

Comprehensive School Improvement Plan (CSIP)

Rationale

School improvement efforts are a collaborative process involving multiple stakeholders. Through the improvement planning process, leaders focus on priority needs, funding, and closing achievement gaps among identified subgroups of students. When implemented with fidelity, the Comprehensive School Improvement Plan (CSIP) cultivates an environment that promotes student growth and achievement.

Operational Definitions

Goal: Long-term three to five year targets based on the required school level goals. Elementary/middle schools must have goals for proficiency, separate academic indicator, achievement gap, and growth. High schools must have goals for proficiency, separate academic indicator, achievement gap, graduation rate, and transition readiness. Long-term targets should be informed by The Needs Assessment for Schools.

Objective: Short-term target to be attained by the end of the current academic year. 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 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 (6) Key Core Work Processes listed below or another established improvement approach (i.e. *Six Sigma, Shipley, Baldrige, etc.*).

Activity: Actionable steps used to deploy the chosen strategy. There can be multiple activities for each strategy.

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](#)
- [KCWP 5: Design, Align and Deliver Support](#)
- [KCWP 6: Establishing Learning Culture and Environment](#)

Measure of Success: Criteria that shows the impact of the work. The **measures** may be quantitative or qualitative, but are observable in some way.

Progress Monitoring: Process used to assess the implementation of the plan, the rate of improvement, and the effectiveness of the plan. Should include timelines and responsible individuals.

Funding: Local, state, or federal funds/grants used to support (or needed to support) the improvement initiative.

Requirements for Building an Improvement Plan

- There are six (6) required district goals: proficiency, separate academic indicator, achievement gap, graduation rate, growth, and transition readiness.
- The required school goals include the following:
 - For elementary/middle school, these include: proficiency, separate academic indicator, achievement gap, and, growth.
 - For high school, these include: proficiency, separate academic indicator, achievement gap, graduation rate, and transition readiness.

Explanations/Directions

Goal: Include long-term three to five year targets based on the required school level goals. Elementary/middle schools must have goals for proficiency, separate academic indicator, achievement gap, and growth. High schools must have goals for proficiency, separate academic indicator, achievement gap, graduation rate, and transition readiness. Long-term targets should be informed by The Needs Assessment for Schools.

| Objective | Strategy | Activities | Measure of Success | Progress Monitoring | Funding |
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| <p>Include short-term targets to be attained by the end of the current academic year. There can be multiple objectives for each goal.</p> | <p>An approach to systematically address the process, practice, or condition that the school will focus its efforts upon 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 (6) Key Core Work Processes listed above or another established improvement approach (i.e. <i>Six Sigma, Shipley, Baldrige, etc.</i>).</p> | <p>Include actionable steps used to deploy the chosen strategy. There can be multiple activities for each strategy.</p> | <p>List the criteria that shows the impact of the work. The measures may be quantitative or qualitative, but are observable in some way.</p> | <p>Discuss the process used to assess the implementation of the plan, the rate of improvement, and the effectiveness of the plan. Should include timelines and responsible individuals. Progress monitoring ensures that plans are being revisited and an opportunity to determine whether the plan is working.</p> | <p>List the funding source(s) used to support (or needed to support) the improvement initiative.</p> |

