, choir, Girls on the Run, etc.
11. Early Childhood support for Preschool students ensures that developmentally appropriate instruction in phonological awareness, oral language, alphabet knowledge, number sense, and early problem solving using the KY Early Childhood Standards are in place. Also implement a PK MTSS team that meets bi-monthly to review student progress and overall growth for preschool students.

Progress Monitoring:

1. 30, 60, 90 Day plan (every 30 days)
2. HQIR – walkthrough data quarterly by instructional coach and administration
3. MTSS PLCs meetings (6-8 week)
4. MAP Assessment data
5. FRC Grant and Yearly Review Report
6. Preschool PLCs and MTSS Meeting

Funding:

District Funding, Title 1, Title II, SBDM, Student Activity, FRC Grant, ESS Grant.

Alignment to Needs: Optional Goals

Through the Phase Two: Needs Assessment for Schools, priorities were identified, and processes, practices and/or conditions were chosen for focus. Identify any additional indicators that will be addressed by the school in order to build staff capacity and increase student achievement by selecting “yes” or “no” from the dropdown options (beside each indicator) below. For any indicator noted as a priority with a “yes,” schools must complete the below fields. For any indicator marked with a “no,” no further information is needed. Each indicator must have a “yes” or “no” response in the below table.

Indicator	Priority Indicator?
State Assessment Results in science, social studies and writing	Yes
English Learner Progress	No
Quality of School Climate and Safety	Yes
Postsecondary Readiness (high schools and districts only)	No
Graduation Rate (high schools and districts only)	No

Priority Indicator Goals:

Complete the fields below for each indicator that was chosen as a priority with a “yes” response above.

Priority Indicator #1: State Assessment Results in Science, Social Studies and Writing

Three- to Five-Year Goal:

Increase Science, Social Studies, and Writing proficiency to 75% by 2030.

Objective(s):

Increase overall Science from 37% to 42% P/D; Social Studies from 38% to 43% P/D and Writing from 53% to 58% P/D on the 2026 KSA.

Strategy:

Implement consistent teacher practices that raise proficiency.

Key Core Work Process:

KCWP 2 Design & Deliver Instruction

Activities:

1. Learning targets posted and referenced during lessons daily by teachers.
2. Universal instruction with intentional use of scaffolding and differentiation through grade level planning by teachers weekly..
3. Use of success criteria and exemplars through weekly planning/PLCnwork by teachers.

4. Embedded Writing Collaboration with Northern Kentucky University and 5th grade team biweekly.

5. Each grade level will provide learning opportunities with in-school and out of school field trips and experiences for students at least once a year.

Progress Monitoring:

1. Quarterly Learning walks-walkthrough data quarterly by instructional coach and administration.
2. Lesson plans and PLCs weekly check with grade level team and administration.
3. Writing rubrics and writing samples shared in PLCs quarterly.

Funding:

Title 1, FRC, SBDM, PTO

Priority Indicator #2: Quality of School Climate and Safety

Three- to Five-Year Goal:

Increase the Quality of School Climate and Safety from 77% to 80% by 2030.

Objective(s):

Increase the overall QSCS from 77% to 78.5% by 2026 on KSA.

Strategy:

Improving the student climate and safety using leadership and student ownership.

Key Core Work Process:

KCWP 6 Establish Learning Culture and Environment

Activities:

1. Leader In Me Tier 1 implementation schoolwide. Lessons will be taught by teachers once a week and morning meetings will be implemented.
2. The Student Lighthouse team will meet monthly for student voice and support of student culture through monthly activities.
3. The Student Safety Team meets quarterly and works with SRO daily on school Safety.
4. Character Strong will be used to support Tier 2/Tier 3 SEB students as needed.

Progress Monitoring:

1. Yearly Lesson Plan and Leader In Me student binders review by teachers.

2. Student Lighthouse team agendas monthly
3. Student Safety Team agendas quarterly
4. Panorama Student Survey

Funding:

District Funding, Title 1, Student Activity, SBDM, PTO

Comprehensive School Improvement Plan (CSIP)

Rationale

The CSIP is a plan developed by the school council with the input of parents, faculty and staff based on a review of relevant data that includes targets, strategies, activities, a time schedule to support student achievement and student growth and to eliminate achievement gaps among groups of students. Through the improvement planning process, leaders focus on priority needs, funding and closing achievement gaps among identified subgroups of students.

