

Indian Trail Elementary MicroSociety Magnet School

Comprehensive School Improvement Plan (CSIP) and Turnaround Plan (TAP) 2025-2026

Improvement Priority 1:	Improvement Priority 2:
<p>Establish a systematic, continuous improvement framework where leaders purposely engage teachers and instructional staff to set goals, use structured data analysis, and routinely monitor progress to guide instruction, ensuring success for all students.</p> <p><u>Cognia Standard 7:</u> Leaders guide professional staff members in the continuous improvement process focused on learners’ experiences and needs.</p>	<p>Establish a cyclical process to provide teachers with frequent feedback, enabling real-time instructional adjustments that improve teachers’ effectiveness and deepen student outcomes.</p> <p><u>Cognia Standard 22:</u> Instruction is monitored and adjusted to advance and deepen individual learners’ knowledge and understanding of the curriculum.</p>
<p>Addendum for Schools Identified for Continuous Support and Improvement</p>	

Achievement Gap

Objective(s):

Indian Trail Elementary MicroSociety Magnet School will reduce the percentage of students with disabilities who score at the Novice level on the KSA (Kentucky Summative Assessment) in Reading, from 56% in 2024-2025 to 46% in 2026-2027, and in Math from 66% in 2024-2025 to 56% in 2026-2027.

Strategy:

Strategy 1: Design and Deliver Instruction - Key Core Work Process 2

- Develop a comprehensive school-wide instructional process to implement the reading and mathematics curriculum effectively. This framework must ensure that the curriculum is delivered with a high level of fidelity, promoting alignment with established academic standards. Such congruence is essential for enhancing student achievement. Regular evaluations and ongoing professional development will be integral components of this process, enabling educators to refine their instructional practices and contribute to an environment of educational excellence.

Strategy 3: Review, Analyze, and Apply Data Results - Key Core Work Process 4

- Implement a systematic, data-driven decision-making cycle in which school teams analyze multiple measures of student performance to identify learning gaps, determine root causes, and adjust instruction, interventions, and resource allocation. By consistently utilizing timely and triangulated data to inform instructional and organizational decisions, the school aims to ensure that supports are targeted, responsive, and aligned with student needs, which can lead to improved academic outcomes and a reduction in subgroup performance gaps.

Activities:

Strategy 1 - Design and Deliver Instruction Activities

Intellectual Preparation

- Ensure that monitoring the cyclical process of intellectual preparation facilitates collaborative practices that integrate specially designed instruction within the HQIR for reading and mathematics. (IP2 - Standard 22)
- Use the cycle of Intellectual Preparation to enhance discussions about the arc of learning, the progression of standards, the required background knowledge, and the skills needed to customize lesson supports and adjustments (i.e., differentiation, scaffolds, personalization, etc.) to meet diverse learning needs and provide struggling learners with equitable access to high-quality instruction and resources. (IP2 - Standard 22)

EBP 1: EL Education

EBP 2: Experiential Learning

Professional Learning

- Establish a support plan for LETRS for ECE participants that helps teachers acquire, plan for, and effectively implement the five components of skilled reading through explicit, systematic instruction. (IP1 - Standard 7)

Strategy 3: Review, Analyze, and Apply Data Results Activities

Data Literacy

- Create a framework for data dialogue and shared learning experiences in High Leverage Practices (HLP) for Students with Disabilities, specifically HLP 6 - Use student assessment data, analyze instructional practices, and make necessary adjustments that improve student outcomes, HLP 13 - Adapt curriculum tasks and materials for specific learning goals, and HLP 15 - Scaffolded Supports. (IP2 - Standard 22)

Progress Monitoring:

The Turnaround Team will actively monitor all components of the CSIP/Turnaround Plan using a 45-day monitoring tool.

