

# 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
<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. Six</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 <b>measures</b> 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>

	<i>Sigma, Shipley, Baldrige, etc.).</i>				
--	---	--	--	--	--

<p><b>Improvement Priority #1: Develop a system that involves all stakeholders in the implementation of a continuous improvement process, using multiple measures to identify, address, and monitor student learning needs and effective instructional practices within a rigorous curriculum. (Standard 1.3)</b></p>	<p><b>Improvement Priority #2: Develop, implement, and monitor a rigorous curriculum that is vertically and horizontally aligned to Kentucky Academic Standards and is based on high expectations. (Standard 2.5)</b></p>	<p><b>Improvement Priority #3: Develop a formalized process to evaluate program effectiveness that uses data to analyze and refine programs and practices, improve the quality and fidelity of implementation, and continually measures the impact of programs and practices on student learning. (Standard 2.12)</b></p>
<p>Fairview Middle 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, 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</p>	<p>Fairview Middle School Leadership will 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, tier one instructional strategies, benchmark assessment system, and vertical and horizontal curriculum planning.</p>	<p>In order to ensure monitoring and revision of the systems and protocols occurs with fidelity, contingent based on school improvement funds received, the superintendent will recommend to the Board of Education the approval of one MTSS Specialist position. The MTSS Specialist will assist in all matters pertaining to the development and implementation 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</p>

<p>school leadership.</p> <p>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.</p>		<p>school.</p> <p>In addition to monitoring by the MTSS Specialist, Fairview Middle School will implement a Professional Learning Community system that will allow for all teachers to analyze academic achievement data and determine next steps for instruction based on the data. Furthermore, FMS will ensure that stakeholder feedback is obtained when implementing a program or practice and then changes are made based on the feedback provided. Stakeholders involved in this will vary based on the type of program being implemented.</p>
--	--	---

## 1: Proficiency Goal

<p>Goal 1 (State your proficiency goal.):</p> <p><b><u>FMS</u></b></p> <p>By the end of the 2023-24 school year:</p> <ul style="list-style-type: none"> <li>55.3% of students will score proficient or distinguished in reading;</li> <li>34.7% of students will score proficient or distinguished in math.</li> </ul> <p><b><u>FHS</u></b></p> <p>By the end of the 2023-24 school year:</p> <ul style="list-style-type: none"> <li>64.7% of students will score proficient or distinguished in reading;</li> <li>38.2% of students will score proficient or distinguished in math.</li> </ul>					
Objective	Strategy	Activities	Measure of Success	Progress Monitoring	Funding
<p><b>Objective 1:</b> At FMS, By the end of the 2020-21 school year, 47.5% of students will score proficient/distinguished in reading.</p>	<p><b>MS/HS</b> Ensure that vertical 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.</p>	<p>Teachers and administration 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.</p>	<p>K-Prep, ACT Benchmarks, Diagnostic Assessment Data Analysis, Benchmark Assessment Data Analysis</p>	<p>Walkthrough data, Instructional Monitoring data, PLC data, Professional Learning sessions, 30-60-90 Day planning, <a href="#">PLC Protocol</a></p>	<p>LEA Grant: Teacher release days for planning and collaboration, \$24,000 (3 release days per teacher for two years)</p> <p>LEA Grant: Angela Hilterbrand training</p>

<p>At FHS, By the end of the 2020-21 school year, 58.5% of students will score proficient/distinguished in reading.</p>	<p>KCWP#1</p>	<p>-Creation and Revision of Pacing Guides          -Weekly Standards Mastery Formative Assessments          -Schoolwide weekly PLC Meetings          -Weekly PLC Protocol Meetings          -Common Planning Times (Content Areas)          -Pacing Guides/Daily Agenda</p>			<p>on Reading Strategies, \$20,000</p>
		<p>Professional Learning on high yield strategies to engage learners in reading and achievement.          -Literacy Cohort          -Collaboration with HS/MS/Elementary: vertical and horizontal planning          Assure that assessment data is used to benefit further student learning.           Reading: Teachers will provide direct and explicit comprehension strategy instruction; provide explicit vocabulary instruction; provide opportunities for extended discussion of text meaning and interpretation; increase student motivation and engagement in literacy learning; make available intensive and individualized interventions for struggling readers that can be provided by trained specialists. <a href="#">EBP</a>           -Eagle Prep (Daily Intervention)</p>	<p>K-Prep, ACT Benchmarks, Diagnostic Assessment Data Analysis, Benchmark Assessment Data Analysis</p>	<p>Walkthrough data, Instructional Monitoring data, PLC data, Professional Learning sessions, 30-60-90 Day planning, <a href="#">PLC Protocol</a></p>	
		<p>School leadership will monitor the following items regarding planning for instructional delivery:</p> <ul style="list-style-type: none"> <li>Formative assessment measures are within lesson planning practices for each phase of Explicit Instruction (Before, During and After)</li> </ul>	<p>K-Prep, ACT Benchmarks, Diagnostic Assessment Data Analysis, Benchmark Assessment Data Analysis</p>	<p>Walkthrough data, Instructional Monitoring data, PLC data, Professional Learning sessions, 30-60-90 Day planning, <a href="#">PLC Protocol</a></p>	