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[KCWP 6: Establish Learning Environment and Culture](#)

- **Activity:** Actionable steps the school will take to deploy the chosen strategy. There can be multiple activities for each strategy;
- **Progress Monitoring:** Process used to collect and analyze measures of success to assess the level of implementation, the rate of improvement and the effectiveness of the plan. The measures may be quantitative or qualitative but are observable in some way. The description should include the artifacts to be reviewed, specific timelines, and responsible individuals; and
- **Funding:** Local, state or federal funds/grants used to support (or needed to support) the activities.

Goal Setting:

When developing goals, all schools must establish achievement gap targets and set goals in the area of state assessment results in reading and mathematics. Other goals aligned to the indicators in the state's accountability system and deemed priority areas in the Phase Two: Needs Assessment for Schools are optional.

Required Goals

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. Additional rows may be added for multiple targets, strategies and activities.

Objective(s):

Objective 1: Increase the reading proficiency for students with IEP- 9% to 35% by May 2026.

Objective 2: Increase the math proficiency for students with IEP - 5% to 35% by May 2026.

Objective 3: Increase the reading proficiency for students designated economically disadvantaged - 42% to 52% by May 2026.

Objective 4: Increase the math proficiency for students designated economically disadvantaged- 34% to 44% by May 2026.

Strategy:

KCWP 4 Review, Analyze, and Apply Data

KCWP 2 Design & Deliver Instruction

Activities:

Provide targeted professional learning and coaching in evidence based Reading and Math practices for general education, special education, and MTSS teachers with focus on improving students in identified gap groups (students with disabilities, economically disadvantaged, and at-risk learners)

Adding standing TSI/Special Ed data review item to grade level PLC agenda. Admin, instructional coach, MTSS coordinator, general education, and special education teachers will review classroom performance and assessment data including: MAP, Common Assessment, progress monitoring, and IEP goal data to assess and structure instructional changes with targeted interventions.

Monthly Special Ed PLC with collaboration with district special education coordinator. This PLC will look at specific data within student IEP goal monitoring and progress. This PLC will guide targeted evidence based training based upon student progress.

Continue to implement and refine schoolwide MTSS Intervention to align with district MTSS plan with consultation from district MTSS consultants. Continue to implement structured MTSS tiered systems to identify and support students in Reading and Math. Students will receive Universal screener and progress monitoring to guide and provide targeted Tiered supports. Schoolwide progress data will be assessed with school leadership, MTSS team, Instructional coach, and teachers every 4-6 weeks to make needed adjustments to intervention plans. The

school will provide 2, 30 minute MTSS blocks for all students. Each student will be provided 30 minutes of Tiered support based upon that student's individualized need.

Increase the co-teaching instruction in collaborative settings to increase student proficiency. Consultation and partnering with NKCES to identify and train teachers on best practices in co-teaching. Once consultation, school leadership will provide training on specific Co-teaching models with evidence based guidance from NKCES. Adjust/Revise Master schedule to ensure an increase in co-teaching to ensure that teachers are provided co-planning and adequate time to support students IEP goals within the collaborative setting.

Progress Monitoring:

Reading/Math PD: MAP/common assessments/progress monitoring; learning walk data on use of strategies.

Standing TSI/SpED Data in PLCs: PLC agendas/minutes showing TSI/SpEd data review; MAP/progress monitoring for those students.

Monthly Special Ed PLC: IEP progress data; Special Ed PLC agendas/minutes.

MTSS Intervention: Progress monitoring data for students in intervention; MTSS notes in PLC minutes.

Increase Co-Teaching via Master Schedule: Master schedule/rosters for number of co-taught sections; learning walk data in co-taught rooms; MAP/common assessments for students with disabilities.

Funding:

SBDM, Title 1, Title 2, IDEA

State Assessment Results in Reading and Mathematics

Kentucky's accountability system uses multiple academic and school quality measures, with each indicator contributing to the overall score. Reading and math proficiency are foundational to student success, and state assessment results in reading and mathematics carry the greatest weight when calculating the overall score at each level (elementary, middle and high school). This indicator is a required goal area for all schools.

