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, Baldridge, 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
Include short-term targets to be attained by the end of the current academic year. There can be multiple objectives for each goal.	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*	Include actionable steps used to deploy the chosen strategy. There can be multiple activities for each strategy.	List the criteria that shows the impact of the work. The **measures** may be quantitative or qualitative, but are observable in some way.	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.	List the funding source(s) used to support (or needed to support) the improvement initiative.

	Sigma, Shipley, Baldridge, etc.).				

Improvement Priority #1	Improvement Priority #2	Improvement Priority #3
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)	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)	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)
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.	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.	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

	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.	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 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.

1: Proficiency Goal

Goal 1 (State your proficiency goal.):
By the end of the 2023-24 school year:
- *51.6% of students will score proficient or distinguished in reading;*
- *46.6% of students will score proficient or distinguished in math.*

Objective	Strategy	Activities	Measure of Success	Progress Monitoring	Funding	
Objective 1:	**Key Core Work Process 1:** Ensure that all students have access to the same outline of expectations.	● **Provide Fountas & Pinnell Follow-up Training to improve literacy instruction**	● Reading Records ● Decrease in the number of students in RTI Tier 2 & Tier 3	● 30-60-90 Day Planning ● PLC Protocol	Literacy Grant	

At FES, by the end of the 2020-2021 school year, 43.1% of students will score proficient/distinguished in reading.	● **Align Curriculum to the KCAS** ● **Teacher PD in Reading & Literacy**	**(EBP: Leveled Literacy Intervention)**			
		● **Provide Orton Gillingham Training to teachers that haven't been trained to improve phonics instruction. (EBP: Phonological Awareness Literacy)**	● Phonics Assessments ● Decrease in the number of students in RTI Tier 2 & Tier 3		SIF
		● **Kentucky Reading Project & Early Literacy Training in order to develop strategies for teaching the KCAS**	● Monthly Literacy Team Meeting Agendas		Literacy Grant
		● **Refine Vertical Alignment of Curriculum to bridge elementary to middle/high.**	● School-wide PLC Agendas ● IXL Standards Mastery Data	30-60-90 Day Planning	
		● **Revise Priority Standards Documents & Pacing Guides to ensure all standards are taught to the depth of knowledge expected by the KCAS**	● School-wide PLC Agendas ● IXL Standards Mastery Data	30-60-90 Day Planning	
	Key Core Work Process 3: Classroom Assessment for Student Learning emphasizes assessment for learning strategies ● **Use assessment data to guide instruction in reading**	● **Utilize the PLC Protocol to identify student standards mastery and determine students needs and interventions.** ● **Utilize MasteryConnect Formative Assessments to determine standards mastery and guide instruction.**	● PLC Protocol Completion ● Mastery Connect Data	30-60-90 Day Planning	
	Key Core Work Process 4:		● Benchmark Analysis	30-60-90 Day Planning	SIF: Case21, iReady

	The school has a repeatable/uniform system for knowing the data. School leaders ensure a uniform way of examining and interpreting all of the data that is in their schools in order to determine priorities for school success • **Use assessment data to identify student needs in reading**	• **Utilize Case-21 Benchmark Assessment data to determine student intervention needs in reading.** (EBP: Practice Guide: *Using Student Achievement Data to Support Instructional Decision-Making*) • **Utilize the Simple Solutions Assessments in order to determine strengths and weaknesses on specific grade-level standards.** • **i-Ready Diagnostics** (EBP: *i-Ready Efficacy: Research on i-Ready Program Impact*)	• Simple Solutions Assessment Data • i-Ready Data		
	Key Core Work Process 5: A system is in place to monitor student data regularly and to ensure a continuous improvement model • **Provide targeted intervention in reading**	• **MTSS Provides specialized instruction for students** (EBP: Practice Guide: *Using Student Achievement Data in Instructional Decision Making*)	• Documentation of student growth and movement through RTI tiers.	30-60-90 Day Planning	SIF
Objective 2: *At FES, by the end of the 2020-2021 school year, 37.2% of students will score proficient/distinguished in math.*	**Key Core Work Process 1:** Ensure that all students have access to the same outline of expectations. • **Align Curriculum to the KCAS** • **Teacher PD in math**	• **Teachers will participate in professional development training through the KEDC Math Cadre in order to help develop and implement a standards-based curriculum.** (EBP: Practice Guide: *Assisting Students Struggling with Mathematics: Response to*	• Lesson Plans • Monitoring • Walkthrough Data • IXL Standard Mastery • Simple Solutions Assessment Data	30-60-90 Day Planning	SIF: KEDC Math Training Registration

