2022-23 Phase One: Continuous Improvement Diagnostic for Schools

2022-23 Phase One: Continuous Improvement Diagnostic for Schools

Oak Grove Elementary School
Tonya Faulkner
4505 Cumberland Falls Hwy
Corbin, Kentucky, 40701
United States of America

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The **Comprehensive School Improvement Plan or CSIP** is defined as a *plan developed by the school council, or successor, and charter schools with the input of parents, faculty, and staff, based on a review of relevant data that includes targets, strategies, activities, and a time schedule to support student achievement and student growth, and to eliminate gaps among groups of students.*

The comprehensive school and district improvement plan process is outlined in 703 KAR 5:225. The requirements included in the administrative regulation are key components of the continuous improvement process in Kentucky and ultimately fulfillment of school, district, and state goals under the Kentucky State Plan as required by the Every Student Succeeds Act (ESSA).

While the regulation outlines a timeline for compliance purposes, the plan itself is a strategic and proven approach to improve processes and to ensure students achieve. The timeline for the school's 2022-23 diagnostics is as follows:

Phase One: August 1 - October 1
- Continuous Improvement Diagnostic for Schools
- School Safety Report
- Executive Summary for Schools

Phase Two: October 1 - November 1
- The Needs Assessment for Schools
- School Assurances

Phase Three: November 1 - January 1
- Comprehensive School Improvement Plan

Phase Four: January 1 - December 31
- Professional Development Plan for Schools (Due May 1)
- Progress Monitoring

As principal of the school, I hereby commit to implementing continuous improvement processes with fidelity to support student achievement and student growth and to eliminate achievement gaps among groups of students. I also assure that the comprehensive school improvement plan is developed by the school council, (where applicable) with the input of parents, faculty, and staff.

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Please enter your name and date below to certify.

Tonya K. Faulkner

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Description of the School

Describe the school's size, community/communities, location, and changes it has experienced in the last three years. Include demographic information about the students, staff, and community at large. What unique features and challenges are associated with the community/communities the school serves?

Oak Grove Elementary is located on Cumberland Falls Highway in Northern Whitley County. Oak Grove has been in existence since 1955. The school is the focal point of the community and a source of great pride for everyone. Our school is served by a principal, one assistant principal, a librarian, 1 Reading Recovery teacher, 1 Reading Recovery/RTA teacher, 1 math intervention teacher, 1 full time speech-language pathologist and one part time , 6 special needs teachers, a fine arts teacher, a physical education teacher, 25 homeroom teachers, 5 preschool teachers, 18 instructional assistants, 2 secretaries, an attendance clerk, a FRC coordinator and assistant, 5 custodians, a school nurse and 2 counselors. In the afternoon, students are provided with academic and enrichment opportunities through programs such as Save the Children and 21st Century Program. Oak Grove is governed by SBDM council. Currently, Oak Grove is servicing 614 students in kindergarten-6th grade and 100 preschool children. The faculty and students are English speaking, predominantly Caucasian, with 81.8% economically disadvantaged, 24% special needs, less than 1% formally identified gifted and talented, and around 8% in the primary talent pool. Also, we have the STC Math and Reading tutor, and the AmeriCorp grant which provides us with a math tutor during the school day.

Oak Grove is actively involved with the surrounding community and identifies with the importance of this collaboration. We have been active participants in various community support groups and events such as Children's Tumor Foundation, Wounded Warrior Project, Children's Heart Association, March of Dimes, Operation Thanksgiving, Project Angel Tree, Autism Awareness Month, American Cancer Society, Relay for Life, Diabetes Awareness, and National Better Hearing and Speech Month.

Additionally, our teachers look for ways to involve community businesses and to use various community resources in planning and presenting lessons. Examples include having community members present information to students during career fair, inviting local first responders to present information regarding emergency preparedness, and having dental professionals come in during dental health lessons to provide information and give students resources. Some classes are afforded opportunities to take field trips to local businesses as well.

To promote physical fitness, we provide a walking track for the community to use after school hours. The track is used by community members and parents of students. The National Cancer Society, Children's Tumor Foundation, and Relay for Life have also utilized the track for awareness walks. We are also partners with Baptist Regional Medical Center to provide Project Fit America.

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One of the challenges faced by Oak Grove is the location of our school. We are very near in proximity to our neighboring district and are several miles away from the other schools within our home district, which hinders collaboration somewhat. It also deters community support in some ways, as some businesses and community resources are solely committed to the city school district. One way that we have tried to overcome this challenge is by trying to give back to our community, as stated above, so that we may become more united.

Over the past few years, the biggest changes/challenges to our school is filling the gap left from the pandemic and virtual learning. However, as with any closely bonded team, and the support of our district, we continue to work together to strive towards excellence.

School's Purpose

Provide the school's purpose statement and ancillary content such as mission, vision, values, and/or beliefs. Describe how the school embodies its purpose through its program offerings and expectations for students.

At Oak Grove we take great pride in our mission statement which is posted in each room in the building and recited by our students every morning. "The Mission of Oak Grove Elementary is to provide an education for all students and to ensure that all students learn with EXCELLENCE as the standard." Our school has a family atmosphere, and we base our foundation on the belief that "Children don't care how much you know until they know how much you care." At Oak Grove Elementary, the children will always come first. We go above and beyond to challenge each child so they can become the best they can be. Our vision is for Oak Grove Elementary to be an exemplary learning center where students, parents, staff members and community partners come together to encourage each student to meet high expectations and reach his/her greatest potential. Oak Grove provides students with several programs that help them to excel and reach their potentials. We provide an in school and after school Save the Children program. In school, small group sessions provided intense focus on reading and math. After school, Save the Children provides our students with more focus on their reading studies and includes them in activities focused on healthy choices, as well as fostering parent engagement. Title 1, Reading Recovery, and Math Intervention are used to assist students in individual or small group interventions in the areas of reading and mathematics. 21st Century Program provide morning homework help and afterschool tutoring and enrichment activities in areas such as reading, math, STEM, visual and performing arts, practical living, etc. We also have the AmeriCorps grant which provides a math tutor in school for grades 3rd-5th. Special Education services are provided for students who may have academic needs. For the students who may need to be challenged to further excel, we offer the Gifted and Talented Program and 21st Century Program for enrichment.

Notable Achievements and Areas of Improvement

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Describe the school's notable achievements and areas of improvement in the last three years. Additionally, describe areas for improvement that the school is striving to achieve in the next three years.

Oak Grove is the largest elementary school in the Whitley County school system and holds the district's largest elementary enrollment. Our school has maintained a reputation of being top ranked in all areas of team competition, including academic and sports. For the past couple of years prior to the pandemic, Oak Grove has met proficiency level on all state assessments and continued toward our mission of Excellence. Now we are working on closing the gap left from the pandemic. Each year we are striving to reach and maintain proficiency and continue showing student growth.

Since 2011-2012 Oak Grove has progressively improved according to KPREP data with a few decreases along the way. In spring of 2021, our 5th grade on-demand writing scores for proficient and distinguished were higher than the state and district average. We will continue focusing on novice reduction and targeting individual students. Our PLC's meet weekly in the data room to address each child's individual needs. Teachers, administrators, and district level personnel meet to look at student data and discuss strategies to meet needs and help improve student achievement. We place each student's name and MAP scores on a "data wall" so that we can visually see the progress or any regression, and collaboratively discuss best practices to help each individual student.

Another notable achievement is that we have a National Board-Certified teacher. Last year, she received her recertification as a nationally certified teacher after her initial ten-year certificate.

All subject areas, attendance, and growth are areas of focus for Oak Grove this year. We are collaborating with district personnel to provide needed curriculum resources for our students in the area of science and discussing best practices during PLC meetings to address the science standards. This year, Oak Grove is participating in several activities to foster better attendance. We are having a "competition" among classrooms, and we are looking more closely at attendance interventions for those with chronic absenteeism. Also, we are having a competition among staff to improve faculty and staff attendance. Furthermore, closing the gap is something that we are looking at more closely this year. We are looking at ways of differentiating the curriculum to meet the needs of the higher performing students as well to ensure growth in all students.

Additional Information

CSI/TSI (including ATSI) Schools Only: Describe the procedures used to create the school's improvement plan and briefly state the specific efforts to address the causes of low student performance and resource inequities.

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N/A

Additional Information

Provide any additional information you would like to share with the public and community that were not prompted in the previous sections.

N/A

2022-23 Phase One: School Safety Report

2022-23 Phase One: School Safety Report

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School Safety Report

Pursuant to KRS 158.162, the local board of education shall require the school council or, if none exists, the principal in each school to adopt an emergency plan that must be utilized in case of fire, severe weather, earthquake, or a building lockdown and that: establishes evacuation routes; identifies the best available severe weather zones; develops earthquake protocols for students; and, develops and adheres to practices controlling access to the school building. The emergency plan shall be annually reviewed by the council, principal, and first responders and revised as needed.

In addition to the emergency plan requirements in KRS 158.162, KRS 158.164 requires the local board of education to direct the school council or, if none exists, the principal in each school to establish procedures to perform a building lockdown and to invite local law enforcement to assist in establishing lockdown procedures.