| <p>Improvement Priority #1 Develop processes to monitor the quality of the adopted curriculum and the fidelity of its implementation. Implement a system to collect, analyze, and use data to evaluate the quality and effectiveness of the curriculum in meeting the school’s learning expectations and for ensuring student preparedness for the next level. Use findings from data analysis to revise the curriculum when necessary. (Standard 2.5)</p> | <p>Improvement Priority #2 Develop, implement, and monitor processes to adjust instruction to meet individual student needs. Ensure these processes produce high quality instruction. Collect and analyze data and use findings to identify needed improvements in student learning and adjust instructional practices to meet student academic needs. (Standard 2.7)</p> | <p>Improvement Priority #3 Develop, implement, and monitor a continuous improvement process that seamlessly integrates and includes ongoing revisions to school improvement plans (e.g., specific goals, strategies, activities), initiatives, programs, services. Use multiple sources of data (e.g., student achievement, non-cognitive, perception, experience, organizational) to measure incremental progress and adjust accordingly. (Standard 1.3)</p> |
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| <p>Establish/Revise protocols (collaborative planning, PLC, RtI, walkthrough, lesson plan review, instructional coaching) to monitor effective implementation of quality learning targets and success criteria based on standards, integration of Direct Explicit Instruction with the EngageNY curriculum (Eureka Math), student data tracking through progress monitoring and goal setting, Leveled Literacy Instruction, tier one instructional strategies, benchmark assessment system, and vertical and horizontal curriculum planning.</p> | <p>Fairview Elementary School will be implementing specific elements from the Key Core Work Processes for Novice Reduction (listed below). Examples of these elements are included in the Comprehensive School Improvement Plan for the school. As a part of this work, teachers will embed high-yield instructional strategies into daily lessons and will place an emphasis on structuring lessons based on direct explicit instruction (high yield strategy from the work of John Hattie). Evidence-based turnaround efforts, stemming primarily from the What Works Clearinghouse Practice Guides, will also focus on teachers utilizing quality learning targets and success criteria based on standards, Leveled Literacy Instruction, TCI science and social studies curriculum, cooperative learning, number talks, and vertical and horizontal curriculum planning. Teachers will also complete a book study centering on the use of effective evidence-based tier one instructional strategies. Through this study, teachers will discover how to identify essential power standards to include in Tier 1 instruction, create a brain-friendly learning environment, and shift instructional processes to support collaboration. In addition to the book study on Tier 1 instruction, teachers will be trained in differentiation to include: cooperative learning, number talks, and guided reading. Teachers will also receive training on systems implementation so that students are able to set individual goals based on standards and track progress towards mastery. Through the use of the PLC protocol, teachers and administration will have discussions on student data and instructional adjustments based on the data.</p> | <p>Fairview Elementary school will use multiple methods to ensure fidelity and effectiveness of quality learning targets and success criteria based on standards, integration of Direct Explicit Instruction, student data tracking through progress monitoring and goal setting, Leveled Literacy Instruction, tier one instructional strategies, and vertical and horizontal curriculum planning. The Classroom Core Instruction Diagnostic and School-wide Core Instruction Diagnostic Tool (provided by the Novice Reduction for Gap Closure Initiative) will be utilized to establish a baseline and performance trajectory. These tools will additionally be utilized for monitoring specified strategies on a quarterly basis through walkthroughs conducted by school leadership. During collaborative planning, teachers will document deconstruction of standards into standards-based learning targets and develop success criteria in lesson plans. PLCs will document discussions on the successes, continued needs and next steps related to implementation and share student Plus/Delta feedback to assist with instructional planning within weekly collaborative planning sessions. The administrative team will utilize the walkthrough protocol/monitoring tool to collect and analyze implementation evidence and provide feedback with next steps. The School Leadership Team will monitor completion of 30/60/90 day activities related to this strategy. In order to ensure monitoring and revision of the systems and protocols occurs with fidelity, the school will create two new MTSS Specialist positions. The MTSS Specialists will assist in all matters pertaining to the development and implementation</p> |

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| | | of a consistent Multi-Tiered System of Support (MTSS) model of tiered intervention processes and procedures at Fairview Elementary School. The MTSS Specialist will provide information and professional development to school site teams, ensuring that MTSS components are established in the school. |
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1: Proficiency Goal

| <p>Goal 1 (State your proficiency goal.):</p> <p>By the end of the 2021-2022 school year:</p> <ul style="list-style-type: none"> • Increase overall reading proficiency from 37.4 percent in 2018-2019 to more than 60 percent; • Increase overall math proficiency from 30.9 percent in 2018-2019 to more than 60 percent. | | | | | |
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| Objective | Strategy | Activities | Measure of Success | Progress Monitoring | Funding |
| <p>Objective 1</p> <p>By the end of the 2019-20 school year, increase overall reading proficiency from 37.4 percent in 2018-19 to 44.9 percent.</p> | <p>Ensure that curricular delivery and assessment measures provide for all pertinent information needs for students.</p> | <p>Teachers will ensure that formative assessments are occurring several times daily and are accounted for in lesson planning practices. Furthermore, teachers ensure that planning incorporates Direct Explicit Instruction and that modifications to instruction are made based on data gathered from formative assessments.</p> <p>(IP 1, 2, 3, EBP-KCWP 3)</p> | <p>Lesson Plans</p> <p>Walkthrough Data</p> <p>PLC Protocol</p> <p>Classroom Core Instruction Diagnostic</p> <p>School-Wide Core Instruction Diagnostic</p> <p>Simple Solutions</p> | <p>See 30-60-90 Day Plans</p> <p>Walkthrough Data Review</p> | |