Three- to Five-Year Goal:

Increase READING proficiency from 53% PD to 69.2% PD by May 2028. Increase MATH proficiency from 43% PD to 63.6% by May 2028.

Objective(s):

Objective 1: Objective 1: Increase READING proficiency from 53% PD to 65.1% PD by May 2026.

Objective 2: Objective 2: Increase MATH proficiency from 43% PD to 58.7% by May 2026.

Strategy:

KCWP 2 Design & Deliver Instruction

KCWP 4 Review, Analyze, and Apply Data

Activities:

Literacy and math support through use of instructional coach and district instructional leads to improve core instruction. Instructional coach will provide targeted coaching cycles, lead in monthly literacy team trainings, and regular modeling and coaching to improve Tier 1 instruction. District leads will complete collaborative learning walks, provide support and training to school administration and staff with best practices for both Math and Reading.

Weekly grade level collaborative planning in PLCs using a common, aligned agenda focused on Tier 1 instruction and the four core PLC questions to improve reading and math proficiency.

Follow district/school MTSS plan utilizing data to make instructional decisions.

Admin will facilitate the review and application of walkthrough feedback in an effort to strengthen Tier 1 Reading and Math instruction and support progress toward school proficiency goals.

Develop Implementation team subcommittees for ELA, SEB, Math, and Arts Integration. These teams are each led by a designated lead. Monthly team meetings will align specific expectations and training based upon current needs in each area based upon students data, district initiatives, and guided professional learning.

Implementation teams- Implementation teams will share updates and action steps through twice-monthly faculty meetings, communicated in the newsletter/HIVE.

Ongoing professional development and training in Science of Reading and Math practices with Preschool that align with Kindergarten readiness.

Progress Monitoring:

Literacy & Math Support - IC and admin team will review common assessment data and walkthrough trends, using results to plan targeted coaching and PD.

Collaborative Planning - Weekly PLC common planning, agendas, and notes housed in a unified PLC Google Drive will be monitored by the admin team to ensure HQIR-aligned Tier 1 planning.

Follow district/school MTSS plan - Quarterly, the MTSS team will conduct data chats (ATM) using screeners, progress monitoring, and common assessments to adjust interventions and supports.

Apply admin & district walkthrough feedback - Walkthroughs for each staff member using district-aligned ELA/Math forms will be analyzed for trends, with individual feedback and whole-staff follow-up shared.

Funding:

SBDM, Title 1, Title 2

Alignment to Needs: Optional Goals

Through the Phase Two: Needs Assessment for Schools, priorities were identified, and processes, practices and/or conditions were chosen for focus. Identify any additional indicators that will be addressed by the school in order to build staff capacity and increase student achievement by selecting “yes” or “no” from the dropdown options (beside each indicator) below. For any indicator noted as a priority with a “yes,” schools must complete the below fields. For any indicator marked with a “no,” no further information is needed. Each indicator must have a “yes” or “no” response in the below table.

Indicator	Priority Indicator?
State Assessment Results in science, social studies and writing	Yes
English Learner Progress	Yes
Quality of School Climate and Safety	Yes
Postsecondary Readiness (high schools and districts only)	Choose an item.
Graduation Rate (high schools and districts only)	Choose an item.

Priority Indicator Goals:

Complete the fields below for each indicator that was chosen as a priority with a “yes” response above.

Priority Indicator #1: State Assessment Results in Science, Social Studies and Writing

Three- to Five-Year Goal:

Increase the Proficiency of Science 34% PD to 55%, Social Studies 43% PD to 55%, and Combined Writing from 54% PD to 65% by May 2028.

Objective(s):

Increase the Proficiency of Science 34% PD to 50%, Social Studies 43% PD to 50%, and Combined Writing from 54% PD to 60% by May 2026.

Strategy:

KCWP 2 Design & Deliver Instruction

KCWP 5 Design, Align, and Deliver Support

Activities:

Facilitate ongoing Science, Social Studies, and Writing coaching through the instructional coach to strengthen Tier 1 instruction and increase proficiency.

Increase use of engagement strategies such as Kagan across content areas.