KRS 158.162 also requires the emergency plan be discussed with all school staff prior to the first instructional day of the school year and provided, along with a diagram of the facility, to appropriate first responders. Further, the principal in each school shall conduct, at a minimum, the following emergency response drills within the first 30 instructional days of the school year and again during the month of January: one severe weather drill, one earthquake drill, and one lockdown drill. In addition, required fire drills shall be conducted according to administrative regulations promulgated by the Department of Housing, Buildings and Construction.

Questions Related to the Adoption and Implementation of the Emergency Plan

1. Has the school council or, where applicable, principal adopted an emergency plan in accordance with local board policy and in compliance with the specifications in KRS 158.162(3) and is a copy maintained on file in the school office?

If the answer is "no", please explain in the comment box. Please note that Senate Bill 1 (2019) and Senate Bill 8 (2020) amended KRS 158.162(3)(d) to require, for example, classroom doors remain closed and locked during instructional time (with limited exceptions) as well as classroom doors with windows be equipped with material to quickly cover the window during a building lockdown. Schools are encouraged to comply with these changes as soon as practicable but, if needed, have until July 1, 2022 to fully implement. Accordingly, failure to comply with KRS 158.162(3)(d), as amended, shall be reported for the 2022-2023 school year and each year thereafter.

Yes

2. Has the school provided local first responders with a copy of the school's emergency plan along with a diagram of the school as required by KRS 158.162(2)(b)?

If the answer is "no", please explain in the comment box.
 Yes

3. Has the school posted primary and secondary evacuation routes in each room by any doorway used for evacuation as required by KRS 158.162(3)(a)?

If the answer is "no", please explain in the comment box.
 Yes

4. Has the school posted the location of severe weather safe zones in each room as required by KRS 158.162(3)(b)?

If the answer is "no", please explain in the comment box.
 Yes

5. Have practices for students to follow during an earthquake been developed as required by KRS 158.162(3)(c) and is a copy maintained on file in the school office?

If the answer is "no", please explain in the comment box.
 Yes

6. Are practices in place to control access to the school building, including but not limited to controlling outside access to exterior doors during the school day; controlling the main entrance of the school with electronically locking doors, a camera, and an intercom system; controlling access to individual classrooms; requiring classroom doors to remain closed and locked during instructional time (with limited exceptions outlined in statute); requiring classroom doors with windows to be equipped with material to quickly cover the windows during a lockdown; requiring all visitors to report to the front office of the building, provide valid identification, and state the purpose of the visit; and providing a visitor's badge to be visibly displayed on a visitor's outer garment as required by KRS 158.162(3)(d)?

If the answer is "no", please explain in the comment box.
 Yes

7. Was the school's emergency plan reviewed following the end of the prior school year by the school council, principal, and first responders and revised as needed as required by KRS 158.162(2)(c) and is a copy maintained in the school office?

Please provide the most recent date of review/revision of the school's emergency plan in the comment box. If the answer is "no", please explain in the comment box.
   Yes. July 2022

8. Did the principal discuss the emergency plan with **all** school staff prior to the first instructional day of the <u>current</u> school year and appropriately document the time and date of such discussion as required by KRS 158.162(2)(d)?

Please provide the date the school completed this discussion in the comment box. If the answer is "no", please explain in the comment box.
   Yes. 8-9-22

9. During the first 30 instructional days of the <u>current</u> school year, did the principal conduct at least one severe weather drill, one earthquake drill, and one lockdown drill as required by KRS 158.162(5) and are the drills maintained in the appropriate drill log for the given school year?

If the answer is "no", please explain in the comment box.
   Yes

10. During the month of January during the <u>prior</u> school year, did the principal conduct at least one severe weather drill, one earthquake drill, and one lockdown drill as required by KRS 158.162(5) and is a copy maintained on file in the school office?

If the answer is "no", please explain in the comment box.
   Yes

11. Over the immediately preceding twelve months, did the principal conduct fire drills in accordance with administrative regulations promulgated by the Department of Housing, Buildings and Construction as required by KRS 158.162(5)?

If the school did NOT meet the requirement, respond "no" and please explain further in the comment box.
   Yes

Attachment Summary

Attachment Name	Description	Associated Item(s)

2022-23 Phase Two: The Needs Assessment for Schools

2022-23 Phase Two: The Needs Assessment for Schools

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2022-23 Phase Two: The Needs Assessment for Schools
Understanding Continuous Improvement: The Needs Assessment for Schools

The Needs Assessment Diagnostic will facilitate the use of multiple sources of data to determine the current reality and establish a foundation for decision-making around school goals and strategies. Once completed, the diagnostic will lead to priorities to be addressed in the comprehensive school improvement plan to build staff capacity and increase student achievement. The needs assessment is to be conducted annually as an essential part of the continuous improvement process and precedes the development of strategic goals (i.e. desired state).

While the focus of continuous improvement is student performance, the work must be guided by the aspects of teaching and learning that affect performance. An effective improvement process should address the contributing factors creating the learning environment (inputs) and the performance data (outcomes).

The needs assessment provides the framework for all schools to clearly and honestly identify their most critical areas for improvement that will be addressed later in the planning process through the development of goals, objectives, strategies and activities. 703 KAR 2:225 requires, as part of continuous improvement planning for schools, each school to complete the needs assessment between October 1 and November 1 of each year and include: (1) a description of the data reviewed and the process used to develop the needs assessment; (2) a review of the previous plan and its implementation to inform development of the new plan; and, (3) perception data gathered from the administration of a valid and reliable measure of teaching and learning conditions.

Protocol

1. Clearly detail the process used for reviewing, analyzing and applying data results to determine the priorities from this year's needs assessment. Include names of school councils, leadership teams and stakeholder groups involved, a timeline of the process, the specific data reviewed, and how the meetings are documented.

Kentucky Summative Assessment (KSA) provides the opportunity to examine the data reports of the entire school and each individual student. The data is then broken down into disaggregated data by grade, by teacher, subject area, and by individual student scores, as well as demographic data. This breakdown provides us with a wealth of information that gives us the ability to identify both positive and negative trends. Through analysis of these trends, identification of areas of strength and weakness are easily identifiable. There are various ways that data can be compared to help pinpoint specific areas of weakness. For example, individual scores can be divided into classrooms from both the current year and the previous year to compare results and ensure that student achievement is being sustained between grade levels. From there individual student growth can be tracked and thus identification of needs be more specific. Another example is trends in content areas that need to be addressed. This identified trend could be used to address negative issues identified but could also be through identification of effective strategies that

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have had impact on students. After analysis of this data, school wide improvement can begin.

Data analysis teams look at individual students and their growth and achievement. Committees then meet to address needs and identify implementation strategies. At this time, teachers and administrators could have the opportunity to share ideas that worked and modify those that had obviously not had impact.

Oak Grove Elementary has a Data Room where all teachers and administrators meet weekly to analyze testing data. Using the linking of MAP Growth tests to KSA Assessments, individual cards are made for each student in Kindergarten through 6th grade. These cards are displayed on the walls according to test results. Teachers detail any interventions the student currently receives on the cards, and formulate watch lists to identify any students that may need further intervention and/or services. Then PLC groups meet to look at individual student needs, grade level strengths and weaknesses, and overall school trends.

We use various pieces of evidence in order to review our data: the school report card, KSA individual performances, special education students, state averages, district averages, etc. We consider the performance levels of each of the subgroups in our school. Teachers compare their findings to how the same groups of students performed in other content areas. Data analysis teams also analyze previous school improvement plans, various district program reports in order to identify objectives, strategies, and activities. Celebrations are noted and the instructional practices are identified that contributed to those successes. Additionally, we note areas that need improvement and included specific strategies that we believe would help improve these areas. We ask teachers to take this overall analysis further to include specific instructional practices that they would put in place to accomplish these goals.

The process of evaluating assessment data will involve continual review and refinement by PLC, team leaders, the entire faculty, the school administration, SBDM Council, and other stakeholders. Implementation of the improvement goals included in our CSIP is expected to meet all school improvement goals including state and federal grant requirements. The plan is expected to serve as the primary focus for accessing resources to meet the needs of the entire school community and ultimately transform our school so that we maximize student achievement. Because the school staff and faculty, through the school's standing committees, were instrumental in designing the plan, ownership is ensured. Teachers and instructional staff members, school and district administrators, the school technology coordinator, the youth service center director, employers, community members, parents, students, and all SBDM Council members were involved in the development and evaluation of the CSIP. Oak Grove Elementary will be taking many steps in the future to address areas of concern. Our PLC meetings will be refocused on data analysis, closing the gaps, student growth, and accelerating learning.

Review of Previous Plan

2. Summarize the implementation of the goals, objectives, strategies and activities from the previous year's Comprehensive School Improvement Plan (CSIP). What was successful? How does it inform this year's plan?

Goal 1, Objective 1:   Collaborate to increase the average reading proficiency score for all students from 32.6% in 2021 to 44.8% by 2022 as measured by the state's new accountability NAPD calculation. We have exceeded our objective for Goal 1, Objective 1 with a score of 61%. We will continue with the strategies listed to meet the goal set for 2024.