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| | | <p>Teachers will strategically plan lessons to include evidence-based instructional strategies that promote student engagement in each lesson daily.</p> <p>Teachers will focus on Direct Explicit Instruction as the primary delivery method. The SLT will monitor and provide feedback on the different uses of the strategies through walkthrough data, PLCs, and lesson plan reviews. (IP 1, 2, 3, EBP-KCWP 2)</p> | <p>Lesson Plans</p> <p>Walkthrough Data</p> <p>PLC Agenda/Minutes</p> <p>PLC Protocol</p> <p>SLT Agenda/Minutes</p> <p>Classroom Core Instruction Diagnostic</p> <p>School-Wide Core Instruction Diagnostic</p> | <p>See 30-60-90 Day Plans</p> | |
| | | <p>School Leadership Team members will continue PLC protocol to ensure the following are taking place: 1. Process for Standards Deconstruction; 2. Item analysis methods to evaluate instructional effectiveness; 3. To determine if instructional adjustments are needed; 4. If adjustments are needed, what are those adjustments and how will they be implemented; and 5. Resource Sharing. (IP 1, 2, 3, EBP - KCWP 5)</p> | <p>PLC Agenda/Minutes</p> <p>PLC Protocol</p> <p>SLT Agenda/Minutes</p> | <p>See 30-60-90 Day Plans</p> | |
| | | <p>Teachers will continue to utilize backwards planning to develop formative and summative assessments that are aligned to grade-level Kentucky Academic Standards. Teachers will then develop assignments and activities that reflect the learning targets students have had the opportunity to learn. (IP 1, 3, EBP-KCWP 2, 3)</p> | <p>Lesson Plans</p> <p>Summer Professional Learning Agenda</p> <p>Walkthrough Data</p> <p>Classroom Core Instruction Diagnostic</p> <p>School-Wide Core Instruction Diagnostic</p> | <p>See 30-60-90 Day Plans</p> | |
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| <p>Objective 2 By the end of the 2019-20 school year, increase overall math proficiency from 30.9 percent in 2018-19 to 40.6 percent.</p> | <p>Ensure congruency is present between standards, learning targets, and assessment measures.</p> | <p>Teachers deconstruct standards by content and grade level. Teachers will use learning targets and success criteria in each lesson daily. (IP 1, 2, 3, EBP-KCWP 1)</p> | <p>Lesson Plans</p> <p>Walkthrough Data</p> <p>Classroom Core Instruction Diagnostic</p> <p>School-Wide Core Instruction Diagnostic</p> | <p>See 30-60-90 Day Plans</p> | |
| | | <p>Stakeholders will utilize daily formative data collection tools, benchmark data, summative data, non-academic data, formative and summative teacher observations, and/or learning walk details to ensure high levels of teacher effectiveness and student achievement. (IP 1, 2, 3, EBP-KCWP 2)</p> | <p>Lesson Plans</p> <p>Walkthrough Data</p> <p>Classroom Core Instruction Diagnostic</p> <p>School-Wide Core Instruction Diagnostic</p> <p>Simple Solutions</p> | <p>See 30-60-90 Day Plans</p> | |
| | | <p>Teachers will receive training on The Power of Formative Assessment to ensure the use of effective, daily formative assessments in math. (IP 1, 2, 3, EBP-KCWP 2)</p> | <p>Lesson Plans</p> <p>Walkthrough Data</p> <p>Professional Learning Opportunity</p> <p>Classroom Core Instruction Diagnostic</p> <p>School-Wide Core Instruction Diagnostic</p> <p>Winter Institute (Jan. 2nd and 3rd)</p> | <p>See 30-60-90 Day Plans</p> | |
| | | <p>Teachers will utilize backwards planning to develop formative and summative assessments that are aligned to grade-level Kentucky Academic Standards.</p> | <p>Lesson Plans</p> <p>Summer Professional Learning Agenda</p> | <p>See 30-60-90 Day Plans</p> | |

