

# Trunnell Elementary TAP with Addendum

## 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*y, *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.

### **Improvement Priority 1**

Establish and implement a schoolwide data collection and progress monitoring system that ensures student learning, attendance and behavior data are consistently gathered, analyzed and used to inform grade-level Tier 1 instruction. (Standard 7)

### **Improvement Priority 2**

Create, implement and monitor an instructional vision to ensure student experiences are differentiated and aligned with grade-level expectations. (Standard 21)

[Trunnell CSI Addendum 25-26](#)

# 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:

By May of 2029, P/D for African American students on KSA Reading will go from 16% to 51%.

### Objective(s):

By May of 2027, Achievement Gap will go from 16% to 26% P/D for African American students on KSA Reading.

### Strategy:

#### KCWP 2: Design and Deliver Instruction

Our school will collaboratively develop a clear instructional vision and instructional nonnegotiables that define high-quality, equitable instruction for all students. Teachers, administrators, and support staff will work together through PLCs, staff meetings, and professional learning opportunities to identify consistent instructional expectations across classrooms. The agreed-upon non-negotiables will guide teaching practices such as clear learning targets, student engagement, culturally responsive instruction, and formative assessment. Ongoing walkthroughs and observations, coaching cycles with measurable learning goals, and reflective conversations with staff goal-setting will support consistent implementation and continuous improvement schoolwide. (IP2)

#### KCWP 4: Review, Analyze and Apply Data Results

Implement and establish a comprehensive, schoolwide data collection and progress monitoring system designed to ensure that student learning, attendance, and behavior data are consistently collected, analyzed and used to strengthen Tier 1 instruction at every grade level. Through the use of common assessment practices, centralized data dashboards, regular progress monitoring cycles and collaborative grade-level data meetings, educators will identify trends, monitor student growth and make timely instructional adjustments to address learning needs in real time. Teachers, administrators and support staff will engage in ongoing data analysis to identify students at risk academically, behaviorally, or through attendance concerns, while also evaluating the effectiveness of core instruction. Professional learning and PLC's will build staff capacity in data literacy and instructional decision-making, ensuring that data is used proactively to differentiate instruction, increase student engagement and improve outcomes for all learners. (IP1)

## **Activities:**

### **KCWP 2: Design and Deliver Instruction:**

- PLCs will use the common protocol grounded in the DuFour four critical questions to:
  - Internalize instructional resources, ensuring all curriculum, lessons, and assessments are aligned to standards and consistently meet the rigor and expectations of the grade-level standards. (IP 2)
  - Leadership will be taking a very proactive approach to guide the teachers to ensure that teachers are using the protocols with fidelity. (IP 2)
  - Analyze student work and formative assessments to plan for Tier 1 instruction and make needed adjustments to instruction to ensure access for all students. (IP 1)
  - Document work completed in PLC, monitored by Grade Level Team Leads and school leadership.(IP 1) (IP 2)
- Leadership will implement ongoing, job-embedded professional learning sessions focused on:
  - Building teacher capacity and sustainability around instructional non-negotiables (IP2)
  - Systems to build capacity and sustainability of implementation of HQIRs (IP2)
  - Best practices in literacy and math, including regular teacher observations, coaching and feedback cycles, and professional learning, especially around HQIRs. (IP2)
- Create, communicate and implement:
  - Schoolwide instructional non-negotiables (IP1)
  - Weekly walkthrough schedule to track use of instructional non-negotiables, as well as to inform next steps for feedback and coaching cycles (including teacher reflection and goal-setting) and professional learning. (IP 2)

### **KCWP 4: Review, Analyze and Apply Data Results**

- Establish a systemic approach to analyze multiple measures of students' performance:
  - Create a protocol for data collection and analysis to be used monthly, led by the team leads (IP1)
  - Identify instructional strengths and instructional next steps (IP1)
  - Embedded structured data analysis within PLCs to identify students requiring Tier 2/3 support, with intentional monitoring and planning around African American and student progress. (IP1)
  - Leadership will use targeted coaching cycles in PLCs and with individual teachers to guide them in using data effectively and with fidelity. (IP 1)
- Professional learning around how to use data: (IP 1)
  - To determine next steps in Tier 1 Instruction (IP1)
  - Leadership team will examine instructional effectiveness using student achievement data, plc artifacts and observation data to adjust supports (IP1)