		<ul style="list-style-type: none"> <li>● Student-friendly learning targets</li> <li>● Assignments and activities reflect the learning targets students have had the opportunity to learn</li> <li>● Formative and summative assessments are aligned to standards</li> </ul> <p>-weekly monitoring form with Feedback</p>			
<p><b>Objective 2:</b>  <i>At FMS, By the end of the 2020-21 school year, 23.2% of students will score proficient/distinguished in math.</i>  <i>At FHS, By the end of the 2020-21 school year, 27.3% of students will score proficient/distinguished in math.</i></p>	<p>Ensure ongoing professional development in the area of best practice/high yield instructional strategies to aid in curricular adjustments when students fail to meet mastery.</p> <p>Incorporate professional knowledge of best practice and high yield strategies with knowledge of personalized student needs to procure a unique match that will propel student achievement.</p> <p>KCWP#2</p>	<p>Professional Learning on high yield strategies to engage learners in math achievement.</p> <p>-Khan Academy  -XL  -Kagan Training</p> <p>Assure that assessment data is used to benefit further student learning.</p> <p>Math: Intervention materials should include opportunities for students to work with visual representations of mathematical ideas, and interventionists should be proficient in the use of visual representations of mathematical ideas. <a href="#">EBP</a></p> <p>Interleave worked example solutions with problem-solving exercises; combine graphics with verbal descriptions; connect and integrate abstract and concrete representations of concepts; use quizzing to promote learning; ask deep explanatory questions. <a href="#">EBP</a></p>	<p>K-Prep, ACT Benchmarks, Diagnostic Assessment Data Analysis, Benchmark Assessment Data Analysis  -iReady  -Standards Mastery Formative Assessments  -Summative Assessments  Longitudinal Data  -PLC Protocol  -IXL  -Kahn Academy</p>	<p>Walk-through data, PLC data, Professional Learning sessions, 30-60-90 Day planning  -PLC Protocol</p>	<p>LEA Grant: Making Math Magic Training, \$24,000</p> <p>LEA Grant: Laying the Foundations training, \$22,000</p>

	<p>Ensure monitoring measures are in place to support holistic planning for high fidelity instructional delivery of the standards</p> <p><a href="#">KCWP#5</a></p>	<p>School leadership will monitor the following items regarding planning for instructional delivery:</p> <ul style="list-style-type: none"> <li>● Formative assessment measures are within lesson planning practices for each phase of Explicit Instruction (Before, During and After)</li> <li>● Student-friendly learning targets</li> <li>● Assignments and activities reflect the learning targets students have had the opportunity to learn</li> <li>● Formative and summative assessments are aligned to standards</li> </ul>	<p>K-Prep, ACT Benchmarks, Diagnostic Assessment Data Analysis, Benchmark Assessment Data Analysis, Standards Mastery Assessment Data</p> <p><a href="#">-Specially Designed Lesson Plan Template</a></p>	<p>Walk-through data, Instructional monitoring data, PLC data, Professional Learning sessions, 30-60-90 Day planning</p>	
--	---	--	---	--	--

## 2: Separate Academic Indicator

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

**FMS**

By the end of the 2023-24 school year:

- 32.6% of students will score proficient or distinguished in science;
- 50.7% of students will score proficient or distinguished in social studies;
- 34.7% of students will score proficient or distinguished in writing.

**FHS**

By the end of the 2023-24 school year:

- 40.3% of students will score proficient or distinguished in science;
- 50.7% of students will score proficient or distinguished in social studies;
- 68.4% of students will score proficient or distinguished in writing.

Objective	Strategy	Activities	Measure of Success	Progress Monitoring	Funding
<p><b>Objective 1:</b> At FMS, by the end of the 2020-2021 school year, 20.7% of students will score proficient or distinguished in science.</p> <p>At FHS, by the end of the 2020-2021 school year, 29.7% of students will score proficient or distinguished in science.</p>	<p>Ensure monitoring measures are in place to support high fidelity in teaching to the standards, by way of peer observations, formal and informal observations, classroom data/running records, and standards mastery checks.</p> <p>KCWP#5</p>	<p>School leadership will monitor the following items regarding planning for instructional delivery:</p> <ul style="list-style-type: none"> <li>• Formative assessment measures are within lesson planning practices for each phase of Explicit Instruction (Before, During and After)</li> <li>• Student-friendly learning targets</li> <li>• Assignments and activities reflect the learning targets students have had the opportunity to learn</li> <li>• Formative and summative assessments are aligned to standards</li> </ul> <p>-Weekly Monitoring Form w/ Feedback</p>	<p>K-Prep, ACT Benchmarks, Diagnostic Assessment Data Analysis, Benchmark Assessment Data Analysis, Standards Mastery Assessment Data</p>	<p>Walk-through data, Instructional monitoring data, PLC data, Professional Learning sessions, 30-60-90 Day planning</p>	<p>LEA Grant: Laying the Foundations Training for Science instruction, \$22,000</p>
		<p>Teachers and administration 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. <a href="#">EBP</a></p>	<p>K-Prep, ACT Benchmarks, Diagnostic Assessment Data Analysis, Benchmark Assessment Data Analysis, Standards Mastery Assessment Data</p>	<p>Walk-through data, Instructional monitoring data, PLC data, Professional Learning sessions, 30-60-90 Day planning</p>	