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| | | Teachers will then develop assignments and activities that reflect the learning targets students have had the opportunity to learn. (IP 1, 3, EBP-KCWP 2, 3) | Walkthrough Data Classroom Core Instruction Diagnostic School-Wide Core Instruction Diagnostic | | |
| Ensure that all students have access to the same outlined, high expectations and continually assess, review, and revise school curricula to support the assurance that all students have the knowledge, skills, and dispositions for future success. | | The School Leadership Team will develop and implement a collaborative planning process, where teachers systematically share an understanding of expectations for standards, learning targets, success criteria, curriculum, assessment, and instruction. (IP 1, 2, 3, EBP-KCWP 1) | Lesson Plans Summer Professional Learning Agenda Walkthrough Data Simple Solutions | See 30-60-90 Day Plans | |
| | | Provide ongoing job-embedded professional learning to ensure fidelity of implementation of Eureka Math and EngageNY Reading. (IP 1, 2, 3, EBP-Foundational Skills to Support Reading for Understanding in Grades K-3; Developing Effective Fractions Instruction for Kindergarten through 8th Grade; Teaching Math to Young Children Improving Reading; Comprehension in Kindergarten through 3rd Grade) | Lesson Plans Summer Professional Learning Agenda Walkthrough Data Classroom Core Instruction Diagnostic School-Wide Core Instruction Diagnostic Simple Solutions Professional Learning | See 30-60-90 Day Plans | |
| | | Administrative team will ensure training occurs for instructional staff in Leveled Literacy Instruction. Teachers will embed Leveled Literacy Instruction into existing Literacy curriculum to assure that the needs of all students are being met. (IP 1, 2, 3, EBP) | Lesson Plans Summer Professional Learning Agenda Walkthrough Data Classroom Core Instruction Diagnostic | See 30-60-90 Day Plans | |

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| | | | School-Wide Core Instruction Diagnostic | | |
| | | Teachers and admin will monitor that vertical and horizontal curriculum mapping is occurring to identify instructional gaps, including planning for the introduction of the standard, development and gradual release phases, and arrival at standards mastery. (IP 1, 2, 3, EBP-KCWP 1) | Lesson Plans Summer Professional Learning Agenda Walkthrough Data Classroom Core Instruction Diagnostic School-Wide Core Instruction Diagnostic | See 30-60-90 Day Plans | |

2: Separate Academic Indicator

Goal 2 (State your separate academic indicator goal.):

By the 2021-2022 school year:

- Increase the number of students scoring Proficient/Distinguished in Social Studies from 10.5 percent in 2018-2019 to more than 60 percent;
- Increase the number of students scoring Proficient/Distinguished in Writing from 15.8 percent in 2018-2019 to 60 percent;
- Increase the number of students scoring Proficient/Distinguished in Science from 9.1 percent in 2018-2019 to 40 percent.

| Objective | Strategy | Activities | Measure of Success | Progress Monitoring | Funding |
|---|--|---|--|------------------------|---------|
| Objective 1 By the end of the 2019-20 school year, increase the number of students scoring Proficient/Distinguished in Social Studies from 10.5 percent in 2018-19 to 27 percent. | Ensure that the design and delivery of instruction and formative/summative assessment measures provide for all pertinent information needs for students. | Teachers will monitor and evaluate the students opportunities to write for authentic purposes, analyze rich text, use rubrics and success criteria, exemplars, collaborate with peers, and improve critical thinking skills that will address on-demand writing prompts, extended response questions, lab reports, DBQs, essays and research papers. (IP 1, 3, EBP-Teaching Elementary Students to be Effective Writers) | Lesson Plans Walkthrough Data PLC Agenda/Minutes PLC Protocol Classroom Core Instruction Diagnostic School-Wide Core Instruction Diagnostic | See 30-60-90 Day Plans | |
| | | Teachers will utilize the common school-wide writing graphic organizer (R-A-C-E). (IP 1, 3) | Walkthrough Data | See 30-60-90 Day Plans | |
| | | Teachers will embed materials from the TCI curriculum for Science and Social Studies into instructional units as appropriate. (IP 1, 3, EBP-KCWP 1, 2) | Lesson Plans Walkthrough Data PLC Agenda/Minutes PLC Protocol Classroom Core Instruction Diagnostic School-Wide Core Instruction Diagnostic | See 30-60-90 Day Plans | |

