

# 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, Baldrige, 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:

By May 2027, the percentage of Exceptional Child Education (ECE) students scoring Proficient or Distinguished on the Kentucky Summative Assessment (KSA) will increase to 15% or more, decreasing the achievement gap between ECE students and the overall student population, which is currently performing at 18% Proficient or Distinguished for the 2024-2025 school year.

### Objective(s):

- By May 2026, the percentage of ECE students scoring Proficient or Distinguished on the KSA will increase from 9% to 12% or more.
- By May 2027, the percentage of ECE students scoring Proficient or Distinguished on the KSA will increase from 12% to 15% or more.

### Strategy:

- [KCWP 2: Design and Deliver Instruction](#)- To improve outcomes for ECE students, we will provide universal, high-quality Tier I instruction aligned with the Kentucky Academic Standards and opportunities for support in all tiered levels. We will achieve this by increasing access to grade-level content, enhancing co-teaching models, and delivering targeted professional development to ensure all supports are responsive to student needs.
- [KCWP 4: Review, Analyze and Apply Data Results](#)- A schoolwide sustainable system will be implemented and communicated for reviewing, analyzing, and applying data results. Leadership will ensure a uniform way to elicit, interpret, and act on meaningful evidence of student learning to determine priorities for student growth and achievement. We will strengthen instruction by using PLC-driven data analysis to identify learning gaps, inform targeted small-group support, and refine instructional practices—supported by walkthrough tools that capture effective strategies like co-teaching, differentiation, and support for exceptional learners.
- [KCWP 5: Design, Align and Deliver Support](#)- Establish a framework that organizes systems, data, and practices to promote positive, equitable and inclusive learning experiences for all students. To support the academic needs of ECE students, we will create a co-teaching planning structure for ECE and general education teachers, ensure alignment of high-quality instructional materials and resources, and develop action-focused IEP goals that will increase the academic achievement of ECE students.

## Activities:

1. Increase student access to grade-level content by ensuring instruction includes appropriate supports and scaffolds (Understanding and implementation of Supplementary Aids and Services outlined on the IEP) (IP1) (KCWP2)
2. Provide professional development on the scaffolding of grade-level texts and tasks to support diverse learners. (IP2) (KCWP2)
3. Create dedicated time in the master schedule for ECE teachers and general education teachers to co-plan instruction to meet the needs of all learners. (IP2) (KCWP5)
4. Strengthen targeted small-group instruction to address identified skill gaps and support student mastery of priority standards. (IP1) (KCWP4)
5. Use Professional Learning Committees (PLC's) to analyze data, drive instructional decisions, and identify standards with the largest learning gaps for ECE students. (IP2) (KCWP4)
6. Register Crums Lane for GLEC's co-teaching cohort to build capacity for effective collaborative instruction. (IP2) (KCWP2)
7. Conduct an inventory of instructional materials and resources used by ECE teachers to ensure alignment with high-quality resources. (IP2) (KCWP5)
8. Provide professional development for ECE teachers on Ready, Set, Math, and UFLI to strengthen foundational literacy and numeracy instruction. (IP2) (KCWP2)
9. Develop and communicate clear instructional expectations and non-negotiables for ECE instruction for both co-teaching and resource settings with clearly defined roles. (IP2) (KCWP2)
10. Revise the instructional walkthrough tool to capture evidence of co-teaching models, differentiation strategies, and instructional support for exceptional learners. (IP2) (KCWP4)
11. Ensure the IEP promotes the learning skills the student needs to develop to achieve greater mastery and understanding of the general curriculum content and build independence, as stated in the *Guidance for Individual Education Program Development* by KDE. (IP1) (KCWP5)

## Progress Monitoring:

1. Increase student access to grade-level content with appropriate scaffolds: Progress will be monitored weekly/bi-weekly 1) through instructional walkthrough data and observation notes that capture evidence of scaffolding strategies and differentiated supports (Admin, ECE Lead), along with weekly/monthly reviews of lesson and unit plans to ensure intentional planning for scaffolds (Teachers).
2. Provide PD on scaffolding grade-level texts and tasks: 1) Progress will be monitored on an ongoing basis through PD attendance records and agendas, 2) teacher feedback surveys following PD sessions (Admin, Teachers), 3) weekly/bi weekly walkthrough data capturing the implementation of scaffolding strategies, and coaching logs documenting ongoing instructional support (Admin).
3. Create time in the master schedule for co-planning: 1) Progress will be monitored through master schedule documentation reviewed at the beginning of the year and adjusted as needed (Admin), 2) along with bi-weekly co-planning agendas and lesson plans that demonstrate evidence of shared instructional planning (Teachers).
4. Strengths targeted small group instruction: 1) Progress will be monitored weekly through walkthrough data documenting small-group instruction (Admin), 2) weekly small-group planning templates (Teachers), 3) ongoing student progress monitoring data (Teachers), and 4) weekly intervention logs that capture targeted instruction (Interventionist).