		<p>Provide professional learning that helps teachers build a classroom environment that encourages exploration, engagement, and explanations that foster long-term interest in the area of science</p> <ul style="list-style-type: none"> <li>-STEMScopes</li> <li>-Simple Solutions</li> <li>-Kagan</li> </ul>			
		<p>Science professional learning incorporation: interleave worked example solutions with problem-solving exercises; combine graphics with verbal descriptions; connect and integrate abstract and concrete representations of concepts; use quizzing to promote learning; ask deep explanatory questions. <a href="#">EBP</a></p> <ul style="list-style-type: none"> <li>-Graphic Organizers</li> <li>-KWL</li> <li>-Kesler</li> </ul>	<p>K-Prep, ACT Benchmarks, Diagnostic Assessment Data Analysis, Benchmark Assessment Data Analysis, Standards Mastery Assessment Data</p>	<p>Walk-through data, Instructional monitoring data, PLC data, Professional Learning sessions, 30-60-90 Day planning</p>	
		<p>Integrate writing and reading to emphasize key writing features. <a href="#">EBP</a></p> <ul style="list-style-type: none"> <li>-CER (Claim Evidence Reasoning)</li> <li>-Citing textual evidence/required citations in research/reports (bibliography)</li> </ul>	<p>K-Prep, ACT Benchmarks, Diagnostic Assessment Data Analysis, Benchmark Assessment Data Analysis, Standards Mastery Assessment Data</p>	<p>Walk-through data, Instructional monitoring data, PLC data, Professional Learning sessions, 30-60-90 Day planning</p>	
<p><b>Objective 2:</b>  <i>At FMS, by the 2020-2021 school year, 42% of students will score proficient or distinguished in social studies.</i></p> <p><i>At FHS, by the 2020-2021 school year, 42% of students will score proficient or distinguished in social studies.</i></p>	<p>Ensure ongoing professional development in the area of best practice/high yield instructional strategies to aid in curricular adjustments when students fail to meet mastery.</p> <p>Incorporate professional knowledge of best practice and high yield strategies with knowledge of personalized student needs to procure a</p>	<p>School leadership will monitor the following items regarding planning for instructional delivery:</p> <ul style="list-style-type: none"> <li>● Formative assessment measures are within lesson planning practices for each phase of Explicit Instruction (Before, During and After)</li> <li>● Student-friendly learning targets</li> <li>● Assignments and activities reflect the learning targets</li> </ul>	<p>K-Prep, ACT Benchmarks, Diagnostic Assessment Data Analysis, Benchmark Assessment Data Analysis, End of Unit Assessment Data, Standards Mastery Data</p>	<p>Walk-through data, PLC data, Professional Learning sessions, 30-60-90 Day planning</p>	<p>LEA Grant: Angela Hilterbrand training on Writing Strategies</p>

	<p>unique match that will propel student achievement.</p> <p>KCWP#2</p>	<p>students have had the opportunity to learn</p> <ul style="list-style-type: none"> <li>● Formative and summative assessments are aligned to standards</li> </ul>			
		<p>Teachers and administration 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. <a href="#">EBP</a></p>	<p>K-Prep, ACT Benchmarks, Diagnostic Assessment Data Analysis, Benchmark Assessment Data Analysis, End of Unit Assessment Data, Standards Mastery Data</p>	<p>Walk-through data, Instructional monitoring data, PLC data, Professional Learning sessions, 30-60-90 Day planning</p>	
		<p>Provide professional learning that helps teachers build a classroom environment that encourages exploration, engagement, and explanations that foster long-term interest in the area of social studies</p> <ul style="list-style-type: none"> <li>-IXL</li> <li>-Kagan</li> <li>-Inquiry Design Modules</li> <li>-Exceptional Child training</li> </ul>	<p>K-Prep, ACT Benchmarks, Diagnostic Assessment Data Analysis, Benchmark Assessment Data Analysis, End of Unit Assessment Data, Standards Mastery Data</p>	<p>Walk-through data, Instructional monitoring data, PLC data, Professional Learning sessions, 30-60-90 Day planning</p>	
		<p>Social Studies professional learning incorporation: interleave worked example solutions with problem-solving exercises; combine graphics with verbal descriptions; connect and integrate abstract and concrete representations of concepts; use quizzing to promote learning; ask deep explanatory questions. <a href="#">EBP</a></p> <ul style="list-style-type: none"> <li>-Kagan Strategies (ERT: Quiz, Quiz, Trade; Pair-Share)</li> <li>-Graphic Organizers</li> <li>-Guided Notes</li> <li>-“GRAPES”</li> <li>-Highlighting (Reading)(Color Coded)</li> </ul>	<p>K-Prep, ACT Benchmarks, Diagnostic Assessment Data Analysis, Benchmark Assessment Data Analysis, End of Unit Assessment Data, Standards Mastery Data</p>	<p>Walk-through data, Instructional monitoring data, PLC data, Professional Learning sessions, 30-60-90 Day planning</p>	