Intellectual Preparation Monitoring Tools:

The Administrative and School Support Teams will conduct monitoring through the following actions and at the specified frequencies listed below:

- Weekly review of PLC Agendas
- Quarterly review of PLC Observation Tool and Heat-mapping
- Quarterly review of Shared Learning Workshop Observation Tool (to be used as a Process Check for group learning opportunities to support effective implementation of the HQIR and continued improvement of classroom instruction.)
- End of Unit Teacher Reflections embedded within the PLC Structure
- Triannual benchmarking of the Instructional Practice Guides - K-3 Foundational Skills, Reading and Writing Comprehension, and Math
- Triannual Educator Mindsets Survey (Leaders and Teachers)

The Administrative and School Support Teams, along with Grade-level PLC Teams, will monitor through specified actions at set frequencies listed below.:

- Monthly, or as appropriate to match pacing, review of Curriculum-embedded Assessments/Analysis of Student Learning Data

- EL Modules: Grades K-2 End of Unit Assessments,
- EL Modules: Grades 3-5 Mid-Unit and End of Unit Assessments
- Grades K-5 End of Module Performance Tasks
- EL Foundational Skills Block Grades K-2: Weekly cycle checks for understanding (formative)
- EL Foundational Skills Block Grades K-2: End of Microphase Readiness Assessment (summative)
- Triannual review of iReady Interim Assessment Data
- Monthly review of iReady Student Pathway Progress Reports
- Quarterly review of Progress Monitoring of Individualized Education Plans (IEPs)

Professional Learning Monitoring:

The Administrative and School Support Teams, along with the Instructional Leadership IP1 Focus Team, will conduct monitoring through the following actions and at the specified frequency:

- Quarterly review of Feedback Surveys and Next Steps Planning Tools

Data Literacy Monitoring:

Grade-level PLC Teams, with Administrative Team support, will monitor using the specified actions at the frequencies listed below:

- Monthly review of Data Conversation Protocol
- After teachers have completed Core Processes 1-3 (Unit Internalization, Lesson Internalization, and Lesson Rehearsal), and instruction has been delivered as intended, PLCs will proceed to Core Process 4 (Student Work Analysis Protocol) to engage in the analysis of student work.

Funding:

Anticipated School Improvement Funds

- \$4,000 Stipend for Certified Teachers LETRS completion (\$500/year of completed online modules and homework across the 2-year program x 4 Certified Exceptional Child Education (ECE) Teachers

General Fund

- \$1,200 Supplies (\$300 per Certified ECE Teacher)

Reading and Mathematics Proficiency Goal

Three- to Five-Year Goal:

By May 2029, Indian Trail Elementary MicroSociety Magnet School will increase the percentage of students scoring at the Proficient/ Distinguished level on the Kentucky Summative Assessment (KSA) in Reading from 17% in 2024-2025 to 50% in 2028-2029, and in Math from 15% in 2024-2025 to 45% in 2028-2029.

Objectives:

Reading

Indian Trail Elementary MicroSociety Magnet School will increase the percentage of students scoring at the Proficient/ Distinguished level on the KSA in Reading from 17% in 2024-2025 to 28% in 2026-2027.

Math

Indian Trail Elementary MicroSociety Magnet School will increase the percentage of students scoring at the Proficient/ Distinguished level on the KSA in Math from 15% in 2024-2025 to 25% in 2026-2027.

Strategies:

Strategy 1: Design and Deliver Instruction - Key Core Work Process 2

- Develop a comprehensive school-wide instructional process to implement the reading and mathematics curriculum effectively. This framework must ensure that the curriculum is delivered with a high level of fidelity, promoting alignment with established academic standards. Such congruence is essential for enhancing student achievement. Regular evaluations and ongoing professional development will be integral components of this process, enabling educators to refine their instructional practices and contribute to an environment of educational excellence.

Strategy 2: Design and Deliver Assessment Literacy - Key Core Work Process 3

- Implement assessment literacy practices to empower students to take ownership of their education, boost their motivation, and ultimately enhance their academic achievement. By shifting our focus from a grading culture to a learning culture, we can engage students in activities that prioritize growth and understanding over evaluation.