5. Use PLCs to analyze data and identify learning gaps: 1) Progress will be monitored through weekly PLC agendas and meeting notes, 2) completion of data analysis protocols during PLCs (Teachers, Admin), 3) documented instructional adjustments in PLC notes (Teachers), and ongoing evidence of reteaching and regrouping decisions based on student data (Teachers).
6. Participate in the GLEC co-teaching cohort: Progress will be monitored through 1) documentation of cohort participation (Admin) and 2) baseline and progress data collected from GLEC co-teaching walkthroughs conducted three times per year (GLEC).
7. Conduct an inventory of instructional resources: Progress will be monitored through an 1) annual inventory of instructional materials used by ECE teachers (Admin, Teachers), 2) regular documentation of newly adopted or revised resources in weekly lesson plans (Admin), and 4) bi-annual teacher feedback on the effectiveness of instructional materials (Teachers).
8. Provide PD on Ready, Set, Math and UFLI: Progress will be monitored through 1) PD participation records, at a minimum of 4 times this year, 2) walkthrough data aligned to instructional expectations, weekly, and coaching feedback that reflects alignment to those expectations, weekly/bi-weekly (Admin).
9. Develop and communicate clear instructional expectations and non-negotiables for ECE instruction with clearly defined roles: Progress will be monitored weekly/bi-weekly through walkthrough data capturing the implementation of co-teaching models and student growth in targeted skill areas (e.g., IEP goals, MAP), as well as bi-weekly PLC notes documenting co-teaching collaboration (Admin, Teachers).
10. Revise the instructional walkthrough tool: Progress will be monitored through updated walkthrough tool documentation as needed (Admin), six-week walkthrough trend reports shared with staff (Admin, Teachers), ongoing evidence of walkthrough data being used to guide coaching (Admin), and documentation of administrator calibration conducted at least twice per year (Admin).
11. Ensure IEP goals promote learning skills needed to achieve mastery and understanding of content: Progress will be monitored through quarterly and annual reviews and development of IEP goals aligned to targeted learning needs (ECE Lead, Admin, Teachers), along with weekly student progress monitoring to track growth and inform instruction (ECE Lead, Teachers).

### **Funding:**

- Teacher stipends for co-planning and extended learning opportunities will provide educators with the necessary time to collaborate, analyze student data, and plan high-quality instruction encompasses 80 hours or teacher-paid stipends. **(Est: \$200,000 Funding: SIF)**
- High-quality resources and materials (UFLI, Ready Set Math, Math in Practice, etc.) will be utilized in the ECE resource setting to provide teachers with the tools needed to deliver targeted, standards-aligned intervention. **(Est: \$52,000 Funding: SIF)**
- GLEC's co-teaching cohort **(Est: \$0 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 Year Goal: (Reading)**

- By May 2029, Crums Lane Elementary School will increase the percentage of students scoring proficient and distinguished in reading from 18% in May 2025, to 30%, as measured by the Kentucky Summative Assessment (KSA).

### **Objective(s):**

- By May 2027, Crums Lane Elementary School will increase the percentage of students scoring proficient and distinguished in reading from 21% to 24%, as measured by the KSA.
- By May 2028, Crums Lane Elementary School will increase the percentage of students scoring proficient and distinguished in reading from 24% to 27%, as measured by the KSA.
- By May 2029, Crums Lane Elementary School will increase the percentage of students scoring proficient and distinguished in reading from 27% to 30%, as measured by the KSA.

### **Strategy:**

- [KCWP 2: Design and Deliver Instruction](#)- To improve outcomes for all students, we will ensure consistent, high-quality Tier I instruction aligned to the Kentucky Academic Standards, supported by a comprehensive, tiered system of interventions. This will be achieved through equitable access to grade-level content, clear and consistent instructional expectations, and targeted professional learning that equips educators to deliver responsive, student-centered instruction.
- [KCWP 4: Review, Analyze and Apply Data Results](#)- A schoolwide sustainable system will be implemented and communicated for reviewing, analyzing, and applying data results. Leadership will ensure a uniform way to elicit, interpret, and act on meaningful evidence of student learning to determine priorities for student growth and achievement. We will strengthen instruction by using PLC-driven data analysis to identify learning gaps, inform targeted small-group support, and refine instructional practices—supported by walkthrough tools that capture effective strategies.
- [KCWP 5: Design, Align and Deliver Support](#)- Establish a framework that organizes systems, data, and practices to promote positive, equitable and inclusive learning experiences for all students. To support the academic needs of all students, we will develop a tracking system for student progress, deliver targeted professional development for teachers, and implement a PLC data protocol to ensure all students receive necessary instructional support.