Goal 1, Objective 2:   Collaborate to increase the average math proficiency score for all students from 14.0% in 2021 to 29.6% by 2022 as measured by the state's new accountability NAPD calculation. We have exceeded our objective for Goal 1, Objective 2 with a score of 51%. We will continue with the strategies listed to meet the goal set for 2024.

Goal 2, Objective 1:   Collaborate to increase the percentage of all students scoring at the proficiency/distinguished level from 15.3% in 2021 to 25% by 2022 in the area of science as measured by the state's new accountability calculator. We have exceeded our objective f and goal for Goal 2, Objective 1 with a score of 56.9%. We will continue with the strategies listed and increase the goal set for 2024.

Goal 2, Objective 2:   Collaborate to increase the percentage of all students scoring at the proficiency/distinguished level from 57.1% in 2019 to 59.1% by 2022 in the area of Social Studies as measured by the state's new accountability calculator. We did not meet our objective for Goal 2, Objective 2 with a score of 51%. We will reexamine strategies used, devise new and improved strategies and set new objectives for 2023.

Goal 2, Objective 3:   Collaborate to increase the percentage of all students scoring at the proficiency/distinguished level from 42.4% in 2019 to 62.1% by 2022 in the area of Writing as measured by the state's new accountability calculator. We have exceeded our objective for Goal 2, Objective 3 with a score of 89.3%. We will continue with the strategies listed and increase the goal set for 2024.

Goal 3, Objective 1: Increase the proficiency score in reading for students in the economically disadvantaged population from 29.9% in 2021 to 39.3% in 2022 as measured by the state's NAPD calculation. We have exceeded our objective for Goal 3, Objective 1 with a score of 58%. We will continue with the strategies listed to meet the goal set for 2024.

Goal 3, Objective 2: Increase the proficiency score in math for students in the economically disadvantaged population from 11.3% in 2021 to 29.4% in 2022 as measured by the state's NAPD calculation. We have exceeded our objective for Goal 3, Objective 2 with a score of 45%. We will continue with the strategies listed to meet the goal set for 2024.

Goal 4, Objective 1: Increase the student growth indicator score of 55.7% in 2019 to 57.0% by 2022. Growth scores were not reported for the 2021-2022 school year.

Trends

3. Analyzing data trends from the previous two academic years, which academic, cultural and behavioral measures remain significant areas for improvement?

Example of Trends

• The number of behavior referrals increased from 204 in 2020-21 to 288 in 2021-22.
• From 2020 to 2022, the school saw an 11% increase in novice scores in reading among students in the achievement gap.

In the 2021-2022 school year, we saw growth in all areas. This was a break in the trends that we had seen over the two years prior.   Prior to last year, one area of trend was the number of students scoring novice in social studies, science, and math which had increased over the prior two years. Over those two years, we had seen a decrease in the percentage of students scoring proficient/distinguished in reading and social studies.

We have a data room to identify and monitor the progress of all students. Utilizing the data room, we can focus on getting the growth of all students. We use this information to determine what students could benefit from small group pull out or after school services. We have purchased Chromebooks in an effort to offer more ways of differentiating for each student.

Another trend that could be identified would be the association of students with high absentees and low achievement. Attendance plays a vital role in student performance. Classroom teachers and administrators offer recognition and incentives for maintaining high attendance. Our teachers/paraprofessionals make personalized phone calls daily to each student who is absent. These contacts allow teachers to communicate with parents/guardians regarding assignments, lessons, projects, etc. Teachers gather and organize "make up" work for students. These interactions oftentimes bridge the instructional gap accompanied with absences. Additionally, the District's DPP and our school Family Resource personnel make home visits to students with attendance concerns.

Current State

4. Plainly state the current condition of the school using precise numbers and percentages as revealed by multiple sources of outcome data. Cite the source of data used.

Example of Current Academic State:

• Thirty-four percent (34%) of students in the achievement gap scored proficient on Kentucky Summative Assessment (KSA) in reading.
• Fifty-four percent (54%) of our students scored proficient in math compared to the state average of 57%.

Example of Non-Academic Current State:

• Teacher attendance rate was 84% for the 2021-22 academic year.

• Survey results and perception data indicated 62% of the school's teachers received adequate professional development.

Current Academic State:

2021-2022 KSA – Kentucky Summative Assessment Scores Grades 3rd-6th:

-58% of economically disadvantaged students scored proficient/ distinguished on KSA Reading

-61% of all students scored proficient/distinguished on KSA Reading

-45% of economically disadvantaged students scored proficient/distinguished on KSA Math

-51% of all students scored proficient/distinguished on KSA Math

-31% of economically disadvantaged students scored proficient/distinguished on KSA Science

-33% of all students scored proficient/distinguished on KSA Science

-48% of economically disadvantaged students scored proficient/distinguished on KSA Social Studies

-50% of all students scored proficient/distinguished on KSA Social Studies

-67% of economically disadvantaged students scored proficient/distinguished on KSA Writing

-68% of all students scored proficient/distinguished on KSA Writing

-Third Grade KSA Reading Scores

Novice – 12%   Apprentice – 16%   Proficient – 33%   Distinguished – 39%

-Third Grade KSA Math Scores

Novice –12 %   Apprentice – 24%   Proficient – 43%   Distinguished – 21%

-Fourth Grade KSA Reading Scores

Novice – 32%   Apprentice – 28%   Proficient – 35%   Distinguished – 5%

-Fourth Grade KSA Math Scores

Novice – 29%   Apprentice – 37%   Proficient – 28%   Distinguished –6%

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-Fourth Grade Science Scores

Novice – 20%   Apprentice – 48%   Proficient – 28%   Distinguished –5%

-Fifth Grade KSA Reading Scores

Novice – 6%   Apprentice – 36%   Proficient – 45%   Distinguished – 13%

-Fifth Grade KSA Math Scores

Novice – 17%   Apprentice – 44%   Proficient – 36%   Distinguished –3%

-Fifth Grade KSA Social Studies Scores

Novice – 25%   Apprentice – 25%   Proficient – 23%   Distinguished – 27%

-Fifth Grade KSA Editing and Mechanics Scores

Novice – 8%   Apprentice – 34%   Proficient – 42%   Distinguished – 16%

-Fifth Grade KSA On Demand Writing

Novice – 3%   Apprentice – 28%   Proficient – 45%   Distinguished – 23%

-Sixth Grade KSA Reading Scores

Novice – 8%   Apprentice – 22%   Proficient – 51%   Distinguished 20%

-Sixth Grade KSA Math Scores

Novice – 6%   Apprentice – 33%   Proficient – 41%   Distinguished –2

2021-2022 Iowa Scores Kindergarten- 2nd:

-Kindergarten students scored 72 National Percentile Rank in Reading.

-Kindergarten students scored 74 National Percentile Rank in Extended ELA.

-Kindergarten students scored 82 National Percentile Rank in Math.

-First grade students scored 51 National Percentile Rank in Reading.

-First grade students scored 51 National Percentile Rank in Extended ELA.

-First grade students scored 53 National Percentile Rank in Math.

-First grade students score 64 National Percentile Rank in Science.

-First grade students score 55 National Percentile Rank in Social Studies.

-Second grade students scored 57 National Percentile Rank in Reading.

-Second grade students scored 54 National Percentile Rank in Extended ELA.

-Second grade students scored 69 National Percentile Rank in Math.

-Second grade students score 70 National Percentile Rank in Science.

-Second grade students score 63 National Percentile Rank in Social Studies.

Non-Academic Current State:

In addressing the nonacademic data utilized to meet student needs we take into consideration these areas:

- Students who are economically disadvantaged receive the same quality education and opportunities as those students who exceed the income guidelines. Enrichment opportunities are offered to all students through 21st Century, Save the Children, and Gifted and Talented.

- Attendance is a crucial element in the academic progress of students. We offer incentives for perfect and good attendance. Teachers, administrators, and paraprofessionals make phone calls daily to students who are absent. Teachers organize make up assignments for students with absences, to bridge the instructional gap accompanying those absences. Furthermore, the District Director of Pupil Personnel, School Resource Officer, and the Family Resource personnel make home visits to students with attendance concerns.

- With the collaboration from Comp Care services, we offer counseling to meet individual student needs. Teachers, administrators and/or parents may refer a child for counseling services at the school. These counselors offer in school sessions, as well as after school and summer programs to support our students.

The Impact Kentucky Survey shows that 75% of teachers are favorable of the School Climate, 67% favorable of managing student behavior, and 69% favorable of school leadership. In order to address teacher concerns, we have a committee focused on school behavior and have developed a behavior plan. We have required professional learning in the area of positive behavior supports at the beginning of the school year.

In looking at the Quality of School Climate and Safety Survey, it is very favorable in that the majority of students feel safe, secure and cared for. The Opportunity to

Learn Survey is favorable as well showing that the majority of students felt good about their learning through Non-Traditional Instruction.

Priorities/Concerns

5. Clearly and concisely identify the greatest areas of weakness using precise numbers and percentages.

NOTE: These priorities will be thoroughly addressed in the Comprehensive School Improvement Plan (CSIP) diagnostic and template.

Example: Sixty-eight percent (68%) of students in the achievement gap scored below proficiency on the Kentucky Summative Assessment (KSA) in reading as opposed to just 12% of non-gap learners.