		Integrate writing and reading to emphasize key writing features. <a href="#">EBP</a>			
<p><b>Objective 3:</b>  <i>At FMS, by the 2020-2021 school year, 23.2% of students will score proficient or distinguished in writing.</i></p> <p><i>At FHS, by the 2020-2021 school year, 62.8% of students will score proficient or distinguished in writing.</i></p>	<p>Ensure that vertical 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.</p> <p><a href="#">KCWP#1</a></p>	<p>School leadership will monitor the following items regarding planning for instructional delivery:</p> <ul style="list-style-type: none"> <li>● Formative assessment measures are within lesson planning practices for each phase of Explicit Instruction (Before, During and After)</li> <li>● Student-friendly learning targets</li> <li>● Assignments and activities reflect the learning targets students have had the opportunity to learn</li> <li>● Formative and summative assessments are aligned to standards</li> </ul>	K-Prep, ACT Benchmarks, Diagnostic Assessment Data Analysis, Benchmark Assessment Data Analysis, End of Unit Assessment Data, Standards Mastery Data	Walk-through data, Instructional Monitoring data, PLC data, Professional Learning sessions, 30-60-90 Day planning	<p>LEA Grant: Angela Hilterbrand training on Writing Strategies</p> <p>LEA Grant: Teacher release days for planning and collaboration, \$24,000 (3 release days per teacher for two years)</p>
		<p>Teachers and administration 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. <a href="#">EBP</a></p>	K-Prep, ACT Benchmarks, Diagnostic Assessment Data Analysis, Benchmark Assessment Data Analysis, End of Unit Assessment Data, Standards Mastery Dat	Walk-through data, Instructional monitoring data, PLC data, Professional Learning sessions, 30-60-90 Day planning	
		<p>Provide professional learning that helps teachers build a classroom environment that encourages exploration, engagement, and explanations that foster long-term interest in the area of writing</p> <ul style="list-style-type: none"> <li>-<a href="#">Monthly District Literacy Leadership Meetings</a></li> <li>-<a href="#">Reading and Writing with Angela Hilterbrand</a></li> </ul>	K-Prep, ACT Benchmarks, Diagnostic Assessment Data Analysis, Benchmark Assessment Data Analysis, End of Unit Assessment Data, Standards Mastery Dat	Walk-through data, Instructional monitoring data, PLC data, Professional Learning sessions, 30-60-90 Day planning	

		<p>Writing professional learning incorporation: interleave worked example solutions with problem-solving exercises; combine graphics with verbal descriptions; connect and integrate abstract and concrete representations of concepts; use quizzing to promote learning; ask deep explanatory questions. <a href="#">EBP</a></p> <p>-Literacy Action Plan (Student Choice, Literacy Circles)</p> <p>-Graphic Organizers</p>	<p>K-Prep, ACT Benchmarks, Diagnostic Assessment Data Analysis, Benchmark Assessment Data Analysis, End of Unit Assessment Data, Standards Mastery Dat</p>	<p>Walk-through data, Instructional monitoring data, PLC data, Professional Learning sessions, 30-60-90 Day planning</p>	
		<p>Integrate writing and reading to emphasize key writing features. <a href="#">EBP</a></p> <p>-Development of writing strategies, rubrics and requirements across the content areas and grade levels 6-12</p>	<p>K-Prep, ACT Benchmarks, Diagnostic Assessment Data Analysis, Benchmark Assessment Data Analysis, End of Unit Assessment Data, Standards Mastery Dat</p>	<p>Walk-through data, Instructional monitoring data, PLC data, Professional Learning sessions, 30-60-90 Day planning</p>	
		<p>Teach students to use the writing process for a variety of purposes. <a href="#">EBP</a></p>	<p>K-Prep, ACT Benchmarks, Diagnostic Assessment Data Analysis, Benchmark Assessment Data Analysis, End of Unit Assessment Data, Standards Mastery Dat</p>	<p>Walk-through data, Instructional monitoring data, PLC data, Professional Learning sessions, 30-60-90 Day planning</p>	

### 3: Achievement Gap

Goal 3 (State your achievement gap goal.):

**FMS**

By the end of the 2023-24 school year:

- 51.2% of students with F/R lunch will score proficient or distinguished in reading;
- 26.2% of students with an IEP will score proficient or distinguished in reading;
- 31.8% of students with F/R lunch will score proficient or distinguished in math;
- 33.2% of students with an IEP will score proficient or distinguished in math.

**FHS**

By the end of the 2023-24 school year:

- 62.8% of students with F/R lunch will score proficient or distinguished in reading;
- 53% of students with an IEP will score proficient or distinguished in reading;
- 37% of students with F/R lunch will score proficient or distinguished in math;
- 40% of students with an IEP will score proficient or distinguished in math.