### **Activities:**

1. Implement a PLC Data Protocol in which teams analyze multiple data sources, including KSA Results, MAP Growth, MAP Fluency, i-Ready Diagnostics, ACCESS, CFAs, ELCs, EOU Assessments, etc. (IP2) (KCWP4)
2. Implement a student work analysis protocol in which teams examine student work to understand thinking, instructional gaps, and next steps. (IP1) (KCWP4)
3. Provide professional development on data literacy to help teachers match data trends with instructional responses. (IP2) (KCWP5)
4. Create uniform tracking systems to monitor student progress and adjust instruction (IP1) (KCWP4)
5. Administration and teachers will use the PLC Observation tool to assess how effectively PLCs deepen understanding of high-quality instructional resources (HQIR) and strengthen classroom instruction

- through intellectual preparation. The specific domains will be monitored throughout the year. (IP2) (KCWP2)
6. Provide Professional development on the following: a) Differentiation strategies within Tier I/HQIR instruction, b) Tier II supports within the classroom, c) Scaffolding grade-level content, and d) Effective small-group instruction (IP2) (KCWP5)
  7. Clarify and provide professional development on the MTSS referral process for tiered support including how to implement and progress monitor. (IP1) (KCWP5)
  8. Create a simplified school-wide small-group instructional planning template aligned to capture identified skills deficits. (IP1) (KCWP2)
  9. Explicitly define Tier I /HQIR instructional non-negotiables and instructional expectations. (IP1) (KCWP2)
  10. Introduce, Model, and Support Implementation of the Intellectual Preparation Cycle for a more clearly defined PLC process. (IP2) (KCWP2)
  11. Refine the Instructional Walkthrough Tool and communicate expectations with staff. The walkthrough tool will monitor data on Tier I instruction, differentiation strategies, small-group instruction, high-impact instructional strategies, and student engagement. (IP1) (KCWP2)
  12. Create a collective vision surrounding Coaching and feedback. Further develop the timely, consistent coaching and feedback cycle based on observable instructional evidence from walkthroughs. (IP2) (KCWP5)
  13. Use targeted coaching cycles to provide ongoing support to teachers, including goal setting, classroom observations, feedback and reflection, emphasizing the implementation of differentiated instructional strategies. (IP2) (KCWP5)
  14. Clarify vertical alignment across grade levels and facilitate professional development to foster greater understanding of the learning progression. (IP2) (KCWP2)
  15. Professional development around the instructional framework where key components are introduced, and develop a shared understanding of structure, components, and process. (IP1) (KCWP2)
  16. Clarify expectations for standards-based grading and student progress trackers and provide professional learning to ensure they are implemented consistently within the PLC process. (IP2) (KCWP4)
  17. Ensure admin team alignment with existing PLC structures to ensure continuity (IP2) (KCWP2)

**Progress Monitoring:**

1. Implement a PLC Data Protocol: Progress will be monitored through biweekly PLC agendas and notes documenting analysis of multiple data sources (Teachers), along with updated documentation of instructional action steps developed in response to data discussions (Teachers). (IP2)
2. Implement a Student Work Analysis Protocol: Progress will be monitored through PLC notes, weekly, that include samples of analyzed student work, documentation of identified misconceptions and learning gaps, and ongoing evidence of instructional adjustments and reteaching plans (Teachers). (IP1)
3. Provide Professional Development on Data Literacy: Progress will be monitored on a yearly basis through PD attendance records (Admin), teacher reflections or exit tickets demonstrating understanding of data use (Teachers), and PLC documentation showing clear connections between data analysis and instructional decisions (Teachers). (IP2)

4. Refine Tracking System to Monitor Student Progress: Progress will be monitored through the creation and sharing of a school-wide tracker at the beginning of the year (Admin), along with bi-weekly updates of student progress data by grade-level teams (Teachers). (IP1)
5. Use PLC Observation Tool to Monitor PLC Effectiveness: Progress will be monitored through PLC observations (Admin) with targeted feedback, along with observation tool results that demonstrate growth over time, measured at least three times per year. (IP2)
6. Provide PD on Differentiation, Tier II, Scaffolding, and Small Groups- Progress will be monitored on weekly/bi-weekly through walkthrough data demonstrating increased use of differentiation and intentional small-group instruction (Admin), as well as lesson plans that reflect the use of scaffolds and high-quality differentiated strategies (Teachers). (IP2)
7. Clarify and provide PD on MTSS Referral Process: Progress will be monitored quarterly through a documented MTSS schedule with meeting notes, evidence within MTSS notes of appropriate referrals and interventions (Admin, Teachers), and the use of a decision-making tree with linked resources to guide consistent support (Admin). (IP1)
8. Create School-Wide Small Group Instructional Planning Template: Progress will be monitored through the development and sharing of a planning template at the beginning of the year (Admin), use of the template within teacher lesson plans weekly (Teachers), and walkthrough data demonstrating evidence of targeted small-group instruction (Teachers). (IP1)
9. Define Tier I/HOIR Instructional Non-Negotiables: Progress will be monitored through documented evidence of instructional non-negotiables and expectations being reviewed and revisited with staff across agendas, twice annually (Admin), along with weekly walkthrough data tracking the implementation of core instructional practices (Admin). (IP1)
10. Introduce Intellectual Preparation Cycle for PLCs: Progress will be monitored monthly through PLC calendars and agendas that reflect the intellectual preparation cycle (Admin, Teachers), along with documentation of unit and lesson internalization, lesson rehearsal, and student work analysis (Teachers). (IP2)
11. Refine Instructional Walkthrough Tool: Progress will be monitored through the development and sharing of an updated walkthrough tool at the beginning of the year (Admin), weekly/bi-weekly walkthroughs and data collection (Admin), documented administrator data discussions with identified next steps every 6 weeks minimum (Admin), weekly sharing of walkthrough trends with staff (Admin), and professional development informed by walkthrough data, quarterly (Admin). (IP1)
12. Create a Collective Vision for Coaching and Feedback: Progress will be monitored through the sharing of the Coaching and Feedback Collective Vision Statement at the beginning of the year (Admin), weekly/biweekly feedback provided to teachers (Admin), with a minimum of two documented coaching conversations aligned to the vision (Admin, Teachers). (IP2)
13. Targeted Coaching Cycles: Progress will be monitored through the use of walkthrough data, collected weekly, with an emphasis on differentiated instructional strategies (Admin), along with teacher feedback and self-reflections, two times minimum annually, to determine and adjust support for staff in identified focus areas (Admin, Teachers). (IP2)
14. Clarify Vertical Alignment Across Grade Levels: Progress will be monitored through PLC attendance records and agendas documenting vertical alignment practices at least 6 times annually (Admin), along