The percentage of fourth grade students scoring in the P/D category was below the state and district averages in the achievement areas of reading and math, and below the district average in the area of science. Scores in the area of science actually increased in the categories of novice and apprentice and decreased in proficient and distinguished. The most critical area in which we will focus much of our attention for this school year is fourth and fifth grades.

Fourth Grade Reading Scores

Novice – 32%   Apprentice – 28%   Proficient – 35%   Distinguished – 5%

Fourth Grade Math Scores

Novice – 29%   Apprentice – 37%   Proficient – 28%   Distinguished –6%

Fourth Grade Science Scores

Novice – 20%   Apprentice – 48%   Proficient – 28%   Distinguished –5%

Our data for K-2 IOWA scores from the 2021-2022 school year shows the following area of priorities and concerns: Each of these areas ranked in the 50th national percentile range compared to same age peers.

-First grade students scored 51 National Percentile Rank in Reading.

-First grade students scored 51 National Percentile Rank in Extended ELA.

-First grade students scored 53 National Percentile Rank in Math.

-First grade students score 55 National Percentile Rank in Social Studies.

-Second grade students scored 57 National Percentile Rank in Reading.

-2nd grade students scored 54 National Percentile Rank in Extended ELA.

Some non-academic areas we focus on would be attendance, behavior, and students who are economically disadvantaged. The student population who are economically disadvantaged receive the same quality education instruction and opportunities of those students who exceed the income guidelines. Additional enrichment opportunities are offered through the Save the Children Program, 21st Century programming, Gifted and Talented services, and morning tutoring sessions. Oftentimes, teachers, administration, and even parents refer students to participate in after school and morning tutoring sessions.

Attendance plays a vital role in student performance. Since the COVID-19 pandemic, quarantines, and virtual learning, attendance played a huge part in our test scores and closing the gap. Classroom teachers and administrators offer recognition and incentives for maintaining high attendance. Our teachers/ paraprofessionals make personalized phone calls daily to each student who is absent. These contacts allow teachers to communicate with parents/guardians regarding assignments, lessons, projects, etc. Teachers gather and organize "make up" work for students. These interactions oftentimes bridge the instructional gap accompanied with absences. Additionally, the District's DPP and our school Family Resource personnel make home visits to students with attendance concerns.

Our Family Resource Center provides school supplies to our economically disadvantaged students in order to ensure that they have the same resources as students with a higher socio-economic advantage. Our FRC also provides resources to the families of economically disadvantaged students in order to ensure that they have the same opportunities as other students. All students are treated equally with challenging materials. Faculty and staff also serve as mentors to students in order to provide supports to students that may not otherwise receive them at home.

Counseling is an asset our school utilizes to meet student needs and to help students with behavior concerns. Teachers, administrators, and often parents refer children to receive counseling services on site. Our school's counselors offer after school and summer programs to support identified/referred students. Within these programs they provide character education on topics such as: goal setting, consequences, decision making, anti-drug, anti-bullying, relationship building, and improving self-esteem. Also, we have a school wide behavior plan that helps us work on student behaviors.

In conclusion, we are concerned with the growth of all students due to the impact of the Covid-19 pandemic. We will continue to review data to identify areas of need and utilize all available resources in order to close the gap.

Strengths/Leverages
    6. Plainly state, using precise numbers and percentages revealed by current data, the strengths and leverages of the school. Explain how they may be utilized to improve areas

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Oak Grove Elementary School

of concern listed above.

Example: Reading achievement has increased from 37% proficient to its current rate of 58%. The systems of support we implemented for reading can be adapted to address our low performance in math.

KSA 3rd-6th Grade 2021-2022

- The percentage of third, fifth, and sixth grade students scoring in the P/D category was above the state and district averages in the achievement area of reading.
- The percentage of third, fifth and sixth grade students scoring in the P/D category was above the state and district averages in the achievement area of math.
- The percentage of fifth grade students scoring in the P/D category was above the state and district averages in the achievement area of on demand writing.
- The percentage of fifth grade students scoring in the P/D category was above the state and district averages in the achievement area of social studies.
- The percentage of fifth grade students scoring in the P/D category was above the state and district averages in the achievement area of editing and mechanics.
- The percentage of fourth grade students scoring in the P/D category was above the state average in the achievement area of science.

2021-2022 Iowa Scores Kindergarten- 2nd:

- Kindergarten students scored 72 National Percentile Rank in Reading.
- Kindergarten students scored 74 National Percentile Rank in Extended ELA.
- Kindergarten students scored 82 National Percentile Rank in Math.
- 1st students score 64 National Percentile Rank in Science.
- 2nd students scored 69 National Percentile Rank in Math.
- 2nd students score 70 National Percentile Rank in Science.
- 2nd students score 63 National Percentile Rank in Social Studies.

 We will build on these strengths to improve our areas of concern. Utilizing interventions in the areas of reading and math through Save the Children, RTA, Reading Recovery, and Math Intervention we will foster the potential growth shown by KSA and Iowa Scores. Teachers will offer enrichment activities to challenge high performing students and offer 21st Century tutoring services and intervention services to address the needs of those students performing below average.

Evaluate the Teaching and Learning Environment

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7. Consider the processes, practices and conditions evident in the teaching and learning environment as identified in the six Key Core Work Processes outlined below:

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

Utilizing implementation data, perception data, and current policies and practices:
a. Complete the Key Elements Template.
b. Upload your completed template in the attachment area below.

After analyzing the Key Elements of your teaching and learning environment, which processes, practices or conditions will the school focus its resources and efforts upon in order to produce the desired changes?

Note that all processes, practices and conditions can be linked to the six Key Core Work Processes.

NOTE: These elements will be thoroughly addressed in the Comprehensive School Improvement Plan (CSIP) diagnostic and template.
 See Attachment

ATTACHMENTS

Attachment Name

📄 Oak Grove Elementary School

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Oak Grove Elementary School

Attachment Summary

Attachment Name	Description	Associated Item(s)
📄 Oak Grove Elementary School	Oak Grove Elementary School Key Elements	• 7

Key Elements of the Teaching and Learning Environment - School

Key Elements	Evidence
KCWP 1: Design and Deploy Standards What evidence is there that your school continually assesses, reviews, and revises curricula to support students' attainment of the knowledge, skills, and dispositions outlined in the Kentucky Academic Standards?	Curriculum map, pacing guides, lesson plans, I can statements, learning targets, PLC meetings, grade level meetings, vertical/horizontal alignment, Literacy Design Collaborative (LDC), Math Design Collaborative (MDC), Striving Readers Comprehensive Literacy (SRCL), Houghton Mifflin Reading Series, MAP, STAR, KSA, formative/summative assessment, SBDM minutes
KCWP 2: Design and Deliver Instruction What evidence is there that your instruction is highly effective, culturally responsive, evidence-based, and provided to all students in the classroom?	Formative/Summative Assessments, KSA data, LDC coding tasks, lesson plans, Writing scrimmage, STAR, MAP, PLC meetings, individual learning plans, RTA, Math Intervention, & Title I data, Individualized progress reports from Study Island, Exact Path, and IXL, ReadWorks, Worldly Wise 300 Vocabulary, Spelling/Vocabulary City, and SBDM minutes
KCWP 3: Design and Deliver Assessment Literacy What evidence is there that you have a balanced assessment system, including classroom assessment for student learning?	PLC meetings, PD training, grade level team meetings, curriculum teams, vertical/horizontal alignment, data review, CSIP/CDIP, SBDM meetings, individual learning plans, individualized progress reports from Study Island, Exact Path, IXL, School Literacy Plan, TCTs, CERs
KCWP 4: Review, Analyze and Apply Data What evidence is there that you have an established system for examining and interpreting all the data that is in schools (e.g., formative, summative, benchmark, and interim assessment data) in order to determine priorities for individual student success?	PLC minutes, STAR, MAP, IOWA, KSA, formative/summative assessment data, Individualized progress reports from Study Island, Exact Path, IXL, Lesson plans, student learning plans, LDC, grade level common assessments, RTI, data room, AIMSweb, district curriculum coaches
KCWP 5: Design, Align and Deliver Support What evidence is there that a system is in place to monitor student data regularly and to ensure a continuous improvement model that monitors what is working to support student learning?	RTI, AimsWeb, Progress monitoring, PBIS, Review 360, formative/summative assessment, AR, MAP, STAR, KSA, PLC meetings, SBDM meetings, CSIP/CDIP, Math Intervention, Reading Recovery, STC, morning and afterschool extended services, 21st Century programs, district curriculum coaches
KCWP 6: Establishing Learning Culture and Environment What evidence is there that your school creates, nurtures, and sustains a fair and caring learning community in which all students have optimal opportunities for academic success?	Oak Grove Elementary school wide rules and behavior plan, classroom management system, Family Reading and Math Night, PBIS, open house, parent teacher conferences, Counselor Services, Impact Survey results, Awards Day, Save the Children, Family Resource Center,, 21st Century, ESS, Quality of School Climate and Safety Results, Opportunity to Learn Survey Results, Independent and Eager Reader Celebration, testing celebration

2022-23 Phase Two: School Assurances

2022-23 Phase Two: School Assurances

Oak Grove Elementary School
Tonya Faulkner
4505 Cumberland Falls Hwy
Corbin, Kentucky, 40701
United States of America

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2022-23 Phase Two: School Assurances
Introduction

Assurances are a required component of the improvement planning process (703 KAR 5:225). Please read each assurance carefully and indicate whether your school complies by selecting the appropriate response (Yes, No or N/A). If you wish to provide further information or clarify your response, space for comments is provided. Comments are optional. You may upload any supporting documentation as needed.