		Intervention (RtI) for Elementary and Middle Schools) ● **Refine Vertical Alignment of Curriculum to create coherence between the elementary and middle school.** ● **Revise Priority Standards Documents & Pacing Guides to ensure all standards are taught to the depth of knowledge expected by the KCAS** ● **Simple Solutions**			
	Key Core Work Process 3: Classroom Assessment for Student Learning emphasizes assessment for learning strategies ● **Use assessment data to guide instruction in math**	● **Utilize the PLC Protocol to identify student standards mastery and determine students needs and interventions**	● PLC Protocol Completion	30-60-90 Day Planning	
	Key Core Work Process 4: The school has a repeatable/uniform system for knowing the data. School leaders ensure a uniform way of examining and interpreting all of the data that is in their schools in order to determine priorities for school success ● **Use assessment data to identify student needs in math**	● **Utilize Case-21 Benchmark assessment data to identify Tier 2 & Tier 3 students in math.** ● **Utilize i-Ready Data to track student growth.** ● **Utilize Mastery Connect data to determine standards mastery.** ● **Provide math manipulatives to all students, so they can be used to meet individual student needs.**	● i-Ready Data ● Mastery Connect Data ● Benchmark Analysis	30-60-90 Day Planning	SIF: Case21, MasteryConnect

	Key Core Work Process 5: A system is in place to monitor student data regularly and to ensure a continuous improvement model ● **Provide targeted intervention in math**	● **MTSS provides specialized math instruction for K-2 students in Tier 2 & Tier 3 intervention** (EBP: Practice Guide: *Assisting Students Struggling with Mathematics: Response to Intervention (RtI) for Elementary and Middle Schools*) ● **Americorps instructor provides specialized math instruction for 3-5 students.**	● Documentation of student growth and movement through RTI tiers.	30-60-90 Day Planning	SIF: MTSS Specialist

2: Separate Academic Indicator

Goal 2 (State your separate academic indicator goal.):
By the 2023-24 school year:
- *29.8% of students will score proficient or distinguished in science;*
- *30.8% of students will score proficient or distinguished in social studies;*
- *34.9% of students will score proficient or distinguished in writing.*

Objective	Strategy	Activities	Measure of Success	Progress Monitoring	Funding
Objective 1: *At FES, by the 2020-2021 school year, 17.4% of students will score proficient or distinguished in science.*	**Key Core Work Process 1:** Ensure that all students have access to the same outline of expectations. ● **Ensure all students have access to the science curriculum.**	● **Edit the Master schedule so that all students in grades 3-5 have access to the science curriculum each day.** .	● Breakdown of Time ● Lesson Plans ● Observation & Walkthrough Data ● Schoolwide-PLC Agendas	30-60-90 Day Planning	
	Key Core Work Process 1: Ensure that all students have access to the same outline of expectations. ● **Provide teachers with science PD.**	● **Provide follow up TCI - Science Alive training to teachers in order to improve their capacity with the program and the content covered.**	● Lesson Plans ● Observation & Walkthrough Data ● Schoolwide-PLC Agendas	30-60-90 Day Planning	