Objective	Strategy	Activities	Measure of Success	Progress Monitoring	Funding
<p><b>Objective 1:</b> At FMS, by the end of the 2020-21 school year, 42.6% of students with F/R lunch will score proficient or distinguished in reading.</p>	<p>Ensure that formative, interim, summative assessment results, as well as universal screener data, are used appropriately to determine tiered intervention needs.</p>	<p>Ensure item analysis methods and data overviews are occurring within PLCs to evaluate instructional effectiveness and determine if instructional/schedule adjustments are needed, and if so, what those adjustments should be.</p>	<p>Diagnostic Assessment Data Analysis, Benchmark Assessment Data Analysis, Standards Mastery Assessment Data</p>	<p>PLC Notes, RTI meeting notes and progress data, walk through data, failure lists.</p>	
<p>At FHS, by the end of the 2020-21 school year, 56.3% of students with F/R lunch will score proficient or distinguished in reading.</p>	<p>KCWP #4</p>	<p>Work as a PLC team to create and implement data collection and tracking.</p>	<p>Progress Monitoring for IEP Goals, diagnostic assessment data</p>	<p>Schedules, Accommodation Plans, Behavior Notes, PLC notes.</p>	
	<p>Implement data teaming methodologies, including collection and charting of data, analysis of strengths and obstacles to student learning (using SWOT analysis), creation of SMART goals for improvement, and development of a method of quality assurance monitoring.</p>	<p>School leadership will use district and school improvement plans to create 30-60-90 day plans for creating and monitoring SMART goals specific to gap instruction.</p>	<p>K-Prep, ACT Benchmarks, Diagnostic Assessment Data Analysis, Benchmark Assessment Data Analysis, Standards Mastery Assessment Data</p>	<p>Walk-through data, Instructional monitoring data, PLC data, Professional Learning sessions, 30-60-90 Day planning</p>	

	Develop a clearly defined Rti school/district-wide process with applicable checklist(s) and documentation tools, including such information as service frequency, intervention programs/strategies, SMART goal measurement, and progress monitoring checks.  KCWP#5			Walk-through data, Instructional monitoring data, PLC data, Professional Learning sessions, 30-60-90 Day planning	
<p><b>Objective 2:</b> <i>At FMS, by the end of the 2020-21 school year, 13.2% of students with an IEP will score proficient or distinguished in reading.</i></p> <p><i>At FHS, by the end of the 2020-21 school year, 38% of students with an IEP will score proficient or distinguished in reading.</i></p>	Ensure that formative, interim, summative assessment results, as well as universal screener data, are used appropriately to determine tiered intervention needs.  KCWP#4	Ensure item analysis methods and data overviews are occurring within PLCs to evaluate instructional effectiveness and determine if instructional/schedule adjustments are needed, and if so, what those adjustments should be.	Diagnostic Assessment Data Analysis, Benchmark Assessment Data Analysis, Standards Mastery Assessment Data	PLC Notes, RTI meeting notes and progress data, walk through data, failure lists	
		Work as a PLC team to create and implement data collection and tracking.	Progress Monitoring for IEP Goals, diagnostic assessment data	Schedules, Accommodation Plans, Behavior Notes, PLC notes.	
	Implement data teaming methodologies, including collection and charting of data, analysis of strengths and obstacles to student learning (using SWOT analysis), creation of SMART goals for improvement, and development of a method of quality assurance monitoring.  Develop a clearly defined Rti school/district-wide process with applicable checklist(s) and documentation tools, including such information as service frequency, intervention	School leadership will use district and school improvement plans to create 30-60-90 day plans for creating and monitoring SMART goals specific to gap instruction.	K-Prep, ACT Benchmarks, Diagnostic Assessment Data Analysis, Benchmark Assessment Data Analysis, Standards Mastery Assessment Data	Walk-through data, Instructional monitoring data, PLC data, Professional Learning sessions, 30-60-90 Day planning	

	<p>programs/strategies, SMART goal measurement, and progress monitoring checks.</p> <p>KCWP#5</p>				
<p><b>Objective 3:</b>  <i>At FMS, by the end of the 2020-21 school year, 19.7% of students with F/R lunch will score proficient or distinguished in math.</i></p> <p><i>At FHS, by the end of the 2020-21 school year, 25.9% of students with F/R lunch will score proficient or distinguished in math.</i></p>	<p>Ensure that formative, interim, summative assessment results, as well as universal screener data, are used appropriately to determine tiered intervention needs.</p> <p>KCWP#4</p>	<p>Ensure item analysis methods and data overviews are occurring within PLCs to evaluate instructional effectiveness and determine if instructional/schedule adjustments are needed, and if so, what those adjustments should be.</p>	<p>K-Prep Novice Reduction,  iReady Data  Progress Monitoring for IEP Goals Data  Failure Rates  Behavior Referral Reduction</p>	<p>PLC Notes, RTI meeting notes and progress data, walk through data, failure lists.</p>	
		<p>Work as a PLC team to create and implement data collection and tracking</p>	<p>K-Prep Novice Reduction,  iReady Data  Progress Monitoring for IEP Goals Data  Failure Rates  Behavior Referral Reduction</p>	<p>PLC Notes, RTI meeting notes and progress data, walk through data, failure lists.</p>	
	<p>Implement data teaming methodologies, including collection and charting of data, analysis of strengths and obstacles to student learning (using SWOT analysis), creation of SMART goals for improvement, and development of a method of quality assurance monitoring.</p> <p>Develop a clearly defined Rti school/district-wide process with applicable checklist(s) and documentation tools, including such information as service frequency, intervention programs/strategies, SMART</p>	<p>School leadership will use district and school improvement plans to create 30-60-90 day plans for creating and monitoring SMART goals specific to gap instruction.</p>	<p>K-Prep, ACT Benchmarks, Diagnostic Assessment Data Analysis, Benchmark Assessment Data Analysis, Standards Mastery Assessment Data</p>	<p>Walk-through data, Instructional monitoring data, PLC data, Professional Learning sessions, 30-60-90 Day planning</p>	