## **Progress Monitoring:**

## PLCs

- PLC teams will document HQIR unit and lesson internalization in PLC agendas with the leadership team reviewing these materials weekly and providing feedback to teams to ensure implementation. (IP2)
- Leadership will review PLC agendas weekly and support PLC leads in consistently implementing the KAS, internalization protocols, student engagement strategies, and the DuFour model to guide instructional planning and respond to student learning needs. (IP2)
- PLC teams will analyze formative assessments and student work, using the findings to adjust instruction and document next steps in PLC agendas and HQIR pacing. Leadership will review this evidence bi-weekly to monitor implementation of grade-level rigor and effective scaffolding. (IP1)
- Implementation of Instructional Leadership Team (ILT) meetings, team meetings, and PLC's will be monitored through monthly meeting agendas, notes and data analysis throughout the 2026-2027 school year by the principal, assistant principal, and coaches. Artifacts will include student performance data reviews, identification of trends and documented instructional priorities, supports and next steps. (IP1)

## Coaching/Support

- Leadership will evaluate implementation of the standards-aligned instructional process through weekly scheduled walkthroughs, with analysis of classroom data for alignment between standards, learning targets, instruction, and assessment to make adjustments to professional learning and coaching cycles throughout the year. (IP2)
- Leadership will examine teacher participation in professional learning sessions and implementation of high-impact instructional strategies through walkthrough data and coaching cycles, with data reviewed and shared with the ILT/Turnaround Team monthly and with Admin weekly to make adjustments to professional learning and coaching cycles throughout the year. (IP2)
- School Administrators (principal, assistant principals, and resource teachers) will develop and facilitate monthly Instructional Leadership Team (ILT)/Turnaround Team meetings throughout the 2026-2027 school year to analyze student performance data, identify trends, monitor progress toward school improvement goals, and determine schoolwide instructional priorities. (IP1)

## **Funding:**

**Total Funding: \$681,080**

## **Professional Learning: \$50,000 SIF**

- Professional Learning with external partners regarding UFLI, differentiation, best practices for working with multilingual learners, student engagement, culturally responsive teaching, IM math centers = \$50,000
- Adaptive Schools (Shannon Gullett, Education Recovery Director – KDE) = Free

### **Instructional Coaching & Capacity Building: \$148,000 SIF**

- Year 1 - External Coaching Partners for HQIR implementation with EL and IM = \$20,000
- Year 2 and Year 3 - Additional External Coaching Partners for HQIR implementation with EL and IM for new teachers and new grade level teams = \$20,000
- Retired Part-Time Administrator for Targeted Coaching Cycles = \$45,000
- Teacher release time = \$21,000/year = \$63,000 Total for 3 years
  - Substitute Teachers for peer observations, instructional rounds, and half-day guided planning

### **PLCs and Data: \$141,080 SIF**

- Facilitator training for PLC leads (\$5,000 travel and registration)
- Stipends for after school extended PLCs with coaching support for effective use of data to inform and adjust instruction and to ensure progress monitoring throughout the year – (\$70/hr \* 54 hrs \* 36 teachers) = \$136,080

### **High-Quality Instructional Materials & Supports: \$237,000 SIF**

- Teacher guides for collaboration and extended planning (EL and IM) = \$12,000
- Science and Social Studies supplemental materials = \$50,000
- Discovery Educations
- Phonics manipulatives = \$6,000
- Math manipulatives and models = \$12,000
- Scaffolding materials and tools for multilingual learners = \$25,000
- Lexia = \$20,000/year = \$60,000 Total for 3 years
- Dreambox = \$15,000/year = \$45,000 Total for 3 years
- Paloma = \$9,000/year = \$27,000 Total for 3 years

### **Targeted Student Interventions: \$105,000 SIF**

- Additional HQIR Resources for small differentiated groups = \$30,000
- Classroom set of iPads with charging cart for use in differentiated small groups with ECE and ML students = \$15,000
- Retired Part-Time Teachers for Interventions = \$60,000

## **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 of 2029, Reading will go from **16% to 54%** P/D for All students on KSA.