	Key Core Work Process 1: Ensure that all students have access to the same outline of expectations. • **Provide teachers support in implementing the standards.**	• **Provide training continuous support on the NGSS for teachers in all grades, so that they have a conceptual framework of the standards.**	• Lesson Plans • Observation & Walkthrough Data • Schoolwide-PLC Agendas	30-60-90 Day Planning	
Objective 2: *At FES, by the 2020-2021 school year, 18.6% of students will score proficient or distinguished in social studies.*	**Key Core Work Process 1:** Ensure that all students have access to the same outline of expectations. • **Ensure all students have access to the social studies curriculum.**	• **Edit the Master schedule so that all students in grades 3-5 have access to the social studies curriculum each day.**	• Breakdown of Time • Lesson Plans • Observation & Walkthrough Data • Schoolwide-PLC Agendas	30-60-90 Day Planning	
	Key Core Work Process 1: Ensure that all students have access to the same outline of expectations. • **Provide teachers with social studies PD.**	• **Provide follow up TCI - History Alive training and support to teachers in order to improve their capacity with the program and the content covered.**	• Lesson Plans • Observation & Walkthrough Data • Schoolwide-PLC Agendas	30-60-90 Day Planning	
	Key Core Work Process 1: Ensure that all students have access to the same outline of expectations. • **Provide teachers support in implementing the standards.**	• **Provide training and support on the Social Studies standards for teachers in all grades, so that they have a conceptual framework of the standards.**	• Lesson Plans • Observation & Walkthrough Data • Schoolwide-PLC Agendas	30-60-90 Day Planning	
Objective 3: *At FES, by the 2020-2021 school year, 23.5% of students will score proficient or distinguished in writing.*	**Key Core Work Process 1:** Ensure that all students have access to the same outline of expectations. • **Ensure all students have access to the writing curriculum.**	• **Edit the Master schedule so that all students in grades 3-5 have access to the writing curriculum each day.**	• Breakdown of Time • Lesson Plans • Observation & Walkthrough Data	30-60-90 Day Planning	

			● Schoolwide-PLC Agendas		
	Key Core Work Process 1: Ensure that all students have access to the same outline of expectations. ● **Provide teachers with writing PD.**	● **Implement Monthly Writing challenges and Writing Sample Analysis to determine student needs in writing.**	● Schoolwide-PLC Agendas	30-60-90 Day Planning	
	Key Core Work Process 1: Ensure that all students have access to the same outline of expectations. ● **Provide teachers support in implementing the standards.**	● **Provide training and continuous support on the writing standards for teachers.**	● Lesson Plans ● Observation & Walkthrough Data ● Schoolwide-PLC Agendas	30-60-90 Day Planning	

3: Achievement Gap

Goal 3 (State your achievement gap goal.):

By the end of the 2023-24 school year:
- *47.7% of students with F/R lunch will score proficient or distinguished in reading;*
- *33.4% of students with an IEP will score proficient or distinguished in reading;*
- *42.7% of students with F/R lunch will score proficient or distinguished in math;*
- *28.1% of students with an IEP will score proficient or distinguished in math.*

Objective	Strategy	Activities	Measure of Success	Progress Monitoring	Funding
Objective 1: *At FES, by the end of the 2020-21 school year, 38.5% of students with F/R lunch will score proficient or distinguished in reading.*	**Key Core Work Process 4:** The school has a repeatable/uniform system for knowing the data. School leaders ensure a uniform way of examining and interpreting all of the data that is in their schools in order to determine priorities for school success **Key Core Work Process 5:** A system is in place to monitor student data regularly and to ensure a continuous improvement model • **Data analysis in PLC Protocol for gap students**	• Utilize iReady Data analysis to plan instruction • Utilize various sources of data to create LLI groups for reading.	• iReady Diagnostic scores • CASE21 scores • MasteryConnect assessment scores • KPREP scores (if available)	• MasteryConnect assessment scores • LLI Reading Records scores • Longitudinal Data Chart	
Objective 2: *At FES, by the end of the 2020-21 school year, 28.1% of students with an IEP will score proficient or distinguished in reading.*	**Key Core Work Process 4:** The school has a repeatable/uniform system for knowing the data. School leaders ensure a uniform way of examining and interpreting all of the data that is in their schools in order to determine priorities for school success **Key Core Work Process 5:** A system is in place to monitor student data regularly and to ensure a continuous improvement	• Use data to create LLI groups in order to meet the needs of students with IEPs **(EBP: Leveled Literacy Intervention)** • Analysis of iReady Diagnostic, LLI data,and academic date to design IEP goals.	• iReady Diagnostic scores • OG dictation scores • CASE21 scores • MasteryConnect assessment scores • KPREP scores (if available)	• LLI Reading Records • easyCBM • Readworks • MasteryConnect • iReady Lesson Scores • OG Assessment scores • Academic grades • Leveled reading systems	