Federal Programs

1. If the school receives Title II, Part A funds, the school provides professional development for staff that is in accordance with the purpose of Title II, Part A of ESSA (job-embedded, evidence-based, sustainable, data-driven and classroom-focused); addresses the needs of all students; and, strives to ensure all students are transition ready as intended by Section 2103 of ESSA, which governs the local use of Title II, Part A funding.

- **Yes**
- No
- N/A

COMMENTS

2. The school ensures that the use of federal funding, including expenditures for certified or classified positions (e.g. counselors, nurses, media specialists, etc.), is reasonable and necessary in compliance with 2 CFR 200.403 and 200.405.

- **Yes**
- No
- N/A

COMMENTS

Title I Programs

3. The school distributes to parents and family members of participating children, or all children in a schoolwide program, a written parent and family engagement policy, which is agreed on by such parents, that describes the means for carrying out the requirements of ESSA Section 1116 (c) through (f). The school makes the policy available to the local community and updates it periodically to meet the changing needs of parents and the school. For reference, Section 1116(b) of ESSA allows existing parent and family engagement policies the school may have in place to be amended to meet the requirements under Title I, Part A.

- **Yes**

o No

o N/A

COMMENTS

4. The school convenes an annual meeting, at a convenient time, to which all parents of participating children, or all children in a schoolwide program, are invited and encouraged to attend, to inform parents of their school's participation in Title I, Part A and to explain the requirements of Title I, Part A, and the right of the parents to be involved, as required under Section 1116(c)(1).

● **Yes**

o No

o N/A

COMMENTS

5. The school offers a flexible number of meetings to parents, such as meetings in the morning or evening, and may provide, with funds provided under this part, transportation, child care, or home visits, as such services relate to parental involvement (ESSA Section 1116(c)(2).

● **Yes**

o No

o N/A

COMMENTS

6. The school involves parents, in an organized, ongoing, and timely way, in the planning, review, and improvement of programs under Title I, including the planning, review, and improvement of the school parent and family engagement policy and the joint development of the schoolwide program plan undersection 1114(b), except that if a school has in place a process for involving parents in the joint planning and design of the school's programs, the school may use that process, if such process includes an adequate representation of parents of participating children (ESSA Section 1116 (c)(3)).

● **Yes**

o No

o N/A

COMMENTS

7. The school provides parents of participating children, or all children in a schoolwide

program—

A. timely information about programs under Title I;
B. a description and explanation of the curriculum in use at the school, the forms of academic assessment used to measure student progress, and the achievement levels of the challenging state academic standards; and
C. if requested by parents, opportunities for regular meetings to formulate suggestions and to participate, as appropriate, in decisions relating to the education of their children, and respond to any such suggestions as soon as practicably possible (ESSA Section 1116 (c)(4)).

- **Yes**
- o No
- o N/A

COMMENTS

8. The school jointly develops with parents for all children served under this part a school-parent compact that outlines how parents, the entire school staff, and students will share the responsibility for improved student academic achievement and the means by which the school and parents will build and develop a partnership to help children achieve the state's high standards. The compact meets the requirements outlined in ESSA 1116(d)(1-2).

- **Yes**
- o No
- o N/A

COMMENTS

9. The school provides assistance to parents of children served by the school in understanding such topics as the challenging state academic standards, state and local academic assessments, the requirements of Title I, and how to monitor a child's progress and work with educators to improve the achievement of their children, as required by ESSA Section 1116(e)(1).

- **Yes**
- o No
- o N/A

COMMENTS

10. The school provides materials and training to help parents to work with their

children to improve their children's achievement, such as literacy training and using technology (including education about the harms of copyright piracy), as appropriate, to foster parental involvement, as required in ESSA Section 1116(e)(2).

- ● **Yes**
- o No
- o N/A

COMMENTS

11. The school educates teachers, specialized instructional support personnel, principals, and other school leaders, and other staff, with the assistance of parents, in the value and utility of contributions of parents, and in how to reach out to, communicate with, and work with parents as equal partners, implement and coordinate parent programs, and build ties between parents and the school, as required in ESSA Section 1116(e)(3).

- ● **Yes**
- o No
- o N/A

COMMENTS

12. To the extent feasible and appropriate, the school coordinates and integrates parent involvement programs and activities with other federal, state, and local programs, including public preschool programs, and conducts other activities, such as parent resource centers, that encourage and support parents in more fully participating in the education of their children (ESSA Section 1116(e)(4)).

- ● **Yes**
- o No
- o N/A

COMMENTS

13. The school ensures that information related to school and parent programs, meetings, and other activities is sent to the parents of participating children, or all children in a schoolwide program, in a format and, to the extent practicable, in a language the parents can understand, as required in ESSA Section 1116(e)(5).

- ● **Yes**
- o No
- o N/A

COMMENTS

14. To the extent practicable, the school provides opportunities for the informed participation of parents and family members (including parents and family members who have limited English proficiency, parents and family members with disabilities, and parents and family members of migratory children), including providing information and school reports required under section 1111 in a format and, to the extent practicable, in a language parents understand (ESSA Section 1116(f)).

- **Yes**
- o No
- o N/A

COMMENTS

Title I Schoolwide Programs

15. If the school is implementing a schoolwide program, the school developed a comprehensive plan (the Comprehensive School Improvement Plan, or CSIP) during a 1-year period or qualifies for an exception under Section 1114(b)(1) of the Every Student Succeeds Act (ESSA).

- **Yes**
- o No
- o N/A

COMMENTS

16. If the school is implementing a schoolwide program, the school developed a comprehensive plan (CSIP) with the involvement of parents and other members of the community to be served as well as individuals who will carry out such plan (e.g. teachers, administrators, classified staff, etc.) as required by Section 1114(b)(2) of ESSA.

- **Yes**
- o No
- o N/A

COMMENTS

17. If the school is implementing a schoolwide program, the school developed a comprehensive plan (CSIP) that will remain in effect for the duration of the school's participation under Title I, Part A of ESSA as required by Section 1114(b)(3) of ESSA.

- **Yes**
- o No

o N/A
COMMENTS

18. If the school is implementing a schoolwide program, the school developed a comprehensive plan (CSIP) that is available to district leadership, parents, and the public and in an understandable and uniform format as required by Section 1114(b)(4) of ESSA.

- **Yes**
- o No
- o N/A

COMMENTS

19. If the school is implementing a schoolwide program, the school developed a comprehensive plan (CSIP) that, to the extent appropriate and applicable, coordinates with other federal, state, and local programs, including but not limited to the implementation of improvement activities in schools identified for comprehensive or targeted support and improvement, as required by Section 1114(b)(5) of ESSA.

- **Yes**
- o No
- o N/A

COMMENTS

20. If the school is implementing a schoolwide program, the school developed a comprehensive plan (CSIP) that is based on a comprehensive needs assessment, which included a review of academic achievement data, and includes, among other items, a description of the strategies the school will implement to address school needs as required by Section 1114(b)(6) of ESSA. The comprehensive needs assessment was developed with the participation of individuals who will carry out the schoolwide program plan, and the school documents how it conducted the needs assessment, the results it obtained, and the conclusions it drew from those results, as required by 34 CFR 200.26 (Code of Federal Regulations).

- **Yes**
- o No
- o N/A

COMMENTS

21. If the school is implementing a schoolwide program, the school developed,

pursuant to Section 1114(b)(7), a comprehensive plan (CSIP) that includes a description of the strategies to be implemented to address school needs, including how such strategies: (1) provide opportunities for all children; (2) use methods and instructional strategies that strengthen the academic program in the school, increase learning time, and provide an enriched and accelerated curriculum; and, (3) address the needs of all children through, for example, the following activities: school-based mental health programs; a tiered model to prevent and address behavioral problems; professional development to improve instruction and use of data from academic assessments, and to recruit and retain effective teachers; and/or, strategies for assisting preschool children transition to local elementary school programs.

- ● **Yes**
- o No
- o N/A

COMMENTS

22. The school regularly monitors the implementation and results achieved by the schoolwide program, using data from the state's annual assessments and other indicators of academic achievement. The school determines whether the schoolwide program has been effective in increasing the achievement of students in meeting the challenging state academic standards, particularly for those students who had been furthest from achieving the standards. The school revises the plan as necessary based on student needs and on the results of the regular monitoring, to ensure continuous improvement of students in the schoolwide program and to ensure that all students are provided opportunities to meet the challenging state academic standards, as required by Section 1114 (b)(3) of ESSA and 34 CFR 200.26.

- ● **Yes**
- o No
- o N/A

COMMENTS

Title I Targeted Assistance School Programs

23. If the school is implementing a targeted assistance school program, participating students are identified in accordance with Section 1115(c) and on the basis of multiple, educationally related, objective criteria.