Strategy 3: Review, Analyze, and Apply Data Results - Key Core Work Process 4

- Implement a systematic, data-driven decision-making cycle in which school teams analyze multiple measures of student performance to identify learning gaps, determine root causes, and adjust instruction, interventions, and resource allocation. By consistently utilizing timely and triangulated data to inform instructional and organizational decisions, the school aims to ensure that supports are targeted, responsive, and aligned with student needs, which can lead to improved academic outcomes and a reduction in subgroup performance gaps.

Activities:

Strategy 1 - Design and Deliver Instruction Activities

Curriculum Implementation Framework

- Create a process to ensure curricular coherence across grade levels by developing and articulating a schoolwide vision for Literacy that aligns with the Kentucky Academic Standards (KAS), current research on the Science of Reading, and the specific context of the school. (IP1 - Standard 7)
- Establish a vision for Mathematics that aligns with Kentucky Academic Standards (KAS) and the current research found in the Kentucky Department of Education (KDE) Instructional Practice Guide for Mathematics Core Actions, Evidence-Based Instructional Practices for Mathematics, and the school context. (IP1 - Standard 7)
- Develop, communicate, and deploy instructional expectations anchored in the literacy HQIR (EL Education) to support learning goals, outcomes, and core competencies students must demonstrate to meet grade-level expectations with the KAS. (IP1 - Standard 7)
- Establish a clear process for implementing the curriculum that includes a timeline, specific implementation goals, targeted professional learning (PL), and methods for collecting data, conducting

timely analyses, and making strategic adjustments to ensure effective implementation of EL Education.
(IP1 - Standard 7)

EBP 1: EL Education

EBP 2: Experiential Learning

Intellectual Preparation

- Immerse PLCs and collaborative teams in the cyclical process of Intellectual Preparation (e.g., Module/Unit Internalization, Lesson Internalization and Rehearsal, Application of Learning to Teaching, and Student Work Analysis) to support practitioners in acquiring, developing, and applying knowledge and skills to meet the needs of all students. (IP1 - Standard 7 and IP2 - Standard 22)
- Conduct monthly Learning Walks to assess how the implementation of HQIR (High-Quality Instructional Resources) is fostering engaging, dynamic learning experiences for students. Utilize this data, along with student performance metrics, to identify patterns in the effectiveness of implementation. This information will help determine targeted curriculum-based professional learning (CBPL) opportunities that enhance teaching practices. (IP1 - Standard 7)

EBP 1: EL Education

EBP 2: Experiential Learning

PLC Refinement

- Assess and respond to the current collaborative team structures to build a shared foundation for effectiveness based on the four pillars of PLCs: Mission, which defines our purpose and direction; Vision, which creates a compelling image of our future; Values, which represent guiding principles; and Goals, which outline clear, measurable objectives (IP1 - Standard 7)
- Establish a well-organized team structure (e.g., grade-level teams, vertical teams, interdisciplinary teams, etc.) to support meaningful experiences that align with DuFour's essential questions for Professional Learning Communities (PLCs) and encourage teacher dialogue and action. (IP1 - Standard 7)
- Restructure the existing PLC protocol to foster productive collaboration, providing a focused layout that enables teams to engage in collective inquiry and meaningful intellectual preparation cycles. (IP1 - Standard 7)
- Utilize the revised PLC protocol and cyclical process to enhance the shared understanding of EL Education, thereby improving classroom instruction through the effective application of core intellectual preparation processes. (IP2 - Standard 22)

EBP 1: EL Education

EBP 2: Experiential Learning

Professional Learning

- Participate in LETRS for Administrators to understand the principles of the Science of Reading necessary for advancing from isolated efforts to comprehensive school-wide literacy improvements. (IP1 - Standard 7)
- Develop a plan of support for LETRS for Teachers participants that enables teachers to acquire and successfully implement the five components of skilled reading. (IP2 - Standard 22)