	model ● **EC PLC groups for data analysis**			
	Key Core Work Process 3: Classroom Assessment for Student Learning emphasizes assessment for learning strategies ● **Phonics Groupings**	● Utilize specified phonics lessons differentiated by ability in order to improve phonics skills in students. ● Utilize Orton Gillingham phonics based instruction in order to improve phonics instruction. **(EBP: Phonological Awareness Literacy)**	● iReady Diagnostic scores ● CASE21 scores ● MasteryConnect assessment scores ● KPREP scores (if available)	● PLC Protocol	
	Key Core Work Process 3: Classroom Assessment for Student Learning emphasizes assessment for learning strategies ● **Accommodations practice in reading**	● Determine resource time based on IEP goals and student needs as determined by assessment and tracking data. ● Use IEP Progress Monitoring to determine student growth and needs. ● Use Speech activities provided by SLP to reduce barriers created by language deficits.	● iReady Diagnostic scores ● CASE21 scores ● MasteryConnect assessment scores ● KPREP scores (if available)	● IEP Monitoring of IEP Goals ● Standards Mastery Assessments	
	Key Core Work Process 3: Classroom Assessment for Student Learning emphasizes assessment for learning strategies ● **Skills Based Grouping**	● Implement Grade Level Groups in order to provide instruction based on student need.	● iReady Diagnostic scores ● CASE21 scores ● MasteryConnect assessment scores ● KPREP scores (if available)	● Standards Mastery Assessments ● PLC Protocol	
	Key Core Work Process 4:				SIF: MTSS Specialist

Objective 3: *At FES, by the end of the 2020-21 school year, 32.5% of students with F/R lunch will score proficient or distinguished in math.*	The school has a repeatable/uniform system for knowing the data. School leaders ensure a uniform way of examining and interpreting all of the data that is in their schools in order to determine priorities for school success **Key Core Work Process 5:** A system is in place to monitor student data regularly and to ensure a continuous improvement model ● **Data analysis in PLC**	● iReady Data analysis to plan instruction ● Americorp participation ● MTSS math support via Google Classroom K-2 **(EBP: Practice Guide: *Assisting Students Struggling with Mathematics: Response to Intervention (RtI) for Elementary and Middle Schools*)**	● iReady Diagnostic scores ● CASE21 scores ● MasteryConnect assessment scores ● KPREP scores (if available)	● MasteryConnect assessment scores ● Eureka Math Fluency books	
Objective 4: *At FES, by the end of the 2020-21 school year, 15.4% of students with an IEP will score proficient or distinguished in math.*	**Key Core Work Process 4:** The school has a repeatable/uniform system for knowing the data. School leaders ensure a uniform way of examining and interpreting all of the data that is in their schools in order to determine priorities for school success **Key Core Work Process 5:** A system is in place to monitor student data regularly and to ensure a continuous improvement model ● **EC PLC groups for data analysis**	● Determine resource time based on IEP goals and student needs as determined by assessment and tracking data. ● Analysis of iReady Diagnostic, LLI data,and academic data to design IEP goals	● iReady Diagnostic scores ● CASE21 scores ● MasteryConnect assessment scores ● KPREP scores (if available)	● PLC Protocol	
	Key Core Work Process 3: Classroom Assessment for Student Learning emphasizes assessment for learning strategies ● **Accommodations practice in math.**	● Determine resource time based on IEP goals and student needs as determined by assessment and tracking data. ● Use IEP Progress Monitoring to determine student growth and needs.	● iReady Diagnostic scores ● CASE21 scores ● MasteryConnect assessment scores	● IEP Monitoring of IEP Goals ● Standards Mastery Assessments	

		● Use Speech activities provided by SLP to reduce barriers created by language deficits.	● KPREP scores (if available) ● SLP records of student performance		
	Key Core Work Process 3: Classroom Assessment for Student Learning emphasizes assessment for learning strategies ● **Skills Based Grouping**	● Implement Grade Level Groups in order to provide instruction based on student need.	● iReady Diagnostic scores ● CASE21 scores ● MasteryConnect assessment scores ● KPREP scores (if available)	● Standards Mastery Assessments ● PLC Protocol	
	Key Core Work Process 4: The school has a repeatable/uniform system for knowing the data. School leaders ensure a uniform way of examining and interpreting all of the data that is in their schools in order to determine priorities for school success **Key Core Work Process 5:** A system is in place to monitor student data regularly and to ensure a continuous ● **Develop, implement, and monitor instruction assessment measures to ensure Tier I practices are implemented effectively to account for the needs of all students.**	● Identify the specifics of the problem behavior and the conditions that prompt and reinforce it. ● Modify the classroom learning environment to decrease problem behavior. ● Teach and reinforce new skills to increase appropriate behavior and preserve a positive classroom climate. ● Draw on relationships with professional colleagues and students' families for continued guidance and support. ● Assess whether schoolwide behavior problems warrant adopting school-wide strategies or programs and, if so, implement ones shown to reduce negative and foster positive interactions.	● Student Behavior Data ● Progress Monitoring Sheets	● Quarterly Report Data	School Social Worker (PBIS Specialist) The School Social Worker (PBIS specialist) will work with students, instructional staff, instructional assistants, and administration to ensure a Positive Behavioral Interventions and Supports system is put in place. The School Social Worker will ensure that the recommendations from the practice