with teacher feedback demonstrating increased understanding of learning progressions following professional learning, at least once annually. (Teachers). (IP2)

15. PD on instructional framework: Progress will be monitored through attendance records of staff training on the framework (Admin) at the beginning of the school year and weekly/Bi-weekly walkthrough data demonstrating implementation of the framework's key elements (Admin, Teachers). (IP1)
16. Clarify Expectations for Standards-Based Grading and Progress Trackers: Progress will be monitored bi-weekly through evidence of teachers consistently using student progress trackers with fidelity (Teachers) and grades that accurately reflect standards-based expectations (Teachers). (IP2)
17. Ensure Admin Team Alignment with PLC Structures- Progress will be monitored weekly through evidence of the admin team regularly attending PLC meetings and administrator calendars reflecting time dedicated to planning, supporting, and facilitating PLCs in alignment with expectations (Admin). (IP2)

### **Funding:**

- The part time Reading interventionist will offer targeted flexible support to improve literacy outcomes **(Est. \$24,000 Funding: SIF)**
- Imagine Learning Classroom will support EL Education in the classrooms. This content-based approach to literacy, will support deeper connections to texts and make planning and teaching easier through powerful customization options. **(Est. \$13,200 Funding: SIF)**
- The Bulls Eye Walkthrough and Coaching Platform will support consistent, data-driven feedback and coaching to enable tracking of instructional trends, provide targeted support, and strengthen Tier I instruction, leading to improved student outcomes. **(Est. \$25,000 for 3 years Funding: SIF)**
- Supplemental materials will provide students with access to high-quality, culturally relevant materials to support independent reading and small group instruction, increasing engagement and achievement. **(Est. \$220,152 Funding: SIF)**
- UFLI Professional Development will build teacher capacity to deliver explicit, systematic literacy instruction aligned to the Science of Reading, strengthening both Tier I and intervention practices. **(Est. \$0, Funding: N/A)**
- UFLI Instructional Materials will ensure consistent implementation of evidence-based literacy instruction and support targeted small group learning to improve reading outcomes. **(Est. \$8,778 Funding: SIF)**
- Central Creativity will provide engaging on-site lessons for students in grades K-5 that are aligned to KAS and HQIRs in order to allow teachers to attend professional development during the day. **(Est: \$27, 280 for 4 days of support Funding: SIF)**
- Solution Tree Conference will strengthen PLC practices and data-driven instruction, ensuring teams effectively use student data to improve teaching and learning. **(Est. 6,013 Cost: Funding: SIF)**
- Travel for KY Continuous Improvement Summit in September-To pay for 6 staff members' mileage (@.43 per mile) commuting to and from the school to attend the summit in Lexington, KY both days 9/23 and 9/24 **(Est. \$700 Funding: SIF)**
- Travel to the Solution Tree PLCs at Work Summit in Phoenix, Arizona in February 2026 **(Est. \$11,739 Funding: SIF):** Flight: \$500 per participant X 7 staff = \$3,500 Lodging: \$299.04 per night X 3 nights X 7 staff = \$6,280 Per Diem: \$50 per day X 4 days X 7 staff = \$1,400 Ground Transportation: \$80 to and from the airport X 7 staff = \$560

- Stipends for Teacher PD ensure staff can participate in extended professional learning, collaborating and planning beyond the school day, supporting stronger instructional implementation and student achievement. (**Est:** \$200,000 encompasses 80 hours or teacher-paid stipends, **Funding:** SIF)
- The EL Educational Consultant/Coach will provide 5 days of professional services to assist staff in planning, teaching and assessing high quality instruction within our reading program. This will include PLC collaboration, professional development training, and walkthroughs. (**Est.** \$18,000 **Funding:** SIF)

### **Three-Year Goal: (Math)**

- By May 2029, Crums Lane Elementary School will increase the percentage of students scoring proficient and distinguished in mathematics from 16% in May 2025, to 25%, as measured by the Kentucky Summative Assessment (KSA).