Implement K – 5 PLTW collaborative curriculum through our Unified Arts rotation to provide hands-on, standards-aligned instruction and integrated writing opportunities that support increased proficiency in Science, Social Studies and Writing.

Collaborative Writing/CER workshop opportunities with district instructional coach.

Progress Monitoring:

Instructional Coach support in Science, SS, & Writing - Utilize common Google Drive aligned to priority standards or HQIR based upon district guidance that will be monitored by the IC and admin team. PLC focus work with IC and admin team will be used to check implementation of coached strategies.

Increased use of engagement strategies (e.g., Kagan) -Walkthroughs will look for use of high-engagement strategies in Science, Social Studies, and Writing. End-of-unit comprehensive projects reviewed for evidence of increased student engagement and participation.

Collaborative Writing/CER Workshop - Quarterly check-ins with the district instructional coach and PLC follow-up will be used to monitor implementation of CER and writing structures. IC and admin team will monitor CER scoring and calibration through PLC data dives and shared scoring documents in the common Google Drive.

Funding:

SBDM, Title 1, Title 2

Priority Indicator #2: English Learner Progress

Three- to Five-Year Goal:

Increase the English Learner indicator from 54.2 to 65 by 2028.

Objective(s):

Increase EL indicator from 54.2 to 60% by May 2026.

Strategy:

KCWP 2 Design & Deliver Instruction

KCWP 5: Design, Align, and Administer Support

Activities:

Increase co-teaching between classroom teachers and EL staff in core content classes to provide targeted language and content support for English Learners.

Provide quality ongoing professional learning for all teachers centered around developing English language proficiency through curriculum, instruction, & assessment, and increase training regarding Sheltered Instruction Observation Protocol (SIOP) strategies for all teachers working with EL students.

PLC agendas with a standing focus on EL student needs and intentional collaboration with the EL teacher to plan instruction and supports that improve EL progress.

Progress Monitoring:

Student progress on common assessments, MAP, ACCESS, and HQIR will be reviewed by the SIOP lead, EL team, and admin team to monitor the impact of co-teaching. Learning walks with feedback to teachers will be used to check for effective co-teaching and EL supports in core classes.

Implement learning walks, utilizing feedback to monitor implementation of SIOP and other EL strategies from professional learning.

EL team and admin team will monitor PLC aligned agendas addressing EL student needs in collaboration with the EL teacher to ensure EL data and supports are regularly planned and discussed.

Funding:

SBDM, Title 3

Priority Indicator #3: Quality of School Climate and Safety

Three- to Five-Year Goal:

Increase the Quality of School Climate and Safety indicator from 70% to 80% by 2028.

Objective(s):

Increase the QSCS from 70% to 75% BY May 2026.

Strategy:

KCWP 5: Design, Align, and Administer Support

Activities:

Provide ongoing training and professional learning (PreK -5) regarding emotional and mental wellness supports: KAGAN, Zones, Character Strong, and PBIS.

Align and integrate school mental health, PBIS, and academic/SEB MTSS ensuring an interconnected Multi-Tiered Systems of Support framework.

Provide targeted SEB guidance lessons once a month by counselors and daily SEB morning meetings by teachers. Use of Zones of Regulation, Social Thinker/ing, Panorama Playbook, Kagan, Pathway to success, Restorative practices, PBIS world, and Character Strong.

Tiered support for MTSS small group SEB instruction focusing on specific skills based upon SEB screeners/teacher recommendation/counselor referral data.

Progress Monitoring:

Training & PL - Learning walks and fidelity checks for SEB instruction to see if trained strategies are being implemented.

Align & Integrate school mental health - Panorama data monitored by counselors, MTSS, and admin to evaluate impact of integrated supports on climate and safety. Counselor, admin, and MTSS monitored: review of referral patterns, tiered supports, and follow-through within the MTSS system quarterly.

Monthly SEB guidance lessons & daily SEB - Learning walks and fidelity checks for SEB instruction to ensure SEB lessons and morning meetings are occurring as planned and using the identified tools. Panorama data monitored by teachers and counselors to see shifts in student-reported SEB skills and climate.

Tiered MTSS small-group SEB instruction - Panorama data monitored by MTSS and admin team to identify students and groups needing additional SEB support.