		(EBP: Practice Guide: *Reducing Behavior Problems in the Elementary Classroom*)			guide are incorporated at FES. Furthermore, the School Social Worker will stay in communication with other school staff and parents to ensure student needs are being met.

4: Growth

Goal 4 (State your growth goal.):
By the end of the 2023-2024 school year:
● **_Decrease the number of "Less than catch up" students in reading from 61.1 percent in 2017-18 to 19.1 percent;_**
● **_Decrease the number of "Less than catch up" students in math from 72.2 percent in 2017-18 to 21.2 percent._**

Objective	Strategy	Activities	Measure of Success	Progress Monitoring	Funding
Objective 1: At FES, _by the end of the 2021-2022 school year:_ ● _Decrease the number of "Less than catch up" students in reading from 61.1 percent in 2017-18 to 19.1 percent;_	**Key Core Work Process 3:** Classroom Assessment for Student Learning emphasizes assessment for learning strategies **Key Core Work Process 4:** The school has a repeatable/uniform system for knowing the data. School leaders ensure a uniform way of examining and interpreting all of the data that is in their schools in order to determine priorities for school success **Key Core Work Process 5:** A system is in place to monitor student data regularly and to ensure a continuous ● **Refine a systematic approach to review, analyze, and apply data in order to determine priorities for individual student success**	Develop a progress monitoring system to monitor standards mastery for each student utilizing the following assessment measures: ● Benchmark Assessments (Three times a year) ● i-Ready Assessment (Three times a year) ● PLC Protocol (Weekly) ● Student Data Wall (Updated three times a year) ● Student Data Tracking (by Students after each summative assessment)	● Fewer students in Tier 2 & Tier 3 ● More students predicted proficient on the i-Ready ● Data wall is used consistently ● Students can discuss their personal data ● PLC Protocol Completion ● Longitudinal Data	30-60-90 Day Planning	
Objective 2: At FES, _by the end of the 2021-2022 school year:_ ● _Decrease the number of "Less than catch up" students in math from 72.2 percent in 2017-18 to 21.2 percent._	**Key Core Work Process 3:** Classroom Assessment for Student Learning emphasizes assessment for learning strategies **Key Core Work Process 4:** The school has a repeatable/uniform system for knowing the data. School	Develop a progress monitoring system to monitor standards mastery for each student utilizing the following assessment measures: ● Benchmark Assessments (Three times a year) ● i-Ready Assessment (Three times a year)	● Fewer students in Tier 2 & Tier 3 ● More students predicted proficient on the i-Ready ● Data wall is used consistently	30-60-90 Day Planning	

	leaders ensure a uniform way of examining and interpreting all of the data that is in their schools in order to determine priorities for school success **Key Core Work Process 5:** A system is in place to monitor student data regularly and to ensure a continuous • **Refine a systematic approach to review, analyze, and apply data in order to determine priorities for individual student success**	• PLC Protocol (Weekly) • Student Data Wall (Updated three times a year) • Student Data Tracking (by Students after each summative assessment)	• Students can discuss their personal data • PLC Protocol Completion • Longitudinal	

5: Transition Readiness

Goal 5 (State your transition readiness goal.):
By the beginning of the 2023-24 school year:
  ● *Increase the number of incoming Kindergarten students classified as Kindergarten Ready from 34 percent in 2018-19 to 80 percent.*
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.*