### **Objective(s):**

- By May 2027, Crums Lane Elementary School will increase the percentage of students scoring proficient and distinguished in mathematics from 16% to 19%, as measured by the KSA.
- By May 2028, Crums Lane Elementary School will increase the percentage of students scoring proficient and distinguished in mathematics from 19% to 22%, as measured by the KSA.
- By May 2029, Crums Lane Elementary School will increase the percentage of students scoring proficient and distinguished in mathematics from 22% to 25%, as measured by the KSA.

### **Strategy:**

- [KCWP 2: Design and Deliver Instruction](#)- To improve outcomes for all students, we will ensure consistent, high-quality Tier I instruction aligned to the Kentucky Academic Standards, supported by a comprehensive, tiered system of interventions. This will be achieved through equitable access to grade-level content, clear and consistent instructional expectations, and targeted professional learning that equips educators to deliver responsive, student-centered instruction.
- [KCWP 4: Review, Analyze and Apply Data Results](#)- A schoolwide sustainable system will be implemented and communicated for reviewing, analyzing, and applying data results. Leadership will ensure a uniform way to elicit, interpret, and act on meaningful evidence of student learning to determine priorities for student growth and achievement. We will strengthen instruction by using PLC-driven data analysis to identify learning gaps, inform targeted small-group support, and refine instructional practices—supported by walkthrough tools that capture effective strategies.
- [KCWP 5: Design, Align and Deliver Support](#)- Establish a framework that organizes systems, data, and practices to promote positive, equitable and inclusive learning experiences for all students. To support the academic needs of all students, we will develop a tracking system for student progress, deliver targeted professional development for teachers, and implement a PLC data protocol to ensure all students receive necessary instructional support.

### **Activities:**

1. Implement a PLC Data Protocol in which teams analyze multiple data sources, including KSA Results, MAP Growth, i-Ready Diagnostics, Cool Downs, CFAs, Unit Assessments, EOU Assessments, etc. (IP2) (KCWP4)

2. Implement a student work analysis protocol in which teams examine student work to understand thinking, instructional gaps, and next steps (IP1) (KCWP4)
3. Provide professional development on data literacy to help teachers match data trends with instructional responses. (IP2) (KCWP5)
4. Create uniform tracking systems to monitor student progress and adjust instruction (IP1) (KCWP4)
5. Administration and teachers will use the PLC Observation tool to assess how effectively PLCs deepen understanding of high-quality instructional resources (HQIR) and strengthen classroom instruction through intellectual preparation. The specific domains will be monitored throughout the year. (IP2) (KCWP2)
6. Provide Professional development on the following: a) Differentiation strategies within Tier I/HQIR instruction, b) Tier II supports within the classroom, c) Scaffolding grade-level content, and d) Effective small-group instruction (IP2) (KCWP5)
7. Clarify and provide professional development on the MTSS referral process for Tier 3 supports. (IP2) (KCWP5)
8. Create a simplified school-wide small-group instructional planning template aligned to capture identified skills deficits (IP1) (KCWP2)
9. Explicitly define Tier I /HQIR instructional non-negotiables and instructional expectations (IP1) (KCWP2)
10. Introduce, model, and support the implementation of the Intellectual Preparation Cycle for a more clearly defined PLC process. (IP2) (KCWP2)
11. Refine the Instructional Walkthrough Tool and communicate expectations with staff. The walkthrough tool will monitor data on Tier I instruction, differentiation strategies, small-group instruction, high-impact instructional strategies, and student engagement. (IP1) (KCWP2)
12. Establish a shared vision for coaching and feedback by strengthening a timely, consistent cycle grounded in observable instructional evidence from walkthroughs (IP2) (KCWP5)
13. Use targeted coaching cycles to provide ongoing support to teachers, including goal setting, classroom observations, feedback, and reflection, emphasizing the implementation of differentiated instructional strategies (IP2) (KCWP5)
14. Clarify vertical alignment across grade levels and facilitate professional development to foster greater understanding of the learning progression (IP2) (KCWP2)
15. Professional development around the instructional framework where key components are introduced, and develop a shared understanding of structure, components, and process (IP1) (KCWP2)
16. Professional development around instructional practices and teacher content knowledge in mathematics (IP2) (KCWP5)
17. Clarify expectations for standards-based grading and student progress trackers and provide professional learning to ensure they are implemented consistently within the PLC process. (IP2) (KCWP4)
18. Ensure admin team alignment with existing PLC structures to ensure continuity (IP2) (KCWP2)