- o Yes
- o No
- ● **N/A**

COMMENTS

24. If the school is implementing a targeted assistance school program, the school serves participating students using resources under Title I, Part of ESSA to meet challenging state academic standards as required by Section 1115(b)(2)(A) of ESSA.

    o Yes

    o No

    ● **N/A**

COMMENTS

25. If the school is implementing a targeted assistance school program, the school serves, pursuant to Section 1115(b)(2)(B) of ESSA, participating students using methods and instructional strategies to strengthen the academic program of the school, which may include, for example, expanded learning time, summer programs, and/or a tiered model to prevent and address behavioral problems.

    o Yes

    o No

    ● **N/A**

COMMENTS

26. If the school is implementing a targeted assistance school program, the school serves participating students by coordinating with and supporting the regular educational program as required by Section 1115(b)(2)(C) of ESSA.

    o Yes

    o No

    ● **N/A**

COMMENTS

27. If the school is implementing a targeted assistance school program, the school serves participating students by providing professional development to, for example, teachers, administrators, classified staff, and/or other school personnel who work with participating students as required by Section 1115(b)(2)(D) of ESSA.

    o Yes

    o No

    ● **N/A**

COMMENTS

28. If the school is implementing a targeted assistance school program, the school serves, pursuant to Section 1115(b)(2)(E) of ESSA, participating students by implementing strategies to increase the involvement of parents of participating students in accordance with Section 1116 of ESSA.

o Yes

o No

● **N/A**

COMMENTS

29. If the school is implementing a targeted assistance school program, the school serves participating students, to the extent appropriate and applicable, by coordinating with other federal, state, and local programs, including but not limited to the implementation of improvement activities in schools identified for comprehensive or targeted support and improvement, as required by Section 1115(b)(2)(F) of ESSA.

o Yes

o No

● **N/A**

COMMENTS

30. If the school is implementing a targeted assistance school program, the school serves participating students by reviewing the progress of participating students on an ongoing basis and revising the targeted assistance program, if necessary, to provide additional assistance to meet challenging state academic standards as required by Section 1115(b)(2)(G) of ESSA.

o Yes

o No

● **N/A**

COMMENTS

Schools Identified for Targeted Support and Improvement

31. If identified for targeted support and improvement, including additional targeted support and improvement, pursuant to Section 1111(d)(2) of ESSA, the school developed and implemented a plan to improve student outcomes that, among other items, was informed by all indicators, including student performance against long-term

goals; included evidence-based interventions; and, approved by local leadership. For reference, "evidence-based" is defined in ESSA Section 8101(21).

o Yes

o No

● **N/A**

COMMENTS

32. If identified for additional targeted support and improvement pursuant to Section 1111(d)(2)(C), the school developed and implemented a plan to improve student outcomes that also identified resource inequities to be addressed through implementation of such plan.

o Yes

o No

● **N/A**

COMMENTS

Attachment Summary

Attachment Name	Description	Associated Item(s)

2022-23 Phase Three: Comprehensive School Improvement Plan

2022-23 Phase Three: Comprehensive School Improvement Plan

Oak Grove Elementary School
Tonya Faulkner
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2022-23 Phase Three: Comprehensive School Improvement Plan

Rationale

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

While the focus of continuous improvement is student performance, the work must be guided by the aspects of teaching and learning that affect performance. An effective improvement process should address the contributing factors creating the learning environment (inputs) and the performance data (outcomes).

For those schools operating a Title I Schoolwide Program, this plan meets the requirements of Section 1114 of the Every Student Succeeds Act as well as state requirements under 703 KAR 5:225. **No separate Schoolwide Program Plan is required.**

Using the Comprehensive School Improvement Plan Template

The template is a complement to the Needs Assessment for Schools. Using your determined priorities, you will set both short- and long-term targets and outline the activities intended to produce the desired changes.

a. Develop your Strategic Goals using the [Comprehensive School Improvement Plan Template](#).
b. Upload your completed Comprehensive School Improvement Plan in the attachment area below.

Summarize the plan of action developed through your goal setting process.

Describe which objectives and strategies will be maintained and which will be added or modified to address current needs as outlined in your needs assessment diagnostic, especially those of any identified gap groups.

All objectives and strategies will be maintained and continued while trying to accomplish our objectives and close the gap.

ATTACHMENTS

Attachment Name

📄 KDE Comprehensive Improvement Plan

Operational Definitions

Goal: Long-term three- to five-year targets based on the five (5) required school level goals. Elementary/middle schools must have goals for proficiency, separate academic indicator, achievement gap, growth, and transition readiness. 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, as identified in the Needs Assessment for Schools, in order to reach its goals or objectives. There can be multiple strategies for each objective. The strategy can be based upon Kentucky's six (6) Key Core Work Processes listed below or another established improvement approach (i.e. *Six Sigma, Shipley, Baldridge, etc.*).

Key Core Work Processes: A series of processes identified by the Kentucky Department of Education that involve the majority of an organization's workforce and relate to its core competencies. These are the factors that determine an organization's success and help it prioritize areas for growth.

KCWP 1: Design and Deploy Standards
KCWP 2: Design and Deliver Instruction
KCWP 3: Design and Deliver Assessment Literacy
KCWP 4: Review, Analyze and Apply Data
KCWP 5: Design, Align and Deliver Support
KCWP 6: Establishing Learning Culture and Environment

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

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. If your school is a recipient of Title I, Part A funds, your CSIP serves as your annual plan and should indicate how Title I funds are utilized to carry out the planned activities.

Requirements for Building an Improvement Plan

The required goals for elementary/middle schools include the following:
• State Assessment Results in reading and mathematics
• State Assessment Results in science, social studies and writing
• English Learner Progress
• Quality of School Climate and Safety
• Achievement Gap

The required goals for high schools include the following:
• State Assessment Results in reading and mathematics
• State Assessment Results in science, social studies and writing
• English Learner Progress
• Quality of School Climate and Safety
• Postsecondary Readiness (high school only)
• Graduation Rate (high school only)
• Achievement Gap

Attachment Summary

Attachment Name	Description	Associated Item(s)
📄 KDE Comprehensive Improvement Plan	KDE Comprehensive Improvement Plan	•

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.

While the focus of continuous improvement is student performance, the work must be guided by the aspects of teaching and learning that affect performance. An effective improvement process should address the contributing factors creating the learning environment (inputs) and the performance data (outcomes). Through the Needs Assessment for Schools, priorities were identified and processes, practices, and/or conditions were chosen for focus. This goal building template will assist your improvement team to address those priorities and outline your targets and the activities intended to produce the desired changes. Progress monitoring details will ensure that your plan is being reviewed regularly to determine the success of each strategy.

Please note that the objectives (short-term targets) set by your school under the Achievement Gap section of this planning template will be used by the district's superintendent to determine whether or not your school met its targets to reduce the gap in student achievement for any student group for two consecutive years as required by KRS 158.649. Likewise, operational definitions for each required planning component can be found on page 2 of the planning template.

For those schools operating a Title I Schoolwide Program, this plan meets the requirements of Section 1114 of the Every Student Succeeds Act as well as state requirements under 703 KAR 5:225. **No separate Schoolwide Program Plan is required.**

Requirements for Building an Improvement Plan

- The required goals for elementary/middle schools include the following:
  - State Assessment Results in reading and mathematics
  - State Assessment Results in science, social studies and writing
  - Achievement Gap
  - English Learner Progress
  - Quality of School Climate and Safety

- The required goals for high schools include the following:
  - State Assessment Results in reading and mathematics
  - State Assessment Results in science, social studies and writing
  - Achievement Gap
  - English Learner Progress
  - Quality of School Climate and Safety

- Postsecondary Readiness
- Graduation Rate

Explanations/Directions

Goal: Schools should determine long-term goals that are three to five year targets for each required school level indicator. Elementary/middle schools must address proficiency, separate academic indicator, achievement gap, and growth. High schools must address 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
Schools should determine short-term objectives to be attained by the end of the current academic year. There can be multiple objectives for each goal.	Describe your approach to systematically address a process, practice, or condition that was identified as a priority during the Needs Assessment for Schools. There can be multiple strategies for each objective. The strategy can be based upon Kentucky's six (6) Key Core Work Processes or another established improvement approach (i.e. *Six Sigma, Shipley, Baldridge, etc.*).	Describe the actionable steps that will occur to deploy the chosen strategy. There can be multiple activities for each strategy.	List the criteria that will gauge the impact of your work. The measures may be quantitative or qualitative but are observable in some way. Consider measures of input as well as outcomes for both staff and students.	Describe the process used to assess the implementation of the plan, the rate of improvement, and the effectiveness of the plan. Your description should include the artifacts to be reviewed, specific timelines, and responsible individuals.	List the specific federal, state, or local funding source(s) used to support each improvement initiative. If your school is a recipient of Title I, Part A funds, your CSIP serves as your annual plan and must indicate how Title I funds are utilized to carry out the planned activities.

1: State Assessment Results in reading and mathematics

Goal 1: Increase the reading and math percentage of proficient/distinguished students from 61.0% in 2022 to 65.0% by 2025 in reading and 51.0% in 2022 to 60.0% by 2025 in math as measured by the state's accountability NAPD calculation.