| Goal 2 (State your separate academic indicator goal.): | | | | | |
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| By the 2021-2022 school year: | | | | | |
| <ul style="list-style-type: none"> ● Increase the number of students scoring Proficient/Distinguished in Social Studies from 10.5 percent in 2018-2019 to more than 60 percent; ● Increase the number of students scoring Proficient/Distinguished in Writing from 15.8 percent in 2018-2019 to 60 percent; ● Increase the number of students scoring Proficient/Distinguished in Science from 9.1 percent in 2018-2019 to 40 percent. | | | | | |
| Objective | Strategy | Activities | Measure of Success | Progress Monitoring | Funding |
| <p>Objective 2 By the end of the 2019-20 school year, increase the number of students scoring Proficient/Distinguished in Writing from 15.8 percent in 2018-19 to 30.5 percent.</p> | <p>Ensure that all students have access to the same outlined, high expectations and that teachers continually assess, review, and revise school curricula to support the assurance that all students have the knowledge, skills, and dispositions for future success.</p> | <p>Teachers will utilize backwards planning to develop formative and summative assessments that are aligned to grade-level Kentucky Academic Standards. Teachers will then develop assignments and activities that reflect the learning targets students have had the opportunity to learn. (IP 1, 3, EBP-KCWP 1,2)</p> | <p>Lesson Plans</p> <p>Walkthrough Data</p> <p>PLC Agenda/Minutes</p> <p>PLC Protocol</p> <p>Classroom Core Instruction Diagnostic</p> <p>School-Wide Core Instruction Diagnostic</p> <p>Eleot walkthroughs</p> | <p>See 30-60-90 Day Plans</p> | |
| <p>Objective 3 By the end of the 2019-20 school year, increase the number of students scoring Proficient/Distinguished in Science from 9.1 percent in 2018-19 to 19.4 percent.</p> | | <p>Teachers will continually monitor student results from formative and summative assessments, evaluating the student's academic progress and make instructional decisions based on the data analysis. (IP 1, 2)</p> | <p>Lesson Plans</p> <p>Walkthrough Data</p> <p>PLC Protocol</p> | | |

3: Achievement Gap

Goal 3 (State your achievement gap goal.):

By the end of the 2021-2022 school year:

- Increase the combined reading and math proficiency GAP rate for all students in the Gap Group (non-duplicated) from 49.5 to 70.

| Objective | Strategy | Activities | Measure of Success | Progress Monitoring | Funding | |
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| <p>Objective 1 By the end of the 2019-20 school year,</p> <ul style="list-style-type: none"> • Increase reading proficiency for Gap students from 42.7 percent in 2018-19 to 51.8 percent; • Decrease amount of Gap students scoring novice in reading from 25.2 percent in 2018-19 to 12.6 percent. | <p>Develop, implement, and monitor instruction assessment measures to ensure Tier I practices are implemented effectively to account for the needs of all students.</p> | <p>Teachers will complete a book study: <i>Best Practices at Tier 1: Daily Differentiation for Effective Instruction, Elementary (RTI at Work: Implementing Brain-Friendly, Evidence-Based Strategies in a Core Curriculum)</i> by Gregory, Ksufeldt, and Mattos. This will allow teachers to plan lessons that will provide proven response to intervention strategies to differentiate instruction, engage students, increase success, and avoid additional interventions.</p> <p>(IP 2, EBP-Using Student Achievement Data in Instructional Decision Making)</p> | <p>Lesson Plans</p> <p>Walkthrough Data</p> <p>PLC Agenda/Minutes</p> <p>PLC Protocol</p> <p>Classroom Core Instruction Diagnostic</p> <p>School-Wide Core Instruction Diagnostic</p> | <p>See 30-60-90 Day Plans</p> | | |
| | | <p>Teachers will strategically plan lessons to include Tier 1 instructional strategies to ensure the needs of all students are addressed in reading and math. We will be using reading and math practice guides from the What Works Clearinghouse.</p> <p>(IP 2, 3, EBP: Using Student Achievement Data in Instructional Decision Making; Assisting Students Struggling with Mathematics: Response to Intervention (Rti) for Elementary and Middle Schools)</p> | <p>Lesson Plans</p> <p>Walkthrough Data</p> <p>PLC Agenda/Minutes</p> <p>PLC Protocol</p> <p>Classroom Core Instruction Diagnostic</p> <p>School-Wide Core Instruction Diagnostic</p> <p>Simple Solutions</p> | | | <p>See 30-60-90 Day Plans</p> |
| | | <p>Utilize Multi-Tiered Systems of Support (MTSS) Specialist for Fairview</p> | | | | |

Goal 3 (State your achievement gap goal.):

By the end of the 2021-2022 school year:

- Increase the combined reading and math proficiency GAP rate for all students in the Gap Group (non-duplicated) from 49.5 to 70.