Counselor, admin, and MTSS monitored: ongoing review of SEB small-group participation, referral data, and student progress within tiers discussed at monthly MTSS SEB Tier $\frac{2}{3}$ meetings.

Funding:

SBDM, Title 1, Title 2

Addendum for Schools Identified for Targeted or Additional Targeted Support and Improvement

A school improvement plan for schools identified for targeted support and improvement (TSI) or additional targeted support and improvement (ATSI) must be embedded within the school's comprehensive school improvement plan (CSIP) as required by KRS 160.346(4)-(5) and 703 KAR 5:225.

This addendum outlines the specific requirements that must be addressed in the CSIP to meet federal and state expectations for TSI and ATSI schools. These requirements include targeted strategies and evidence-based activities to support the improvement of consistently underperforming student groups addressed in the goal building template. Evidence-based practices and activities chosen to address any priority goal area must be informed by the Needs Assessment for Schools and feedback from any onsite review conducted by the Kentucky Department of Education (KDE).

Special Considerations for TSI/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 and ATSI schools in the following chart:

TSI and ATSI Additional Requirements
<p>Components of Turnaround Leadership Development and Support:</p> <p>Consider: How will you ensure that school leadership has or develops the skills and disposition to achieve accelerated, meaningful and sustainable increases in student achievement for underperforming subgroups?</p> <p>Response:</p> <p>School leadership will collaborate with LSS and the Special Education department to create a school plan to address proficiency of students with IEPs. The admin team will participate in ongoing leadership coaching and professional learning focused on inclusive practices, MTSS, and co-teaching so we can more effectively support and monitor instruction. Also, the leadership team will expect and model high expectations and shared ownership for students with disabilities and use regular data reviews to make decisions and adjust supports. Furthermore, the plan will include professional development for all certified staff, walk throughs, data analysis, and fidelity checks. School administration will collaborate with the special education coordinator with Special Education PLC. School Leadership will collaborate with NKCES to create a school professional development plan to support teacher learning to provide research and evidence based practices to support students with IEPs.</p>
<p>Identification of Critical Resources Inequities:</p> <p>Consider: Describe the process used to review the allocation and use of resources (people, time and money), any resource inequities that were identified that may contribute to underperformance, and how identified resource inequities will be addressed.</p> <p>Response:</p> <p>School leadership will conduct a regular review (at least annually) of how people, time, and money are allocated by analyzing master schedules, staff duty assignments, special education and EL caseloads, intervention schedules, school budgets, etc. This review will be cross-referenced with student performance data and IEP service minutes to determine whether students with disabilities have equitable access to high-quality core instruction, interventions, and support staff.</p>

TSI and ATSI Additional Requirements

Review findings will be discussed in PLCs, leadership team meetings, and SBDM to identify any resource inequities (such as uneven caseloads, limited intervention time, or insufficient support in high-need grade levels). When inequities are identified, school leadership will work with SBDM to adjust staffing assignments, schedules, and budget allocations to better align resources with student needs and improvement goals.

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: School leadership will collaborate with LSS and district special education department to perform Root Cause Analysis RCA. School leadership will then work with PLC, team leaders, and SBDM to discuss further actions to increase student proficiency. Within the RCA, the team discussed the need for more support and training for all staff in best practices with “for” students with IEPs such as co-teaching, and SDI.

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 you monitor the evidence-based practice to ensure it is implemented with fidelity?

Response: The area of need analyzed by our RCA was that all staff do not have adequate training in two main areas: Co-Teaching and SDI. School leadership will collaboratively develop and implement a professional development plan for all staff focused on these evidence-based practices, with support from LSS and the Special Education department. To monitor implementation with fidelity, school leadership, LSS, and Special Education will conduct focused learning walks using a common look-for tool to observe co-teaching and SDI in classrooms.