**Progress Monitoring:**

1. Implement a PLC Data Protocol: Progress will be monitored through biweekly PLC agendas and notes documenting analysis of multiple data sources (Teachers), along with updated documentation of instructional action steps developed in response to data discussions (Teachers). (IP2)
2. Implement a Student Work Analysis Protocol: Progress will be monitored through weekly PLC notes that include samples of analyzed student work, documentation of identified misconceptions and learning gaps, and ongoing evidence of instructional adjustments and reteaching plans (Teachers). (IP1)
3. Provide Professional Development on: Progress will be monitored on an yearly basis through PD attendance records (Admin), teacher reflections or exit tickets demonstrating understanding of data use (Teachers), and PLC documentation showing clear connections between data analysis and instructional decisions (Teachers). (IP2)
4. Refine Tracking System to Monitor Student Progress: Progress will be monitored through the creation and sharing of a school-wide tracker at the beginning of the year (Admin), along with bi-weekly updates of student progress data by grade-level teams (Teachers). (IP1)
5. Use PLC Observation Tool to Monitor PLC Effectiveness: Progress will be monitored through PLC observations (Admin) with targeted feedback, along with observation tool results that demonstrate growth over time, measured at least three times per year. (IP2)
6. Provide PD on Differentiation, Tier II, Scaffolding, and Small Groups- Progress will be monitored on an weekly/bi-weekly basis through walkthrough data demonstrating increased use of differentiation and intentional small-group instruction (Admin), as well as lesson plans that reflect the use of scaffolds and high-quality differentiated strategies (Teachers). (IP2)
7. Clarify and provide PD on MTSS Referral Process: Progress will be monitored quarterly through a documented MTSS schedule with meeting notes, evidence within MTSS notes of appropriate referrals and interventions (Admin, Teachers), and the use of a decision-making tree with linked resources to guide consistent support (Admin). (IP1)
8. Create School-Wide Small Group Instructional Planning Template: Progress will be monitored through the development and sharing of a planning template at the beginning of the year (Admin), weekly use of the template within teacher lesson plans (Teachers), and walkthrough data demonstrating evidence of targeted small-group instruction (Teachers). (IP1)
9. Define Tier I/HOIR Instructional Non-Negotiables: Progress will be monitored through documented evidence of instructional non-negotiables and expectations being reviewed and revisited with staff across agendas twice annually (Admin), along with weekly walkthrough data tracking the implementation of core instructional practices (Admin). (IP1)
10. Introduce Intellectual Preparation Cycle for PLCs: Progress will be monitored monthly through PLC calendars and agendas that reflect the intellectual preparation cycle (Admin, Teachers), along with documentation of unit and lesson internalization, lesson rehearsal, and student work analysis (Teachers). (IP2)
11. Refine Instructional Walkthrough Tool: Progress will be monitored through the development and sharing of an updated walkthrough tool at the beginning of the year (Admin), weekly/bi-weekly walkthroughs and data collection (Admin), documented administrator data discussions with identified next steps every 6 weeks minimum (Admin), weekly sharing of walkthrough trends with staff (Admin), and professional development informed by walkthrough data quarterly (Admin). (IP1)

12. Create a Collective Vision for Coaching and Feedback: Progress will be monitored through the sharing of the Coaching and Feedback Collective Vision Statement at the beginning of the year (Admin), weekly/bi-weekly feedback provided to teachers (Admin), with a minimum of two documented coaching conversations aligned to the vision (Admin, Teachers). (IP2)
13. Targeted Coaching Cycles: Progress will be monitored through the use of walkthrough data collected weekly, with an emphasis on differentiated instructional strategies, along with ongoing use of teacher feedback and self-reflections at minimum twice annually to determine and adjust support for staff in identified focus areas (Admin, Teachers). (IP2)
14. Clarify Vertical Alignment Across Grade Levels: Progress will be monitored through PLC attendance records and agendas documenting vertical alignment practices at least 6 times annually (Admin), along with teacher feedback demonstrating increased understanding of learning progressions following professional learning at least once annually (Teachers). (IP2)
15. Provide professional development on instructional strategies and math content: Progress will be monitored through staff training on instructional strategies and math content (Admin), along with weekly/bi-weekly walkthrough data demonstrating the implementation of these strategies in classrooms (Admin, Teachers). (IP1)
16. PD on instructional framework: Progress will be monitored through documented staff training on the framework (Admin) and weekly/bi-weekly walkthrough data demonstrating consistent implementation of the framework's key elements (Admin, Teachers). (IP1)
17. Clarify Expectations for Standards-Based Grading and Progress Trackers: Progress will be monitored bi-weekly through evidence of teachers consistently using student progress trackers with fidelity (Teachers) and grades that accurately reflect standards-based expectations (Teachers). (IP2)
18. Ensure Admin Team Alignment with PLC Structures- Progress will be monitored weekly through evidence of the admin team regularly attending PLC meetings and administrator calendars reflecting intentional time for planning, supporting, and facilitating PLCs in alignment with expectations (Admin). (IP2)