Objective	Strategy	Activities	Measure of Success	Progress Monitoring	Funding
Objective 1: *At FES, by the beginning of the 2021-22 school year, increase the number of incoming Kindergarten students classified as Kindergarten Ready from 34 percent in 2018-19 to 65 percent.*	**Key Core Work Process 6:** The environment in which students learn and the support they are offered to meet their individual needs is just as important as solid curriculum, instruction, and systems of continuous improvement. ● **Increase pre-school enrollment and attendance** ● **Implement Kindergarten Readiness Programs**	● Offer various pre-school structures and daycare in order to improve enrollment in these programs and increase Kindergarten readiness. ● Institute KinderCamp and track readiness of participated to determine effectiveness	● Brigance ● Letter Recognition ● Counting ● Body Part Identification ● Shapes	● Testing formats used in Preschool ● Kindergarten testing through ESGI, Iready, Mastery Connect data	
Objective 2: *At FES by the end of the 2021-22 school year, at least 60% of students will exit each grade level by mastering at least 80% of grade level standards.*	**Key Core Work Process 5:** A system is in place to monitor student data regularly and to ensure a continuous ● **Provide Tier 1, 2, and 3 intervention with fidelity in all grade levels for reading and math**	● Individual interventions will be developed based upon instructional objectives of each unit. ● Implement Fountas & Pinnell instruction and Orton-Gillingham phonics instruction with fidelity to increase reading proficiency and move students through the tiers. ● Utilize Engage NY to ensure rigorous, grade-level, standards-based instruction is occurring in all classrooms.	● Mastery Connect (Summative) ● iReady Diagnostic ● ESGI	● Mastery Connect (formative and summative) ● iReady ● ESGI	

		- Utilize iReady data to monitor growth and determine intervention groups. - Utilize Leveled Literacy Instruction with student groups to meet student reading intervention needs. - Administer and analyze Weekly Standards Mastery Assessments to determine tier 1 intervention needs.			

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
- Identify the specifics of the problem behavior and the conditions that prompt and reinforce it. - Modify the classroom learning environment to decrease problem behavior. - Teach and reinforce new skills to increase appropriate behavior and preserve a positive classroom climate. - Draw on relationships with professional colleagues and students' families for continued guidance and support. - Assess whether schoolwide behavior problems warrant adopting school-wide strategies or programs and, if so, implement ones shown to reduce negative and foster positive interactions.	Epstein, M., Atkins, M., Cullinan, D., Kutash, K., and Weaver, R. (2008). Reducing Behavior Problems in the Elementary School Classroom: A Practice Guide (NCEE #2008-012). Washington, DC: National Center for Education Evaluation and Regional Assistance, Institute of Education Sciences, U.S. Department of Education. Retrieved from http://ies.ed.gov/ncee/wwc/publications/practiceguides.	☒
MTSS provides specialized math instruction for K-2 students in Tier 2 & Tier 3 intervention	Gersten, R., Beckmann, S., Clarke, B., Foegen, A., Marsh, L., Star, J. R., & Witzel, B. (2009). Assisting students struggling with mathematics: Response to Intervention (RtI) for elementary and middle schools (NCEE 2009-4060). Washington, DC: National Center for Education Evaluation and Regional Assistance, Institute of Education Sciences, U.S. Department of Education. Retrieved from http://ies. ed.gov/ncee/wwc/publications/practiceguides/.	☐

● MTSS Provides specialized instruction for students	Hamilton, L., Halverson, R., Jackson, S., Mandinach, E., Supovitz, J., & Wayman, J. (2009). Using student achievement data to support instructional decision making (NCEE 2009-4067). Washington, DC: National Center for Education Evaluation and Regional Assistance, Institute of Education Sciences, U.S. Department of Education. Retrieved from http://ies.ed.gov/ncee/wwc/publications/practiceguides/.	☐
● i-Ready Diagnostic Assessment and Online Instruction	Curriculum Associates (2019). Evidence of the Impact of i-Ready on Students' Reading and Mathematics Achievement. Retrieved from https://www.curriculumassociates.com/-/media/mainsite/files/i-ready/iready-research-efficacy-brief-2019.pdf	☐
● Orton-Gillingham phonics instruction	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). Foundational skills to support reading for understanding in kindergarten through 3rd grade (NCEE 2016-4008). Washington, DC: National Center for Education Evaluation and Regional Assistance (NCEE), Institute of Education Sciences, U.S. Department of Education. Retrieved from the NCEE website: http://whatworks.ed.gov.	☐
● Leveled Literacy Intervention	Fountas, Irene C. and Pinnell, Gay Su. (2009). Leveled Literacy Intervention. Institute of Education Sciences. Retrieved from https://ies.ed.gov/ncee/wwc/Docs/InterventionReports/wwc_leveledliteracy_091917.pdf	