	goal measurement, and progress monitoring checks.  KCWP#5				
<p><b>Objective 4:</b> <i>At FMS, by the end of the 2020-21 school year, 27.5% of students with an IEP will score proficient or distinguished in math.</i></p> <p><i>At FHS, by the end of the 2020-21 school year, 25% of students with an IEP will score proficient or distinguished in math.</i></p>	Ensure that formative, interim, summative assessment results, as well as universal screener data, are used appropriately to determine tiered intervention needs.  KCWP#4	Ensure item analysis methods and data overviews are occurring within PLCs to evaluate instructional effectiveness and determine if instructional/schedule adjustments are needed, and if so, what those adjustments should be.	K-Prep Novice Reduction, iReady Data Progress Monitoring for IEP Goals Data Failure Rates Behavior Referral Reduction	PLC Notes, RTI meeting notes and progress data, walk through data, failure lists.	
		Work as a PLC team to create and implement data collection and tracking.	K-Prep Novice Reduction, iReady Data Progress Monitoring for IEP Goals Data Failure Rates Behavior Referral Reduction	PLC Notes, RTI meeting notes and progress data, walk through data, failure lists.	
	Implement data teaming methodologies, including collection and charting of data, analysis of strengths and obstacles to student learning (using SWOT analysis), creation of SMART goals for improvement, and development of a method of quality assurance monitoring.  Develop a clearly defined Rti school/district-wide process with applicable checklist(s) and documentation tools, including such information as service frequency, intervention programs/strategies, SMART goal measurement, and progress monitoring checks.	School leadership will use district and school improvement plans to create 30-60-90 day plans for creating and monitoring SMART goals specific to gap instruction.	K-Prep, ACT Benchmarks, Diagnostic Assessment Data Analysis, Benchmark Assessment Data Analysis, Standards Mastery Assessment Data	Walk-through data, Instructional monitoring data, PLC data, Professional Learning sessions, 30-60-90 Day planning	



	KCWP#5				
--	--------	--	--	--	--

#### 4: Growth

Goal 4 (State your growth goal.):

**FMS**

At FMS, by the end of the 2020-21 school year, the percent of students making growth overall will increase from 47.5% to 52.5% (from low to medium).

Objective	Strategy	Activities	Measure of Success	Progress Monitoring	Funding
<p><b>Objective 1:</b> At FMS, by the end of the 2020-21 school year, the percent of students making growth overall will increase from 47.5% to 52.5% (from low to medium).</p>	<p>Ensure monitoring measures are in place to support holistic planning for high fidelity instructional delivery of the standards</p> <p>KCWP#5</p>	<p>Implement and commit to purposeful, scheduled monitoring efforts on usage and student growth, in accordance with continuous improvement needs and use the information to set individual, classroom, grade level, and school level goals. Growth Questions will be used in all PLC agendas. Acknowledgement of growth will be the focus over achievement.</p> <p>-Weekly PLC meetings -PLC Protocol</p>	<p>District CIA Monitoring form, End of Unit Assessment Data, Standards Mastery Data</p>	<p>Name and Claim Data, PLC data, District Level Data from iReady assessments and benchmark assessments</p>	
	<p>Develop a system for student monitoring using data notebooks.</p> <p>KCWP#5</p>	<p>Create and implement a student data tracking system for all students in grades 6-12.</p>	<p>K-Prep, ACT Benchmarks, Diagnostic Assessment Data Analysis, Benchmark Assessment Data Analysis, Standards Mastery Assessment Data</p>	<p>Walk-through data, Instructional monitoring data, PLC data, Professional Learning sessions, 30-60-90 Day planning</p>	
	<p>Develop a system to enable students to take responsibility for, and be in control of, their own learning.</p> <p>KCWP#3</p>	<p>Create and implement a system for all students in grades 6-12 to track and monitor own progress</p>	<p>K-Prep, ACT Benchmarks, Diagnostic Assessment Data Analysis, Benchmark Assessment Data Analysis, Standards Mastery Assessment Data</p>	<p>Walk-through data, Instructional monitoring data, PLC data, Professional Learning sessions, 30-60-90 Day planning</p>	
	<p>Assure consideration and addressment of non-academic barriers to learning</p> <p>KCWP#6</p>	<p>Create name and claim lists for teachers to identify at risk students who will need coaching/monitoring for improvement. At secondary level the utilization of the Early Warning Report to target students for SEL services.</p> <p>-Mentor Classes</p>	<p>K-Prep, ACT Benchmarks, Diagnostic Assessment Data Analysis, Benchmark Assessment Data Analysis</p>	<p>PLC Data, Name and Claim Data Documentation, Digital Data Notebooks</p>	<p>Diagnostic Assessment: \$19,000  Case21 Benchmark Assessments: \$13,213</p>