| Objective | Strategy | Activities | Measure of Success | Progress Monitoring | Funding |
|--|---|---|---|-------------------------------|---------|
| | | <p>Elementary School. See MTSS Specialist link for job description and details. (IP 2, 3, EBP: Using Student Achievement Data in Instructional Decision Making; Assisting Students Struggling with Mathematics: Response to Intervention (Rtl) for Elementary and Middle Schools)</p> | | | |
| <p>Objective 2 By the end of the 2018-19 school year,</p> <ul style="list-style-type: none"> • Increase math proficiency for Gap students from 35.9 percent in 2018-19 to 48 percent; • Decrease amount of Gap students scoring novice in math from 32 percent in 2017-18 to 16 percent. | <p>Maintain and monitor a systematic approach to review, analyze, and apply data in order to determine priorities for individual student success.</p> | <p>Administrative team will ensure that all teachers utilize the systems training. Teachers will maintain and update the systems approach in all classrooms, including classroom mission statements, whole class and individual student goal-setting, and student data tracking. Evidence of the systems work will be observed through walkthroughs. (IP 1, 2, 3, EBP-Using Student Achievement Data in Instructional Decision Making)</p> | <p>Lesson Plans Walkthrough Data PLC Agenda/Minutes Classroom Core Instruction Diagnostic School-Wide Core Instruction Diagnostic</p> | <p>See 30-60-90 Day Plans</p> | |

4: Growth

| <p>Goal 4 (State your growth goal.):</p> <p>By the end of the 2021-2022 school year:</p> <ul style="list-style-type: none"> • Increase the Growth Rate in Reading from 47.3 percent in 2018-19 to 75 percent; • Increase the Growth Rate in Math from 40.7 in 2018-19 to 75 percent. | | | | | |
|---|--|--|---|-------------------------------|---------|
| Objective | Strategy | Activities | Measure of Success | Progress Monitoring | Funding |
| <p>Objective 1</p> <p>By the end of the 2019-20 school year, increase the rate of student growth in reading from 47.3 in 2018-19 to a rate of 56.6.</p> | <p>Implement a systematic approach to review, analyze, and apply data in order to determine priorities for individual student success.</p> | <p>Teachers will utilize Data Wall to monitor and track individual students on their performance on summative assessments (can include, but not limited to: end of unit assessments, benchmark assessments, I-Ready, KPrep, IXL etc.). Each student will individually set goals for each standard and track mastery through data tracking sheets.</p> <p>(IP 1, 2, 3, EBP-Using Student Achievement Data in Instructional Decision Making)</p> | <p>Lesson Plans</p> <p>Walkthrough Data</p> <p>PLC Agenda/Minutes</p> <p>Classroom Core Instruction Diagnostic</p> <p>School-Wide Core Instruction Diagnostic</p> <p>Simple Solutions</p> | <p>See 30-60-90 Day Plans</p> | |
| <p>Objective 2</p> <p>By the end of the 2019-20 school year, increase the rate of student growth in math from</p> | <p>Improve and sustain the learning culture in the classroom and/or small group setting in order to achieve an optimal and safe learning environment</p> | <p>Teachers and Administrative Team will collaborate to ensure that students with intense behavior concerns/disabilities are addressed with positive behavior modification, response plans, sensory room for</p> | <p>Lesson Plans</p> <p>Walkthrough Data</p> <p>PLC Agenda/Minutes</p> | <p>See 30-60-90 Day Plans</p> | |

Goal 4 (State your growth goal.):

By the end of the 2021-2022 school year:

- Increase the Growth Rate in Reading from 47.3 percent in 2018-19 to 75 percent;
- Increase the Growth Rate in Math from 40.7 in 2018-19 to 75 percent.

| Objective | Strategy | Activities | Measure of Success | Progress Monitoring | Funding |
|------------------------------------|--|---|--|------------------------|---------|
| 40.7 in 2018-19 to a rate of 52.2. | conducive to meeting students' specific needs. | student needs, and early identification. (IP 2, 3) | RtI Protocol Classroom Core Instruction Diagnostic School-Wide Core Instruction Diagnostic | | |
| | | Teachers and Administrative Team communicate consistently between home and school by intentionally consulting with parents/guardians to discuss academic and behavioral strategies that can be reinforced at home and in the community so that students can generalize skills taught at school. (IP 1, 2, 3) | Parent Contact Logs | See 30-60-90 Day Plans | |
| | | Ensure that students with special needs have equal access to Tier 1 instruction and use evidence -based practices to teach students who have deficits in reading, writing and math to make this content more accessible. (IP 2, 3, EBP-Using Student Achievement Data in Instructional Decision Making) | Lesson Plans Walkthrough Data PLC Agenda/Minutes PLC Protocol Classroom Core Instruction Diagnostic School-Wide Core Instruction Diagnostic | See 30-60-90 Day Plans | |
| | | Leadership team will develop and implement a behavior system in which student expectations are taught and teachers have clearly defined roles within the behavior of students. | Behavior Data from IC Suspension Rates Teacher feedback | See 30-60-90 Day Plans | |