By May of 2029, Math will go from **15% to 49%** P/D for All students on KSA.

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

By May of 2027, Reading will go from **16% to 47%** P/D for All students on KSA.

By May of 2027, Math will go from **15% to 41%** P/D for All students on KSA.

### **Strategy:**

#### **KCWP 2: Design and Deliver Instruction**

Staff will participate in continuous cycles of professional learning designed to enhance instructional practices, including modeling, student engagement strategies, and differentiated supports within Tier 1 instruction to ensure effective implementation of high-quality instructional resources (HQIR). Trunnell will define clear expectations and establish non-negotiable instructional practices to promote consistency and instructional excellence across classrooms. Through lesson internalization, collaborative planning, and ongoing reflection and monitoring of instructional practices, staff will build their instructional capacity to provide high-quality Tier 1 instruction that supports the academic success of all students. (IP2)

#### **KCWP 4: Review, Analyze and Apply Data Results**

Trunnell will utilize timely and triangulated data to inform instructional decision-making and ensure that supports are targeted, responsive, and aligned to the diverse needs of students, leading to improved academic outcomes for all learners. During PLCs and collaborative team planning, teachers will analyze and interpret student data to guide instructional practices, monitor progress, and implement strategies that promote academic success for every student. (IP1)

## **Activities:**

### **KCWP 2: Design and Deliver Instruction:**

- PLCs will use the common protocol grounded in the DuFour four critical questions to:
  - Internalize instructional resources, ensuring all curriculum, lessons, and assessments are aligned to standards and consistently meet the rigor and expectations of those grade-level standards (IP2)
  - Teachers will receive professional learning on how to utilize the HQIR teacher guides to determine supports and best practices for multilingual learners. (IP2)
  - Analyze student work and formative assessments to plan for Tier 1 instruction and needed student scaffolds.(IP1) (IP2)
  - Document work completed in PLC, monitored by school leadership.
- Leadership will implement ongoing, job-embedded professional learning sessions focused on:
  - building teacher capacity and sustainability around instructional nonnegotiables (IP 2)
  - systems to build capacity and sustainability of implementation of HQIRs (IP 2)
  - best practices in literacy and math, including regular teacher observations, coaching and feedback cycles, and HQIR professional learning. (IP 2)
- Create, communicate and implement:
  - school instructional non-negotiables (IP 2)
  - walkthrough schedule to monitor use of instructional nonnegotiables, as well as to inform for coaching cycles and feedback (IP 2)

### **KCWP 4: Review, Analyze and Apply Data Results**

- Establish a systemic approach to analyze multiple measures of students' performance:
  - create a protocol for data collection and analysis (IP 1).
  - Identify instructional strengths and instructional next steps (IP 1).
- Professional learning around how to use data:
  - to determine next steps in Tier 1 Instruction (IP 1)
  - monitor instructional effectiveness using student achievement data, plc artifacts and observation data to adjust supports (IP 1)

## **Progress Monitoring:**

### **PLCs**

- PLC teams will document HQIR unit and lesson internalization in PLC agendas with the leadership team reviewing these materials weekly and providing feedback to teams to ensure implementation (IP2)
- Leadership will review PLC agendas weekly and support PLC leads in consistently implementing the KAS, internalization protocols, student engagement strategies, and the DuFour model to guide instructional planning and respond to student learning needs.(IP2)
- PLC teams will analyze formative assessments and student work, using the findings to adjust instruction and document next steps in PLC agendas and HQIR pacing. Leadership will review this evidence bi-weekly to monitor implementation of grade-level rigor and effective scaffolding. (IP1)

## Coaching/Support

- Leadership will evaluate the implementation of the standards-aligned instructional process through weekly scheduled walkthroughs, with analysis of classroom data for alignment between standards, learning targets, instruction, and assessment. (IP2)
- Leadership will examine teacher participation in professional learning sessions and implementation of high-impact instructional strategies through walkthrough data and coaching cycles, with data reviewed and shared with the leadership team weekly to make adjustments to future professional learning or coaching cycles. (IP2)

## **Funding:**

**Total Funding: \$681,080**

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## 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.