		-Early Warning Report (Infinite Campus)			
--	--	---	--	--	--

## 5: Transition Readiness

Goal 5 (State your transition readiness goal.):					
<b><u>FMS/FHS</u></b>					
<ul style="list-style-type: none"> <li>By the end of the 2023-24 school year, 80% of students will exit each grade level by mastering at least 80% of the grade level standards in reading and math.</li> <li>By the end of the 2023-24 school year, 85% of students will graduate academic or career ready.</li> </ul>					
Objective	Strategy	Activities	Measure of Success	Progress Monitoring	Funding
<b>Objective 1:</b> <i>At FMS &amp; FHS, by the end of the 2020-2021 school year, at least 60% of students will exit each grade level by mastering at least 80% of grade level standards.</i>	Develop a progress monitoring system to monitor standards mastery for each student.  KCWP#5	All students will be tracked by Cohort to indicate their Academic Readiness. -Counselor -Mentor Classes	Increase in Academic Readiness	Dual Credit ACT Benchmark Data KYOTE	
<b>Objective 2:</b> <i>By the end of the 2020-21 school year, 80% of students will graduate academic or career ready.</i>	Develop a system to monitor program/course selection, progression, and completion for each student.  KCWP#5	All students will be tracked by Cohort to indicate their Career Pathway. -Counselor -Mentor Classes -Transition services via partnership with KEDC and ACTC	Increase in Career Readiness and Industry Certifications.	Career Pathway Credit/Certification Work Ethic Seal/ Transcripts	
	Develop a system to enable students to take responsibility for, and be in control of, their own learning.  KCWP#3	Create and implement a system for all students in grades 6-12 to track and monitor own progress -Counselor -Mentor Classes -Transition services via partnership with KEDC and ACTC	K-Prep, ACT Benchmarks, Diagnostic Assessment Data Analysis, Benchmark Assessment Data Analysis, Standards Mastery Assessment Data	Walk-through data, Instructional monitoring data, PLC data, Professional Learning sessions, 30-60-90 Day planning	
	Assure consideration and addressment of non-academic barriers to learning  KCWP#6	Create name and claim lists for teachers to identify at risk students who will need coaching/monitoring for improvement. At secondary level the utilization of the Early Warning Report to target students for SEL services. -Mentor Classes -Counselor	K-Prep, ACT Benchmarks, Diagnostic Assessment Data Analysis, Benchmark Assessment Data Analysis	PLC Data, Name and Claim Data Documentation, Digital Data Notebooks	Diagnostic Assessment: \$19,000  Case21 Benchmark Assessments: \$13,213

## 6: Graduation Rate

Goal 6 (State your graduation rate goal.):

**FHS**

*By the end of the 2022-23 school year, 98% of Fairview High School students will graduate within their four-year cohort.*

Objective	Strategy	Activities	Measure of Success	Progress Monitoring	Funding
<p><b>Objective 1:</b> <i>By the end of the 2020-21 school year, 98% of Fairview High School students will graduate within their four-year cohort.</i></p>	<p>Use the Persistence to Graduation Tool or Early Warning Tool to assist in identifying students at risk for remediation, failure, and/or untimely graduation.</p> <p>Provide intensive, individualized support to students who have fallen off track and face significant challenges to success. <b><u>EBP</u></b></p> <p><b>KCWP#5</b></p>	<p>Create/implement Persistence to Graduation Team to monitor student data per grade level</p> <p><b>-PLC's</b> <b>Team:</b> <b>-Guidance Counselor</b> <b>-Grade Level Sponsors</b> <b>-FRYSC</b> <b>-Assistant Principal</b> <b>-Principal</b> <b>-Mentor Teachers</b> <b>-Outside Counseling Agencies</b> <b>-Nurse</b> <b>-SRO</b> <b>-DPP</b> <b>-Trauma Informed Care Training</b></p>	<p>Student attendance data, PtG Report, Early Warning` Report, Benchmark assessment data, Diagnostic assessment data</p>	<p>Name and Claim Data, PLC data, District Level Data from iReady assessments and benchmark assessments</p>	
	<p>Engage students by offering curricula and programs that connect schoolwork with college and career success and that improve students' capacity to manage challenges from in and out of school. <b><u>EBP</u></b></p> <p><b>KCWP#1</b></p>	<p>Implement purposeful scheduling to meet graduation requirements for each student.</p> <p><b>-Mentoring</b> <b>-Graduation Check Sheets</b> <b>-Counselor</b> <b>-CO-OP</b></p>	<p>Drop Out Rate will decrease. Graduation Rate 4 Year Cohort will increase.</p>	<p>ACT Benchmarks, Credit Recovery data, Failure Rate Data, Persistence to Graduation Report, Early Warning Reports. Attendance Data</p>	
	<p>Develop a system to enable students to take responsibility for, and be in control of, their own learning.</p> <p><b>KCWP#3</b></p>	<p>Create and implement a system for all students in grades 6-12 to track and monitor own progress</p> <p><b>-weekly Mentor/Student Progress Tracking</b></p>	<p>K-Prep, ACT Benchmarks, Diagnostic Assessment Data Analysis, Benchmark Assessment Data Analysis, Standards Mastery Assessment Data</p>	<p>Walk-through data, Instructional monitoring data, PLC data, Professional Learning sessions, 30-60-90 Day planning</p>	