TSI/ATSI Evidence-based Practices Documentation

TSI improvement plans must include at least one evidence-based practice (EBP) that is implemented to improve student outcomes that meet the definition of “evidence-based” under the Every Student Succeeds Act (ESEA) section 8101(21). The definition of “evidence-based” in ESEA section 8101(21) includes four levels of evidence from which interventions may be selected:

- **Strong evidence** from at least one well-designed and well-implemented *experimental study*;
- **Moderate evidence** from at least one well-designed and well-implemented *quasi-experimental study*;
- **Promising evidence** from at least one well-designed and well-implemented *correlational study* with statistical controls for selection bias; or
- **Demonstrates a rationale** based on high-quality research findings or positive evaluation that such activity, strategy or intervention is likely to improve student outcomes or other relevant outcomes and includes ongoing efforts to examine the effects of such activity, strategy or intervention.

More specific information regarding EBPs can be found on the Kentucky Department of Education's [Evidence-based Practices website](#).

Complete the table below to document the evidence that supports the evidence-based intervention outlined in this plan.

Evidence-based Activity	Evidence Citation
<ul style="list-style-type: none"> - Provide Professional Development for effective Co-teaching Strategies in Reading 	<p>Gokbulut, Ozlem Dagli, Gonul Akcamete, and Ahmet Güneyli. "Impact of Co-Teaching Approach in Inclusive Education Settings on the Development of Reading Skills." <i>International Journal of Education and Practice</i>, vol. 8, no. 1, 2020, pp. 1-17. Conscientia Beam, www.conscientiabeam.com/journal/61.</p> <p>Council for Exceptional Children & CEDAR Center. Bibliography of Selected Resources. High-Leverage Practices, Oct. 2020, https://highleveragepractices.org/sites/default/files/2020-10/Bibliography-of-Selected-Resources.pdf</p>
<ul style="list-style-type: none"> - Provide Professional Development for effective Co-teaching Strategies in Math 	<p>Harbour, Kristin E., et al. "Professional Development to Support Elementary Mathematics and Co-Teaching Practices: Collaborations between General and Special Education." <i>Mathematics Teacher Education and Development</i>, vol. 24, no. 2, 2022, pp. 33-56. Mathematics Education Research Group of Australasia, https://mtd.merga.net.au/index.php/mtd/index.</p> <p>Council for Exceptional Children & CEDAR Center. Bibliography of Selected Resources. High-Leverage Practices, Oct. 2020, https://highleveragepractices.org/sites/default/files/2020-10/Bibliography-of-Selected-Resources.pdf</p>

Yealey Elem Comprehensive School Improvement Plan (CSIP)

Rationale

The CSIP is a plan developed by the school council with the input of parents, faculty and staff based on a review of relevant data that includes targets, strategies, activities, a time schedule to support student achievement and student growth and to eliminate achievement gaps among groups of students. Through the improvement planning process, leaders focus on priority needs, funding and closing achievement gaps among identified subgroups of students.

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).

Please note that the objectives (yearly 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 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 (and general information about goal setting) for each required planning component can be found on page 2 of this 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.**

Operational Definitions

Goal Setting:

When developing goals, all schools must establish achievement gap targets and set goals in the area of state assessment results in reading and mathematics. Other goals aligned to the indicators in the state's accountability system and deemed priority areas in the Phase Two: Needs Assessment for Schools are optional.

Required Goals

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. Additional rows may be added for multiple targets, strategies and activities.

Objective(s):

Objective 1: Increase READING proficiency from 12% PD to 34.3% PD by May 2026.

Objective 2: Increase MATH proficiency from 6% PD to 26.4% PD by May 2026.

Strategy - 1:

KCWP 5 Design, Align, and Administer Support.

Activities:

Provide professional learning opportunities to increase the use of appropriate academic and behavioral interventions that are designed and put in place to meet the needs of all students.

Co-teaching and collaboration with a focus on grade level standards, high yield strategies, and individual student needs to increase student achievement.

Continue school culture supports, both academic and behavioral, to promote and support learning for all through the use of ESS day-waiver, The Leader In Me program, school counselors, PBIS, and the Wellness Policy.

Develop a structure and system of interventions and support for students who are not mastering standards during our core extension blocks.

Employ a para-educator to support special education and in the regular classroom.