**Improvement Priority 1:** Establish and implement a schoolwide data collection and progress monitoring system that ensures student learning, attendance and behavior data are consistently gathered, analyzed and used to inform grade-level Tier 1 instruction. (Standard 7)

**Improvement Priority 2:** Create, implement and monitor an instructional vision to ensure student experiences are differentiated and aligned with grade-level expectations. (Standard 21)

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

#### Turnaround Team:

**Consider:** Provide a comprehensive list of persons and entities involved in the turnaround efforts and the specific roles each shall play in the school's turnaround process

**Response:**

Nicole Travis - Principal  
LaKeesha Turner - Assistant Principal  
Michelle Cable - Assistant Principal  
Carly Brown - Intervention Teacher  
Jahaun Miller - Intervention Teacher  
Christina Hall - Teacher Leader  
Amanda Blair - Teacher Leader  
Matt Rose - Teacher Leader  
Meghan Lowe - Teacher Leader  
Reagan Bridge - ML Teacher Leader  
Jeff Ritchie - Education Recovery Leader  
LaMesa Marks-Johns - Assistant Superintendent

**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:**

Our team began with a comprehensive needs assessment to identify gaps in student achievement, attendance, trends in culture and behavior, the current state of academics, and the effectiveness of our core teaching and learning processes. We analyzed the master schedule, staffing allocations, KSA data, attendance data and the school budget to determine areas of need and resource alignment. Staffing decisions and scheduling adjustments were considered in conjunction with both the master schedule and the current year's budget to ensure the most strategic use of personnel and funding. Ongoing staffing shortages, major breakouts of illness (COVID, RSV, flu, etc.), and the limited availability of substitute teachers have required academic support (Instructional Coaches, Interventionists, etc.) and school leadership (Principal, Assistant Principal, Counselor), to provide classroom coverage. There have been quite a few changes and initiatives at the district level that have required immediate shifts operationally and instructionally. This has reduced our capacity to fully execute leadership and instructional support responsibilities. As a result, we have not been able to provide consistent high-quality, HQIR-aligned professional development needed to strengthen instructional practice. Moving forward, we will leverage School Improvement Funds (SIF) to intentionally build internal capacity in instructional pedagogy through sustained professional learning with our current staff, implement a PLC process that will lead to more rigorous instruction and effective implementation of HQIRs (specifically EL, IM, and UFLI), and implement a coaching and feedback protocol that will ensure our teachers are receiving the help that they need in the classroom. There will also be a focus on differentiated instruction and the use of data and a schoolwide data collection system for progress monitoring and to ensure student growth and achievement. This investment will ensure that instructional improvements are not only implemented but sustained as we do the work to address our improvement priorities and exit CSI status.

## CSI Evidence-based Practices

CSI improvement/turnaround 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 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.
<b>PLC</b>	DuFour, R., & DuFour, R. (2013). <i>Learning by doing: A handbook for Professional Learning Communities at Work TM</i> . Solution Tree Press.
<b>UFLI</b>	Lane, Holly, and Valentina Contesse. <i>UFLI Foundations: Explicit and Systematic Phonics Program</i> . Ventris Learning, 2022.
<b>Coaching</b>	Kraft MA, Blazar D. The Effect of Teacher Coaching on Instruction and Achievement: A Meta-Analysis of the Causal Evidence. <i>Review of Educational Research [Internet]</i> 2018; 88 (4): 547-588.