- Participate in Numeracy Counts for Administrators to strengthen math leadership, deepen HQIR implementation, and support the development of sustainable systems aligned to the KAS and National Council for Teachers of Mathematics (NCTM) practices. (IP1 - Standard 7)
- Develop a support plan for Numeracy Counts for Teachers that enhances the exploration of the mathematical domains in grades K-5, with a focus on developing fluency as defined in the KAS. (IP2 - Standard 22)
- Create a Curriculum-Based Professional Learning (CBPL) Plan for shared learning focused on HQIRs in literacy and mathematics, aimed at increasing collaborative learning opportunities that support effective implementation and ongoing improvement in classroom instruction. (IP 1 - Standard 7)
- Develop a clear, structured process that integrates coaching cycles with targeted professional learning opportunities to empower teachers to enhance their instructional practices by actively incorporating constructive feedback from classroom observations and encouraging meaningful self-reflection, allowing them to evaluate their own teaching strategies and make informed adjustments that improve student learning outcomes. (IP2 - Standard 22)

Strategy 2: Design and Deliver Assessment Literacy Activities

Student Engagement

- Ensure students have equitable access to and knowledge of supporting EL Education materials, enabling them to utilize them and foster self-monitoring and independent learning effectively. (IP2 - Standard 22)
- Ensure that formative assessment practices enable students to understand their learning objectives, assess their current status, and identify the actions needed to close any existing learning gaps. (IP2 - Standard 22)

EBP 1: EL Education Balanced Assessment

- Establish a cyclical, formalized process for analyzing student data, such as MAP, iReady Assessment Suite, HQIR-aligned common formative assessments, and benchmarks, to evaluate instructional outcomes during PLCs. (IP1 - Standard 7)
- Develop, implement, and monitor a schoolwide data protocol to enhance the analysis of student data, supporting leaders and teachers in adjusting instruction and improving student outcomes. (IP1 - Standard 7)
- Develop the data literacy skills of teachers and team members by utilizing Balanced Assessment Modules and Cycles of Inquiry PDSA to ensure they have the knowledge and skills to effectively select, interpret, and use various data sources within a systematic problem-solving process. (IP2 - Standard 22)

Strategy 3: Review, Analyze, and Apply Data Results Activities

Monitoring

- Develop and consistently implement a targeted walkthrough protocol that clarifies instructional expectations and provides specific and actionable feedback to guide teachers in delivering the HQIR with fidelity. (IP1 - Standard 7)
- Create and implement a consistent, cyclical process for monitoring and supporting teachers' intellectual preparation, so that their preparation is visible and anchored within the HQIR.

- Conduct bi-weekly walkthroughs focused on instructional practices that support consistent usage of HQIR. Utilize data from these walkthroughs and student performance to provide differentiated professional development that enhances teaching practices. (IP1 - Standard 7)

EBP 1: EL Education

EBP 2: Experiential Learning

Progress Monitoring:

The Turnaround Team will actively monitor all components of the CSIP/Turnaround Plan using a 45-day monitoring tool.

Curriculum Implementation Framework Monitoring Tools:

The Administrative and School Support Team will conduct monitoring through the following actions and at the specified frequency listed below:

- Quarterly review and heat-mapping of Curriculum Implementation Framework for literacy and mathematics HQIR (Launch and Early Implementation)

Intellectual Preparation Monitoring Tools:

The Administrative and School Support Teams will conduct monitoring through the following actions and at the specified frequencies listed below:

- Monthly review of Learning Walk Observational Notes and Collaborative Charts from preparatory work prior to classroom visits
- Weekly review of PLC Agendas
- Quarterly review of PLC Observation Tool and Heat-mapping
- Quarterly review of Shared Learning Workshop Observation Tool (to be used as a Process Check for group learning opportunities to support effective implementation of the HQIR and continued improvement of classroom instruction.)
- End of Unit Teacher Reflections embedded within the PLC Structure
- Triannual benchmarking of the Instructional Practice Guides - K-3 Foundational Skills, Reading and Writing Comprehension, and Math
- Triannual Educator Mindsets Survey (Leaders and Teachers)