See SIF Grant WWC Compliance

<https://docs.google.com/document/d/1KeB5mS8UD5BZuZPl4p4z3vTDazB1s52N/edit?usp=sharing&ouid=114977497312232089755&rtpof=true&sd=true>

Progress Monitoring:

MAP – NWEA Data

PLC meeting notes

Walk Thrus

MRA

District Supported Progress Monitoring Tool if available

IEP Progress Monitoring Data

Funding:

Title 1

SIF (https://drive.google.com/file/d/1yJRFiYB545BMckzYKWWQAXL3Msdh_yK/view?usp=sharing)

Strategy - 2:**KCWP 6 Establish Learning Environment and Culture****Activities:**

Provide professional learning for SpEd teachers, paraeducators, and other staff as needed. Areas of focus for professional learning will include reduction of behavior issues and Specially Designed Instruction (SDI).

See SIF Grant WWC Compliance

<https://docs.google.com/document/d/1KeB5mS8UD5BZuZPl4p4z3vTDazB1s52N/edit?usp=sharing&ouid=114977497312232089755&rtpof=true&sd=true>

Progress Monitoring:

MAP scores for Students with IEPs

KSA scores for Students with IEPs

MRA Survey Data

Progress Monitoring data of IEP goals

Funding:

Title 1

SIF (https://drive.google.com/file/d/1yJRFiYB545BMckzYKWWQAXL3Msdh_-yK/view?usp=sharing)

State Assessment Results in Reading and Mathematics

Kentucky's accountability system uses multiple academic and school quality measures, with each indicator contributing to the overall score. Reading and math proficiency are foundational to student success, and state assessment results in reading and mathematics carry the greatest weight when calculating the overall score at each level (elementary, middle and high school). This indicator is a required goal area for all schools.

Three- to Five-Year Goals:

Overall, maintain a minimum of green status. Increase READING proficiency from 48% PD to 66.9% PD by May 2028. Increase MATH proficiency from 49% PD to 61.3% PD by May 2028.

Objective(s):

Objective 1: Increase READING proficiency from 48% PD to 62.5% PD by May 2026.

Objective 2: Increase MATH proficiency from 49% PD to 56.1% PD by May 2026.

Strategy - 1:

KCWP 2 Design and Deliver Instruction

Activities:

Continue to grow a system to ensure students take responsibility for their own learning by using the Leader In Me Program school-wide.

Utilize personalized learning programs including technology-based programs to increase student achievement.

Focus on strengthening Tier 1 instruction by utilizing an online instructional coach model (e.g. Better Lesson) to provide professional learning to teachers on topics such as making grade-level content accessible to all students, assessment for learning, data-informed instruction, and overall teaching practice.

Teachers will engage in 1:1 coaching with an online instructional coach model coaches to support the specific needs of their Professional Growth Plans.

Administrators will participate in learning walks with an online instructional coach model to gather data and identify areas of strength, growth, and staff development needs.

Guidance Counselor implements lessons, groups, and individual counseling sessions to help students take ownership of their learning.

Progress Monitoring:

Spring MRA

Walk Thru Data

Spring Lighthouse Renewal Audit

Program reports

MAP/NWEA reports.

District Summative Assessments

Learning Walks

Spring MRA

Funding:

Title 1

SIF

Strategy - 2:**KCWP 3 Design and Deliver Assessment Literacy****Activities:**

Use CASL protocols, analysis of DOK levels, deeper questioning, and awareness of biases to increase the validity of assessments (formative and summative) to ensure congruency to the standards/targets and to better analyze and use data obtained from assessments.

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.

Progress Monitoring:

Weekly PLCs and Monthly team leader and SBDM meetings to review assessments.

Instructional Coach, Team Leader or Principal will keep the minutes. The principal will review the minutes.

Funding:

Title 1

SIF

Strategy - 3:**KCWP 4 Review, Analyze, and Apply Data****Activities:**

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.

Focus on strengthening Tier 1 instruction by utilizing BetterLesson to provide professional learning to teachers on topics such as making grade-level content accessible to all students, assessment for learning, data-informed instruction, and overall teaching practice.

Progress Monitoring:

Instructional Coach will keep the minutes. The principal will review the minutes.

District Summative Assessments

Learning Walks

Walk Thrus

Funding:

Title 1

SIF

Strategy - 4:**KCWP 5 Design, Align, and Administer Support****Activities:**

Develop a structure and system including teachers and para-educators of interventions and support for students who are not mastering standards during our core extension blocks including academic, behavioral, and social emotional learning.