**Funding:**

- The Ready, Set, Math Instructional Materials will ensure consistent implementation of evidence-based instruction and support targeted small-group learning to improve math outcomes. (**Est.** \$34,000 for 5 sets **Funding:** SIF)
- Imagine Learning Classroom will ensure consistent implementation of high-quality, IM-certified instructional practices and provide integrated digital and print resources that support targeted instruction, real-time feedback, and data-driven decision-making to improve student outcomes. (**Est.** \$13,200 **Funding:** SIF)
- Math in Practice Modules will provide Standards-based, professional learning resource that unpacks big ideas in math and provides HQIR-aligned tasks for Tier 1 and 2 instruction. (**Est.** \$4,800 for 6 sets **Funding:** SIF)
- KCM Conference will provide High-quality professional learning that strengthens teacher content knowledge and instructional practices in mathematics to improve Tier 1 instruction and student outcomes. (**Est.** \$1500 for 6 teachers/administrators **Funding:** SIF)

- Stipends for Teacher PD will ensure staff can participate in extended professional learning, collaborating and planning beyond the school day, supporting stronger instructional implementation and student achievement. (**Est:** \$200,000 encompasses 80 hours or teacher-paid stipends **Funding:** SIF)
- Central Creativity will provide engaging on-site lessons for students in grades K-5 that are aligned to KAS and HQIRs in order to allow teachers to attend professional development during the day. (Teacher PD) (**Est:** \$27, 280 for 4 days of support **Funding:** SIF)
- Advantage Math Recovery (AVMR) uses research-based learning progressions to guide instruction and provides diagnostic assessments in numeracy to identify and address achievement gaps. (**Est:** \$5,775 enough for 5 persons **Funding:** SIF)

LINK TO [CSI ADDENDUM- Crums Lane 2026](#)

## Addendum for Schools Identified for Comprehensive Support and Improvement

A turnaround plan created by schools identified for comprehensive support and improvement (CSI) pursuant to KRS 160.346(8)(g) must be embedded in the comprehensive school improvement plan (CSIP) required by 703 KAR 5:225.

This addendum outlines the specific requirements that must be addressed in the CSIP to meet federal and state expectations for schools identified for CSI. These requirements include targeted strategies and activities to support improvement in the identified areas of need 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 CSI Schools

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

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

| <b>Turnaround Team:</b>  |
|--|
| <p><b>Consider:</b> Provide a comprehensive list of persons and entities involved in the turnaround efforts and the specific roles each shall play in the school’s turnaround process</p>  |
| <p><b>Response:</b><br/>                     Franklin: Principal; Lead facilitator for Turnaround Team<br/>                     Doyle: Educational Recovery Specialist; Support facilitator for Turnaround Team<br/>                     Phillips: Early Literacy Department Specialist; member<br/>                     Marks-Johns: Assistant Superintendent, member<br/>                     Torres: Instructional Assistant Principal<br/>                     Cain: Behavior Assistant Principal, notetakers<br/>                     Kommer: ECE Implementation Coach, notetakers<br/>                     Kalb: Reading Interventionist; member<br/>                     Maier: English Language Development Teacher; time keeper and member<br/>                     Routt: First Grade Teacher; member<br/>                     Henderson: Kindergarten Teacher; member</p> |

Hawkins: Special Area Teacher; member  
 Robinson: School/Community Liaison; member

### 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:**


The Leadership Teams (administration, SBDM, ILT) analyzed multiple data sources- including KSA data, MAP data, behavior, and attendance data to begin the process of reviewing the allocation and use of resources. The team then examined student subgroups to identify specific needs, gaps, and inequities. As part of this process, we reviewed the master schedule, staffing, and intervention supports to determine areas of misalignment or need. We evaluated whether current time and resources are directly supporting key priorities. This included examining how time (master schedule, PLC's intervention blocks) and resources (materials, staffing, PD) are currently being utilized. Through this analysis, we identified redundancies, gaps, and areas of misalignment. We then prioritized allocations based on what will have the greatest impact on student outcomes, especially for identified subgroups and areas of need. We gathered input from teachers, PLC teams, and leadership teams to ensure decisions were informed. We made strategic adjustments to the intervention schedule to maximize instructional time across Tier I, II, and III supports.

While efforts have been made to prioritize staffing to support students with the greatest academic needs, there remain inequities in access to interventions. The number of students requiring Tier III support exceeds the capacity of available interventionists, limiting the intensity and frequency of support some students receive. Additionally, scheduling constraints have made it difficult to ensure consistent, targeted services for all students. Variability in caseload distribution and student needs across grade levels may also contribute to uneven access to support across grade levels. The school has taken intentional steps to protect instructional time by limiting the need to pull interventionists, ECE, and ELD teachers for coverage duties and by using substitute teachers to support small-group instruction. However, ongoing staff absences have reduced the consistency of these supports, limiting the time provided for additional small-group instruction. Competing demand on staff time, including behavior management and other duties, continues to impact the amount of uninterrupted instructional and intervention time available to students. The budget has been maximized to include funding for a reading interventionist, a math interventionist, and additional support through staffing, building-level substitutes. The ESS funds partially support our reading interventionist, and racial equity funds have been used to support our Instructional AP and math interventionist. While we had to remove other support positions, we determined that the positions listed have the greatest impact on academic growth and teacher development.