The Administrative and School Support Teams, along with Grade-level PLC Teams, will monitor through specified actions at set frequencies listed below.:

- Monthly, or as appropriate to match pacing, Curriculum-embedded Assessments/Analysis of Student Learning Data
 - EL Modules: Grades K-2 End of Unit Assessments,
 - EL Modules: Grades 3-5 Mid-Unit and End of Unit Assessments,
 - Grades K-5 End of Module Performance Tasks,
 - EL Foundational Skills Block Grades K-2: Weekly cycle checks for understanding (formative)
 - EL Foundational Skills Block Grades K-2: End of Microphase Readiness Assessment (summative)
- Triannual review of iReady Interim Assessment Data
- Monthly review of iReady Student Pathway Progress Reports

PLC Refinement Monitoring:

Grade-level PLC Teams, with Administrative Team support, will monitor using the specified action at the frequency listed below:

- Biannual review of Professional Learning Communities Systems Check III data

Professional Learning Monitoring:

The Administrative and School Support Teams, along with the Instructional Leadership IP1 and IP2 Focus Teams, will conduct monitoring through the following actions and at the specified frequencies:

- Quarterly review of Feedback Surveys and Next Steps Planning Tools
- Monthly review of Curriculum-based Professional Learning Plan

The Administrative and School Support Teams will conduct monitoring through the following actions and at the specified frequency:

- Monthly review of Coaching Calendar, Logs, and Support Plans

Student Engagement Monitoring:

Grade-level PLC Teams, with support from the Administrative and School Support Teams, will monitor using the specified actions at the frequencies listed below:

- Quarterly review of Student Experience Survey
- Monthly review of Student Data and Goal-setting Notebooks

Balanced Assessment Monitoring:

The Administrative and School Support Teams will conduct monitoring through the following actions and at the specified frequency:

- Monthly review of Schoolwide Data Protocol and Data Dashboard

Schoolwide Monitoring:

The Administrative and School Support Teams will conduct monitoring through the following actions and at the specified frequencies:

- Monthly review of Intellectual Preparation Process and Perception Data Tool
- Monthly review of Walkthrough Data and Next Steps Planning Tool

Funding:

Anticipated School Improvement Funds

- \$30,000.00 Certified Salary Supplement (PLC Extended Service)
- \$20,000 EL Education (6 teacher-focused coaching sessions - 5 onsite and 1 virtual experience)
- \$25,000 School Kit - Illustrative Mathematics (6 teacher-focused, onsite coaching sessions)
- \$3,000 Travel Expense Set aside for Numeracy Counts Leadership Academy Participation (hotel, mileage, and meals for up to 3 participants)
- \$45,500 Solution Tree (2 days Foundations of Effective PLC Workshop, 4 Virtual Quarterly Check-ins with each PLC)
- \$6,293.05 Solution Tree Professional Literature
 - *Learning by Doing, 4th Edition* (65 copies)
 - *The Handbook for Highly Effective Teams in a PLC at Work* (65 copies)
 - *Taking in Action: A Handbook for RTI at Work* (8 copies)

- \$49,500 Central Creativity -Onsite STEAM experience for students, while teachers engage in module and/or unit internalization (\$25 per student x student count x 9 six-hour sessions)
- \$250 Shipley & Associates Integrated Systems Solution Resources (Systems Checks and *Professional Learning Communities: A Systems Approach Improvement Guide*)
- \$12,000 Stipend for Certified Teachers LETRS completion (\$500/year of completed online modules and homework across the 2-year program x 12 Certified General Education Teachers)
- \$8,000 Stipend for Certified Teachers, Numeracy Counts Academy completion (\$500/year of completed modules and homework across the 2-year program x 8 Certified General Education Teachers)
- \$1,250 General Supplies for School Improvement Planning and Intellectual Preparation within PLCs (e.g., chart paper, markers, post-its, colored paper, highlighters, binders, binder tabs, etc.)