Continue to maintain our preschool program at a 5 star rating on the TPOT to insure we are providing high quality early childhood interventions.

Progress Monitoring:

District provided progress monitoring tool if provided otherwise schoolwide progress monitoring tool.

Walk thrus by admin and the director of preschool

Funding:

Title 1

SIF

Alignment to Needs: Optional Goals

Through the Phase Two: Needs Assessment for Schools, priorities were identified, and processes, practices and/or conditions were chosen for focus. Identify any additional indicators that will be addressed by the school in order to build staff capacity and increase student achievement by selecting “yes” or “no” from the dropdown options (beside each indicator) below. For any indicator noted as a priority with a “yes,” schools must complete the below fields. For any indicator marked with a “no,” no further information is needed. Each indicator must have a “yes” or “no” response in the below table.

Indicator	Priority Indicator?
State Assessment Results in science, social studies and writing	Yes
English Learner Progress	No
Quality of School Climate and Safety	No
Postsecondary Readiness (high schools and districts only)	No
Graduation Rate (high schools and districts only)	No

Priority Indicator Goals:

Complete the fields below for each indicator that was chosen as a priority with a “yes” response above.

Priority Indicator #1: State Assessment Results in Science, Social Studies and Writing

Three- to Five-Year Goal:

Overall, maintain a minimum of green status. Increase SCIENCE proficiency from 29% PD to 52.1% PD by May 2028. Increase SOCIAL STUDIES proficiency from 49% PD to 61.3% PD by May 2028.

Objective(s):

Objective 1: Increase SCIENCE proficiency from 29% PD to 45.7% PD by May 2026.

Objective 2: Increase SOCIAL STUDIES proficiency from 39% PD to 43.8% PD by May 2026.

Strategy:

KCWP 2 Design and Deliver Instruction

Activities:

Implement a science program, blended learning classrooms, and the hands on social studies learning lab (library) to provide students with learning experiences for deeper learning.

Progress Monitoring:

Steam teacher, blended learning teachers, and librarian will report on usage and progress yearly.

Funding:

Title 1

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

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: Principal will work with KDE consultant to review plan and progress. Principal or AP will attend CEC conference and or ESEA conference with a focus on school improvement and achievement gaps.

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: Two years ago two special education teacher positions were left unfilled all year. Last year both positions are filled but additional resources are needed to get the team working towards collective efficacy. This year we were cut another position and an autism unit was added increasing the need for specific professional growth among the special ed team.

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: Two years ago a six week professional development was held for the special education team around co-teaching. Last and this year coaching and continued professional development is needed to help implement the learning that occurred and continue to grow the team.

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: Learning targets being used and not just posted in the regular classrooms for more explicit instruction has been identified as a need through administrator walk-thrus. Co-teaching and collaboration with a focus on grade level standards and instructional strategies that will enable student success on these standards has been identified as a need through the co-teaching training and walk-thrus.

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 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:

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
Refocus all homeroom teachers on using learning targets and success criteria.		<input checked="" type="checkbox"/>
Weekly PLC's with the special education team.	https://docs.google.com/document/d/1i5bn5chN00l-N5iT6w8cPAyF3WVha27z/edit?usp=sharing&ouid=114977497312232089755&rtpof=true&sd=true	<input type="checkbox"/>
Co-teaching and SDI PD in house, in district and at conferences and coaching support for implementation of learning for the special education team.	https://docs.google.com/document/d/1yi7TDB6clBA8QLg9tAZE1G2bzuh-h6fYPSHBq2ruUzc/edit?usp=sharing	<input type="checkbox"/>
Ask deep explanatory questions. Use instructional prompts that encourage students to pose and answer "deep-level" questions on course material. These questions enable students to respond with explanations and supports deep understanding of taught material.	https://ies.ed.gov/ncee/WWC/Docs/PracticeGuide/20072004.pdf#page=40	<input type="checkbox"/>
Modify classroom learning environment to decrease problem behavior so that new skills can be taught and reinforced to increase appropriate behavior and preserve a positive classroom learning environment.	https://ies.ed.gov/ncee/WWC/PracticeGuide/4	<input type="checkbox"/>