--	--	--	--	--	--

## 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
		☒
Make available intensive and individualized interventions for struggling readers that can be provided by trained specialists	<u>Improving Adolescent Literacy: Effective Classroom and Intervention Practices</u> . Allinder et al. (2001); Bos and Anders (1990); DiCecco and Gleason (2002); Johnson, Graham, and Harris (1997); Lovett et al. (1996); Lovett and Steinbach (1997); Peverly and Wood (2001); Rooney (1997); Therrien, Wickstrom, and Jones (2006); Wilder and Williams (2001); Williams et al. (1994); Xin and Reith (2001).Hattie, J. (2009). <u>Visible Learning: a synthesis of over 800 meta-analyses relating to achievement</u> . Routledge: New York, NY.	x
Intervention materials should include opportunities for students to work with visual representations of mathematical ideas and interventionists should be proficient in the use of visual representations of mathematical ideas	<u>Assisting Students Struggling with Mathematics: Response to Intervention (RtI) for Elementary and Middle Schools</u> . Artus and Dyrek (1989); Butler et al. (2003); Darch, Carnine, and Gersten (1984); Fuchs et al. (2005); Fuchs, Seethaler et al. (2008); Fuchs, Powell et al. (2008); Fuchs, Fuchs, Craddock et al. (2008); Jitendra et al. (1998); Walker and Poteet (1989); Wilson and Sindelar (1991); Witzel (2005); Witzel, Mercer, and Miller (2003); Woodward (2006)	x

<p>Interleave worked example solutions with problem-solving exercises; combine graphics with verbal descriptions; connect and integrate abstract and concrete representations of concepts; use quizzing to promote learning; ask deep explanatory questions</p>	<p><u>Organizing Instruction and Study to Improve Student Learning</u>. Catrambone (1996; 1998); Cooper and Sweller (1987); Kalyuga, Chandler, and Sweller (2001); Kalyuga, Chandler, Tuovinen, et al. (2001); Paas and van Merriënboer (1994); Renkl (1997; 2002); Renkl, Atkinson, and Große (2004); Renkl, Atkinson, Maier, et al. (2002); Renkl, Stark, Gruber, et al. (1998); Schwonke, Wittmer, Alevén, et al. (2007); Schworm and Renkl (2002); Sweller (1999); Sweller and Cooper (1985); Trafton and Reiser (1993); Ward and Sweller (1990). McLaren, Lim, Gagnon, et al. (2006); Zhu and Simon (1987). Sweller and Cooper (1985). Trafton and Reiser (1993). Zhu and Simon (1987).</p>	<p>X</p>
<p>Teachers and administration 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</p>	<p><u>Organizing Instruction and Study to Improve Student Learning</u>. Rea and Modigliani (1985); Bloom and Shuell (1981); Carpenter, Pashler, Cepeda, et al. (2007). 7 Rohrer and Taylor (2006); Bahrck, Bahrck, Bahrck, et al. (1993)</p>	<p>X</p>
<p>Integrate writing and reading to emphasize key writing features</p>	<p><u>Teaching Secondary Students to Write Effectively</u>. Fitzgerald and Shanahan, 2000</p>	<p>X</p>
<p>Teach students to use the writing process for a variety of purposes</p>	<p><u>Teaching Elementary School Students to Be Effective Writers</u>. Berninger et al. (2002); Berninger et al. (2006); Curry (1997); Danoff, Harris, and Graham (1993); Ferretti, Lewis, and Andrews-Weckerly (2009); Ferretti, MacArthur, and Dowdy (2000); Gambrell and Chasen (1991); Garcia and de Caso-Fuertes (2007); Glaser and Brunstein (2007); Gordon and Braun (1986); Graham and Harris (1989); Graham, Harris, and Mason (2005); Harris, Graham, and Mason (2006); Lane et al. (2008); Lienemann et al. (2006); Mason and Shriner (2008); Midgette, Haria, and MacArthur (2008); Riley (1997); Saddler (2006); Saddler et al. (2004); Sawyer, Graham, and Harris (1992); Tracy, Reid, and Graham (2009); Troia and Graham (2002); Troia, Graham, and Harris (1999); Zumbrunn (2010). Graham and Harris (1989); Graham, Harris, and Mason (2005); Harris, Graham, and Mason (2006); Mason and Shriner (2008).</p>	
<p>Provide intensive, individualized support to students who have fallen off track and face significant challenges to success</p>	<p><u>Preventing Dropout in Secondary Schools</u>. Corrin et al. (2016); Corrin et al. (2015); Dynarski et al. (1998)—Las Vegas Horizon High Schools; Dynarski et al. (1998)—Boston JFY High School and University High School; Larson and Rumberger (1995); Sinclair, Christenson, and Thurlow (2005); Sinclair et al. (1998); Rodríguez-Planas (2012)</p>	<p>X</p>