Title I Funds

- 310M
 - \$287,679.46 Certified Salaries
 - \$43,960.00 Certified Part-Time Interventionists
 - \$10,000 Certified Extended Time
 - \$53,000.00 Operational Expenses
 - \$5,146.00 Family Engagement
- 310N
 - \$192,862.60 Certified Salaries
 - \$79,666.00 Certified Part-Time Interventionist
 - \$51,504.48 Classified Salary (Permanent Auxiliary Substitute)
 - \$44,531.64 Operational Expenses
 - \$4,323.00 Family Engagement

Needs Index Funds

- \$14,850.00 Classified Salary (.50)
- \$41,000.00 Certified Salary Permanent Auxiliary Substitute (1.0)

Extended School Services (ESS)

- \$21,141.97 Targeted Tier 3 Interventions

General Funds

- \$253,800 Certified Salaries

Alignment to Needs: Optional Goals

Indicator	Priority Indicator?
State Assessment Results in science, social studies and writing	No
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 #1: English Learner Progress

Three- to Five-Year Goal:

By May 2029, Indian Trail Elementary MicroSociety Magnet School will increase the percentage of non-native English-speaking students on track to reach proficiency in English within 5 years of entering a language development program from 7% in 2024-2025 to 17% in 2028-2029, as evidenced by the ACCESS.

Objective(s):

Indian Trail Elementary MicroSociety Magnet School will increase the percentage of non-native English-speaking students on track to reach proficiency in English within 5 years of entering a language development program from 7% in 2024-2025 to 11% in 2026-2027, as evidenced by the ACCESS.

Strategy:

Strategy 1: Design and Deliver Instruction - Key Core Work Process 2

- Develop a comprehensive school-wide instructional process to implement the reading and mathematics curriculum effectively. This framework must ensure that the curriculum is delivered with a high level of fidelity, promoting alignment with established academic standards. Such congruence is essential for enhancing student achievement. Regular evaluations and ongoing professional development will be integral components of this process, enabling educators to refine their instructional practices and contribute to an environment of educational excellence.

Strategy 3: Review, Analyze, and Apply Data Results - Key Core Work Process 4

- Implement a systematic, data-driven decision-making cycle in which school teams analyze multiple measures of student performance to identify learning gaps, determine root causes, and adjust instruction, interventions, and resource allocation. By consistently utilizing timely and triangulated data to inform instructional and organizational decisions, the school aims to ensure that supports are targeted, responsive, and aligned with student needs, which can lead to improved academic outcomes and a reduction in subgroup performance gaps.

Activities:

Strategy 1 - Design and Deliver Instruction Activities

Professional Learning

- Provide WIDA Professional Learning for ELD teachers on integrating listening, reading, speaking, and writing skills during Tier 1 and small group instruction to improve the participation and learning of English language learners. (IP 2 - Standard 22)

EBP 1: EL Education

Strategy 4 - Review, Analyze, and Apply Data Results

Data Analysis

- Establish a process to analyze district and state student data to inform necessary adjustments to improve the language development and academic performance of English language learners. (IP2- Standard 22).

EBP 1: EL Education

Progress Monitoring:

The Turnaround Team will actively monitor all components of the CSIP/Turnaround Plan using a 45-day monitoring tool.

Professional Learning Monitoring:

The Administrative and School Support Teams, along with the Instructional Leadership IP2 Focus Team, will conduct monitoring through the following actions and at the specified frequency:

- Monthly review of Feedback Surveys and Next Steps Planning Tools

Data Analysis Monitoring:

The Administrative and School Support Teams will conduct monitoring through the following action and at the specified frequency:

- Monthly review of Flashlight 360 Language Development Data

Funding:

Anticipated School Improvement Funds

- \$8,100 WIDA Annual Conference attendance costs (registration, hotel, meals, and mileage) x 4 participants