Objective	Strategy	Activities	Measure of Success	Progress Monitoring	Funding
Objective 1: Collaborate to increase the average reading KSA proficiency score for all students from 61.0% in 2022 to 63.0% by 2023 as measured by the state's new accountability NAPD calculation.	1. Review, Analyze and Apply Data	A. Teachers and SBDM council will analyze student universal assessment results to monitor progress. Teachers will use their findings to plan instructional strategies, place students in groups, and close curricular gaps during weekly PLC meetings. Plans for improvement will be shared with SBDM council.	Summative assessment measures such as STAR Reading, MAP, IOWA, Common Assessments, and KSA	9/22-9/23 PLC and SBDM Minutes	Funding for Assessments provided through board of education funds and approved grants
		B. Teachers will keep data notebooks to monitor individual student progress toward meeting group and individual goals. Instruction will be driven by student needs, as evidenced by student data.	Student growth as measured by STAR Reading, MAP, Iowa, Common Assessments, and KSA	9/22-9/23 Data Notebooks and PLC Minutes	Funding for Assessments provided through board of education funds and approved grants
	2. Design and Deploy Standards	A. Teachers will participate in district curriculum alignment sessions and will collaborate within grades, between grades, and between content areas to ensure curricular maps and instructional materials are aligned with common core standards/academic standards.	Summative assessment measures such as STAR Reading, MAP, Iowa, Common Assessments, and K-Prep	9/22-9/23 PD Logs, Teachers' Meeting Agendas, and PLC Minutes	Funding for Assessments provided through board of education funds and approved grants

Teachers and SBDM Council

Teachers and Administrators

Teachers and District Curriculum Team

Goal 1: Increase the reading and math percentage of proficient/distinguished students from 61.0% in 2022 to 65.0% by 2025 in reading and 51.0% in 2022 to 60.0% by 2025 in math as measured by the state's accountability NAPD calculation.

Objective	Strategy	Activities	Measure of Success	Progress Monitoring	Funding
		B. Teachers and principal will conduct needs assessment to design learning opportunities for the 21st CCLC program to provide remediation, homework help, and enrichment for all students through before school, after school, and summer school programs.	Growth & achievement, as measured by STAR Reading, MAP, IOWA, Common Assessments, and KSA	9/22-9/23 21st CCLC Program offerings and attendance Teachers and Administrators	21st Century Grant
		C. Teachers will use Study Island, IXL, Reading Eggs, Google Classroom, MyOn, Flocabulary, Read Theory News, ELA, River Deep, Renaissance Place (AR), Wordly Wise, Scholastic Magazine, Time for Kids, and Brain POP in order to enhance instruction in all subject areas, increase student engagement, and provide more individualized instruction to all students.	Summative assessment measures by STAR Reading, MAP, IOWA, Common Assessments, and KSA and attendance in 21st CCLC	9/22-9/23 Lesson Plans, Program Reports, and Formal/Informal Observations Teachers	KyCL Grant Instructional funds.
		D. Teachers will use Literacy Design Collaborative modules and will share results with peers during PLC meetings and/or professional development sessions.	Increase reading achievement as measured by MAP, STAR Reading, IOWA, Common Assessment, and KSA	9/22-9/23 Teachers	No funding needed.

Goal 1: Increase the reading and math percentage of proficient/distinguished students from 61.0% in 2022 to 65.0% by 2025 in reading and 51.0% in 2022 to 60.0% by 2025 in math as measured by the state's accountability NAPD calculation.

Objective	Strategy	Activities	Measure of Success	Progress Monitoring	Funding
	3. Establishing Learning Culture and Environment	A. Teachers will participate in training for Kagan and the GRREC Literacy Academies in order to ensure equitable access to a meaningful and rigorous academic curriculum that is respectful to diverse learners, helps to develop their character, and helps them to be successful.	Participation in Google Classroom, participation in Zoom sessions, and achievement as measured by STAR Reading, MAP, Common Assessments, IOWA, and KPREP	9/22-9/23 Administration KyCL Grant Coordinator	KyCL Grant Funding for assessments and professional development provided through board of education funds and approved grants
Objective 2: Collaborate to increase the average math KSA proficiency score for all students from 51.0% in 2022 to 54.0% by 2023 as measured by the state's new accountability NAPD calculation.	1. Review, Analyze and Apply Data	A. Teachers and SBDM council will analyze student universal assessment results to monitor progress. Teachers will use their findings to plan instructional strategies, place students in groups, and close curricular gaps during weekly PLC meetings. Plans for improvement will be shared with SBDM council.	Summative assessment measures such as MAP, IOWA, Common Assessments, and KSA	9/22-9/23 PLC and SBDM Minutes Teachers and SBDM Council	Funding for Assessments provided through board of education funds and approved grants
		B. Teachers will keep data notebooks to monitor individual student progress toward meeting group and individual goals. Instruction will be driven by student needs, as evidenced by student data.	Student growth as measured by MAP, Iowa, Common Assessments, and KSA	9/22-9/23 Data Notebooks and PLC Minutes Teachers and Administrators	Funding for Assessments provided through board of education funds and approved grants
	2. Design and Deploy Standards	A. Teachers will participate in district curriculum alignment sessions and will collaborate	Summative assessment measures such as MAP,	9/22-9/23	Funding for Assessments provided through

Strategy	Action	Measure	Timeline & Responsible	Documentation	Funding
	within grades, between grades, and between content areas to ensure curricular maps and instructional materials are aligned with common core standards.	Iowa, Common Assessments, and KSA	Teachers and District Curriculum Team	PD Logs, Teachers' Meeting Agendas, and PLC Minutes	board of education funds and approved grants
	B. Teachers will emphasize to students the importance of applying the 8 mathematical practices when teaching math and will actively lead students in applying the practices during instruction.	Increase in math achievement as evidenced by MAP, IOWA, Common Assessments, and KSA	9/22-9/23 Teachers	Lesson Plans and Formal/Informal Observations	Funding for Assessments provided through board of education funds and approved grants
3. Design and Deliver Instruction	A. Teachers and principal will conduct needs assessment to design learning opportunities for the 21st CCLC program to provide remediation, homework help, and enrichment for all students through before school, after school, and summer school programs.	Growth & achievement, as measured by MAP, IOWA, Common Assessments, and KSA	9/22-9/23 Teachers and Administrators	21st CCLC Program offerings and attendance	21st Century Grant
	B. Teachers will use Study Island, IXL, Google Classroom, Prodigy Math, River Deep, XTRA Math and Brain POP in order to enhance instruction in all subject areas, increase student engagement, and provide more individualized instruction to all students.	Summative assessment measures by MAP, IOWA, Common Assessments, and K-Prep and attendance in 21st CCLC	9/22-9/23 Teachers	Lesson Plans, Program Reports, and Formal/Informal Observations	Instructional funds and 21st Century
	C. Teachers will use Math Design Collaborative modules and will share results with peers during	Increase in math as measured by MAP,	9/22-9/23 Teachers		No funding needed.

		PLC meetings and/or professional development sessions.	IOWA, Common Assessment, and KSA	
4. Establishing Learning Culture and Environment	A. Teachers will participate in trainings for Kagan and the GRREC Literacy Academies, which also pertain to content areas, to ensure equitable access to a meaningful and rigorous academic curriculum that is respectful to diverse learners, helps to develop their character, and helps them to be successful.	Participation in trainings, and achievement as measured by STAR Reading, MAP, Common Assessments, IOWA, and KSA	9/22-9/23 Teachers Administration	KyCL Grant Funding for assessments and professional development provided through board of education funds and approved grants

Goal 2: Increase the percentage of all students scoring at the proficient/distinguished level from 33.0% to 40.0% in the area of Science, from 50.0% to 57.0% in the area of Social Studies, and from 68.0% to 72.0% in the area of writing, by 2025 as measured by the state's new accountability calculator.

Objective	Strategy	Activities	Measure of Success	Progress Monitoring	Funding
Objective 1: Collaborate to increase the percentage of all students scoring at the proficient/distinguished level from 33.0% in 2022 to 35.0% by 2023 in the area of Science as measured by the state's new accountability calculator.	1. Review, Analyze and Apply Data	A. Teachers and SBDM council will analyze student assessment results to monitor progress. Teachers will use their findings to plan instructional strategies, place students in groups, and close curricular gaps during weekly PLC meetings. Plans for improvement will be shared with SBDM council	Summative assessment measures, such as IOWA, MAP Language, Common Assessments, and KSA	9/22-9/23 Teachers and SBDM Council	Funding for Assessments provided through board of education funds and approved grants.
		B. Teachers will use scrimmage tests to evaluate student progress toward mastery of standards. Results will be analyzed and used to inform instructional strategies, to make recommendations for remediation, re-teaching, and/or enrichment, and to identify need for supplemental resources.	Increase in science, social studies, and writing achievement as evidenced by scrimmage results, Common Assessments, and KSA	9/22-9/23 Lesson Plans and Formal/Informal Observations Teachers	No funding needed.
		C. Teachers will collaborate with District Science Instructional Coach, as well as with grade level team members, teachers across grade levels, and Special Education Instructors/Interventionists to analyze student data results	Growth in student data as provided by IOWA, Common Assessments, Classroom data, and KSA	9/22-9/23 PLC minutes and Data Notebooks Teachers and District Curriculum and Special Needs Staff	No funding needed.