Goal 4 (State your growth goal.):

By the end of the 2021-2022 school year:

- Increase the Growth Rate in Reading from 47.3 percent in 2018-19 to 75 percent;
- Increase the Growth Rate in Math from 40.7 in 2018-19 to 75 percent.

| Objective | Strategy | Activities | Measure of Success | Progress Monitoring | Funding |
|-----------|--|---|---|-------------------------------|---------|
| | <p>Establish a practice for the design and delivery of instruction to ensure that students understand where they are going, where they are currently, and how they will close the gap.</p> | <p>Administrative team will monitor that all teachers complete systems training. Teachers will implement the systems approach in all classrooms, including classroom mission statements, whole class and individual student goal-setting, and student data tracking. Evidence of the systems work will be observed through walkthroughs. (IP 1, 2, 3, EBP-Using Student Achievement Data in Instructional Decision Making)</p> | <p>Lesson Plans Walkthrough Data PLC Agenda/Minutes PLC Protocol Classroom Core Instruction Diagnostic School-Wide Core Instruction Diagnostic</p> | <p>See 30-60-90 Day Plans</p> | |
| | | <p>Develop and implement a process for collaboration between general classroom teacher and co-teacher for the implementation of high-yield student engagement activities. (IP 2, 3)</p> | <p>Lesson Plans Walkthrough Data PLC Agenda/Minutes PLC Protocol Classroom Core Instruction Diagnostic School-Wide Core Instruction Diagnostic</p> | <p>See 30-60-90 Day Plans</p> | |

5: Transition Readiness

Goal 5 (State your transition readiness goal.):

By the beginning of the 2020-2021 school year:

- Increase the number of incoming Kindergarten students classified as Kindergarten Ready from 34 percent in 2018-19 to 60 percent.

By the end of the 2020-2021 school year:

- Increase the number of students exiting grades 3 and 5 mastering 80 percent of grade level standards.

| Objective | Strategy | Activities | Measure of Success | Progress Monitoring | Funding |
|--|--|--|--|------------------------|---------|
| Objective 1 By the beginning of the 2019-20 school year increase the number of incoming Kindergarten students classified as Kindergarten Ready from 34 percent in 2018-19 to 60 percent. | Ensure that all students have access to the same outlined, high expectations and that teachers continually assess, review, and revise school curricula to support the assurance that all students have the knowledge, skills, and dispositions for future success. | Teachers will utilize backwards planning to develop formative and summative assessments that are aligned to grade-level Kentucky Academic Standards. Teachers will then develop assignments and activities that reflect the learning targets students have had the opportunity to learn. (IP 1, 3) | Brigance Data End of Year Assessment Data Benchmark Assessment Data Assessment Literacy for Principals Diagnostic | See 30-60-90 Day Plans | |
| | | Provide math and ELA teachers with ongoing job-embedded professional learning to ensure fidelity of implementation of the revised KAS through Eureka Math and EngageNY Reading. (IP 2) | Lesson Plans Walkthrough Data PLC Agenda/Minutes Classroom Core Instruction Diagnostic School-Wide Core Instruction Diagnostic | See 30-60-90 Day Plans | |
| | | The School Leadership Team will establish a process to assess, review, and revise school curricula in order to monitor alignment between the standards, assessments, and learning targets. The team will meet with grade level teams as needed to discuss outcomes, provide feedback and plan next steps. | Lesson Plans Walkthrough Data SLT Agenda/Minutes PLC Protocol | See 30-60-90 Day Plans | |

Goal 5 (State your transition readiness goal.):

By the beginning of the 2020-2021 school year:

- Increase the number of incoming Kindergarten students classified as Kindergarten Ready from 34 percent in 2018-19 to 60 percent.