SIF funding will support our efforts to provide students with additional tiered supports through targeted small-group interventions, while also strengthening teacher capacity through a structured mentor program. Struggling teachers will be paired with experienced mentors to build instructional skills, particularly in delivering effective small-group instruction. During this time, trained retired interventionists will provide additional support, ensuring students continue to receive the interventions they need while teachers develop their capacity. As teacher effectiveness in small-group instruction increases, the reliance on additional interventionists will gradually decrease and be phased out over time. This approach allows us to build sustainable systems within our school. Once capacity is established, we will be able to maintain reading and math intervention supports within our existing budget, barring any significant financial changes. Additionally, support staff schedules will be strategically designed to maximize instructional time and ensure efficient use of resources. SIF funds will also support coaching and walkthroughs, professional development, the purchase of high-quality instructional resources, and additional time for strategic team planning based on student needs. All requested funds are directly aligned with our improvement priorities and are designed with sustainability in mind. Many of the resources are one-time purchases, and for those that are ongoing (outside of



| Evidence-based Activity  | Evidence Citation   |
|--|---|
| <p>included to train staff to implement explicit, systematic instruction using UFLI</p> <p>3. Teachers will participate in Professional Learning Communities (PLC’s) to improve HQIR implementation, student progress monitoring, and collaborative skills</p> <p>4. Supplemental Materials are needed to support our Improvement Priorities, specifically in IP 1 improvement of Tier 1 instruction to ensure higher quality resources are utilized (classroom libraries, Writing revolution, etc.)</p> <p>5. All Professional Learning or Development for teachers, staff and admin</p> <p>6. Teacher mentorship to support growth and understanding of best practices for</p> | <p>3. Institute of Education; Department for Education and Skills. (2005). <i>Creating and Sustaining Effective Professional Learning Communities.pdf</i>. National College for School Leadership; General Teaching Council for England; Research Report Num 637.</p> <p>a. Full article:  <a href="#">Creating and Sustaining Effective Professional Learning Communities.pdf</a></p> <p>3B. Akiba, M., &amp; Liang, G. (2016). Effects of teacher professional learning activities on Student Achievement Growth. <i>The Journal of Educational Research</i>, 21(1), 1–12.</p> <p>a. Full article:  <a href="#">A Review of Research on the Impact of Professional Learning Communities on Teaching Practices and Student Learning.pdf</a></p> <p>4. Suggested citation: Relyea, Jackie Eunjung, James S. Kim, and Patrick Rich. (2022). Effectiveness of Tier 1 Content-Integrated Literacy Intervention on Early Elementary English Learners’ Reading Comprehension and Writing: Evidence from Randomized Controlled Trial. (EdWorkingPaper: 22-606). Retrieved from Annenberg Institute at Brown University: <a href="https://doi.org/10.26300/jtyp-d911">https://doi.org/10.26300/jtyp-d911</a></p> <p>a. Full article: <a href="https://files.eric.ed.gov/fulltext/ED672096.pdf">https://files.eric.ed.gov/fulltext/ED672096.pdf</a></p> <p>4B: Doan, S., Woo, A., Shapiro, A., Bellows, L., &amp; Kassan, E. (2025). (rep.). <i>Teachers Use Instructional Materials from 2019-2024</i>. Santa Monica, CA: RAND Corporation.</p> <p>b. Full article:  <a href="#">RAND_RRA134-30.pdf</a></p> <p>5. Yoon, K. S., Duncan, T., Lee, S. W.-Y., Scarloss, B., &amp; Shapley, K. (2007). Reviewing the evidence on how teacher professional development affects student achievement (Issues &amp; Answers Report, REL 2007–No. 033). Washington, DC: U.S. Department of Education, Institute of Education Sciences, National Center for Education Evaluation and Regional Assistance, Regional Educational Laboratory Southwest.</p> <p>a. Full article: <a href="#">Reviewing the evidence on how teacher professional development affects student achievement</a></p> <p>6. Ingersoll, R. M., &amp; Smith, T. M. (2003, November 30). <i>Do teacher induction and mentoring matter?</i>. ERIC. <a href="https://eric.ed.gov/?id=EJ747916">https://eric.ed.gov/?id=EJ747916</a></p> |

| <b>Evidence-based Activity</b>                                 | <b>Evidence Citation</b>  |
|--|---|
| new to Crums Lane staff and brand new teachers in the building | a. Full article  Do Teacher Induction and Mentoring Matter.pdf |
|  |   |