By the end of the 2020-2021 school year:

- Increase the number of students exiting grades 3 and 5 mastering 80 percent of grade level standards.

| Objective | Strategy | Activities | Measure of Success | Progress Monitoring | Funding |
|--|--|---|--|-------------------------------|---------|
| | | <p>(IP 1, 3)</p> | <p>Classroom Core Instruction Diagnostic</p> <p>School-Wide Core Instruction Diagnostic</p> | | |
| <p>Objective 2 By the end of the 2019-20 school year, 70 percent of students will exit grades 3 and 5 mastering at least 80 percent of grade level standards in reading and math.</p> | <p>Develop a systematic approach that establishes a safe, supportive and positive learning culture and environment. Maintain an atmosphere that allows students to learn at the optimum level to increase the percentage of students who master grade level standards and successfully transition to the next level.</p> | <p>Primary and special education teachers will be trained in common literacy program to address phonological needs of students. (IP 1, 3, EBP Foundational Skills to Support Reading for Understanding in Grades K-3)</p> | <p>Lesson Plans</p> <p>Walkthrough Data</p> <p>SLT Agenda/Minutes</p> <p>PLC Protocol</p> <p>Classroom Core Instruction Diagnostic</p> <p>School-Wide Core Instruction Diagnostic</p> <p>Simple Solutions</p> <p>iReady Assessment</p> | <p>See 30-60-90 Day Plans</p> | |

6: Graduation Rate

| Goal 6 (State your graduation rate goal.): | | | | | |
|--|----------|------------|--------------------|---------------------|---------|
| Objective | Strategy | Activities | Measure of Success | Progress Monitoring | Funding |
| Objective 1 | | | | | |
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| Objective 2 | | | | | |
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7: Other (Optional)

Goal 7 (State your separate goal.):

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| Objective | Strategy | Activities | Measure of Success | Progress Monitoring | Funding |
|-------------|----------|------------|--------------------|---------------------|---------|
| Objective 1 | | | | | |
| | | | | | |
| | | | | | |
| Objective 2 | | | | | |
| | | | | | |
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Special Considerations for Comprehensive Support and Improvement (CSI) Schools

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

Evidence-based Practices

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

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

| Evidence-based Activity | Evidence Citation | Uploaded in eProve |
|---|--|-------------------------------------|
| Train staff to implement inductive teaching strategies. | Hattie, J. (2009). <i>Visible Learning: a synthesis of over 800 meta-analyses relating to achievement</i> . Routledge: New York, NY. | <input checked="" type="checkbox"/> |
| iReady | i-Ready Efficacy: Research on i-Ready program impact. Research support fo i-Ready and ESSA. (2017). Curriculum Associates. Retrieved from https://www.curriculumassociates.com/-/media/mainsite/files/i-ready/brochures/iready-essa-research-brochure.pdf?la=en&hash=4DAC173312B1710081DE3D14E028A487 . | <input checked="" type="checkbox"/> |
| Leveled Literacy | Ransford-Kaldon, C., Ross, C., Lee, C., Sutton Flynt, E., Franceschini, L., & Zoblotsky, T. (2013). <i>Efficacy of the Leveled Literacy Intervention System for K–2 urban students: An empirical evaluation of LLI in Denver Public Schools</i> . Memphis, TN: Center for Research in Educational Policy, University of Memphis. | <input checked="" type="checkbox"/> |
| Phonological Awareness, Literacy | Foorman, B., Beyler, N., Borradaile, K., Coyne, M., Denton, C. A., Dimino, J., Furgeson, J., Hayes, L., Henke, J., Justice, L., Keating, B., Lewis, W., Sattar, S., Streke, A., Wagner, R., & Wissel, S.(2016). <i>Foundational skills to support reading for understanding in kindergarten through 3rdgrade</i> (NCEE 2016-4008). Washington, DC: National Center for Education Evaluation andRegional Assistance (NCEE), Institute of Education Sciences, U.S. Department of Education. Retrieved from the NCEE website: http://whatworks.ed.gov . | <input checked="" type="checkbox"/> |
| Kagan Engagement | Minor, V. <i>Ten Years Later: Personal Reflections on Returning Home</i> . Kagan Online Magazine, Issue #58 . San Clemente, CA: Kagan Publishing. www.KaganOnline.com | <input checked="" type="checkbox"/> |

| Evidence-based Activity | Evidence Citation | Uploaded in eProve |
|-------------------------------|---|-------------------------------------|
| Case 21 Benchmark Assessments | (2016) Elementary School Benchmark and End-of-Course Assessment Analysis. <i>Hanover Research</i> . Retrieved from www.te21.com/uploads/Hanover_Research_Analysis_for_DPS.pdf . | <input checked="" type="checkbox"/> |
| Key Core Work Processes | Documenting Evidence-based Teaching Practices: KCWP | <input checked="" type="checkbox"/> |