Goal 2: Increase the percentage of all students scoring at the proficient/distinguished level from 33.0% to 40.0% in the area of Science, from 50.0% to 57.0% in the area of Social Studies, and from 68.0% to 72.0% in the area of writing, by 2025 as measured by the state's new accountability calculator.

Objective	Strategy	Activities	Measure of Success	Progress Monitoring	Funding
	2. Design, align, and Deliver Support	and will cooperate to make instructional decisions.			
		A. Teachers and principal will collaborate to design learning opportunities for the 21st CCLC program to provide remediation, homework help, and enrichment in the area of Science for all students through before-school, after-school, and summer school programs.	Growth & achievements, as measured by IOWA, Common Assessments, Classroom data, and KSA	9/22-9/23

21st CCLC Program offerings and attendance

Teachers and Administrators | 21st Century Grant |
| | | B. Teachers will use Study Island, IXL, Google Classroom, Brain Pop, and other digital resources in order to enhance instruction in Science, increase student engagement; and provide more individualized instruction to all students. | Summative assessment measures, IOWA, Common Assessments, classroom data, and KSA and attendance in 21st CCLC | 9/22-9/23

Lesson Plans and Formal/Informal Observations

Teachers | KyCL Grant; 21st Century Grant; Instructional Funds |
| | | C. Teachers in accountability grades will administer Science assessments in formats similar to those used on KSA in order to acclimate students to the rigor of the assessment. They will use scoring guides like those used on KSA assessments and will teach students to use self-evaluation as a tool to | Student performance on KSA, as well as individual performance on formative and summative products | 9/22-9/23

Scrimmage Test results

Teachers | No funding needed. |

Goal 2: Increase the percentage of all students scoring at the proficient/distinguished level from 33.0% to 40.0% in the area of Science, from 50.0% to 57.0% in the area of Social Studies, and from 68.0% to 72.0% in the area of writing, by 2025 as measured by the state's new accountability calculator.

Objective	Strategy	Activities	Measure of Success	Progress Monitoring	Funding
		enhance their writing literacy and test taking skills.			
		D. 21st CCLC staff will collaborate with classroom teachers and Special Education instructors to differentiate, provide remediation, extend learning, and enrich instructional content for students attending before-school, after-school, and summer programs	Student achievement and growth as evidenced by IOWA, common assessments, classroom data, and KSA	On-going Data notebooks, KSA results Regular Education Teachers; Special Education Teachers; 21st Century Staff	21st Century Grant
	3. Design and Deliver Instruction	A. School staff will communicate high expectations for all students, students will be included in analyzing their own learning results, and student achievements will be celebrated. Staff will communicate learning goals and expectations to students and parents and will share educational progress with students and parents at regular intervals through progress reports, report cards, and exit criteria. Students will set goals for achievement and growth and will identify strategies to meet their goals.	Student achievement and growth as evidenced by classroom data IOWA, and KSA; data from Impact KY Survey	On-going Student data Administration, Teachers, District Instructional Coaches	No funding needed.

Goal 2: Increase the percentage of all students scoring at the proficient/distinguished level from 33.0% to 40.0% in the area of Science, from 50.0% to 57.0% in the area of Social Studies, and from 68.0% to 72.0% in the area of writing, by 2025 as measured by the state's new accountability calculator.

Objective	Strategy	Activities	Measure of Success	Progress Monitoring	Funding
	4. Design and Deploy Standards	A. Teachers in all grade levels will ensure that Science is being taught at optimal instructional levels to promote success. Teachers will collaborate to design instruction and activities that are aligned with Next Generation Science Standards, Students will be provided differentiation to address their individual needs	Student achievement and growth as evidenced by classroom data, common assessments, scrimmage results, and KSA	9/22-9/23 Lesson Plans, PLC minutes, results Formal/Informal Observations, K-Prep Teachers Administration	KyCL Grant: Wordly Wise and IReady
	5. Establishing Learning Culture and Environment	Teachers will participate in trainings for Kagan and GRREC Literacy Academies, which also pertain to content areas, to ensure equitable access to a meaningful and rigorous academic curriculum that is respectful to diverse learners, helps to develop their character, and helps them to be successful.	Participation in Google Classroom, participation in Zoom sessions, and achievement as measured by STAR Reading, MAP, Common Assessments, IOWA, and KSA	9/22-9/23 Teachers Administration KyCL Grant Coordinator	Funding for assessments and professional development provided through board of education funds and approved grants
Objective 2: Collaborate to increase the percentage of all students scoring at the proficient/distinguished level from 50.0% in 2022 to 53.0% by 2023 in the area of Social Studies as measured by the	1. Review, Analyze and Apply Data	A. Teachers and SBDM council will analyze student universal assessment results to monitor progress. Teachers will use their findings to plan instructional strategies, place students in groups, and close curricular gaps during weekly PLC meetings. Plans for	Summative assessment measures, such as IOWA, MAP Language, Common Assessments, and KSA	9/22-9/23 PLC and SBDM Minutes Teachers and SBDM Council	Funding for Assessments provided through board of education funds and approved grants.

Goal 2: Increase the percentage of all students scoring at the proficient/distinguished level from 33.0% to 40.0% in the area of Science, from 50.0% to 57.0% in the area of Social Studies, and from 68.0% to 72.0% in the area of writing, by 2025 as measured by the state's new accountability calculator.

Objective	Strategy	Activities	Measure of Success	Progress Monitoring	Funding
state's new accountability calculator.		improvement will be shared with SBDM council.			
		B. Teachers will use scrimmage tests to evaluate student progress toward mastery of standards. Results will be analyzed and used to inform instructional strategies, to make recommendations for remediation, re-teaching, and/or enrichment, and to identify need for supplemental resources.	Increase in science, social studies, and writing achievement as evidenced by scrimmage results, Common Assessments, and KSA	9/22-9/23 Lesson Plans and Formal/Informal Observations Teachers	No funding needed.
		C. Teachers will collaborate with District Instructional Coaches, as well as with grade level team members, teachers across grade levels, and Special Education instructors/Interventionists to analyze student data results and will cooperate to make instructional decisions.	Growth in student data as provided by IOWA, Common Assessments, Classroom data, and KSA	9/22-9/23 PLC minutes Teachers and District Instructional Coaches and Special Needs Staff	No funding needed.
	2. Design, Align, and Deliver Support	A. Teachers will use Study Island, IXL, Google Classroom, MyOn, Flocabulary, News ELA, Renaissance Place (AR), Brain Pop, and other digital resources in order to enhance instruction in Social Studies, increase	Growth & achievements, as measured by IOWA, Common Assessments, Classroom data, and KSA	9/22-9/23 21st CCLC Program offerings and attendance Teachers and Administrators	21st Century Grant

Goal 2: Increase the percentage of all students scoring at the proficient/distinguished level from 33.0% to 40.0% in the area of Science, from 50.0% to 57.0% in the area of Social Studies, and from 68.0% to 72.0% in the area of writing, by 2025 as measured by the state's new accountability calculator.

Objective	Strategy	Activities	Measure of Success	Progress Monitoring	Funding
		student engagement; and provide more individualized instruction to all students.			
		B. Teachers in accountability grades will administer Social Studies assessments in formats similar to those used on KSA in order to acclimate students to the rigor of the assessment. They will use scoring guides like those used on KSA assessments and will teach students to use self-evaluation as a tool to enhance their writing literacy and test taking skills.	Summative assessment measures, IOWA, Common Assessments, classroom data, and 21st CCLC	9/22-9/23 Lesson Plans and Formal/Informal Observations Teachers Administration	Striving Readers Grant; 21st Century Grant; Instructional Funds
		C. 21st CCLC staff will collaborate with classroom teachers and Special Education instructors to differentiate, provide remediation, extend learning, and enrich instructional content for students attending before-school, after-school, and summer programs	Student performance on KSA, as well as individual performance on formative and summative products	9/22-9/23 Scrimmage Test results Teachers Administration	No funding needed.
		D. 21st CCLC staff will collaborate with classroom teachers and Special Education instructors to differentiate, provide remediation, extend learning, and enrich instructional	Student achievement and growth as evidenced by IOWA, common assessments, classroom data, and KSA	On-going KSA results Regular Education Teachers; Special Education Teachers; 21st Century Staff	21st Century Grant

Goal 2: Increase the percentage of all students scoring at the proficient/distinguished level from 33.0% to 40.0% in the area of Science, from 50.0% to 57.0% in the area of Social Studies, and from 68.0% to 72.0% in the area of writing, by 2025 as measured by the state's new accountability calculator.

Objective	Strategy	Activities	Measure of Success	Progress Monitoring	Funding
	3. Establishing Learning Culture and Environment	content for students attending before-school, after-school, and summer programs.			
		D. Teachers will participate in trainings, Kagan and GRECC Literacy Academies, which also pertain to content areas, in order to ensure equitable access to a meaningful and rigorous academic curriculum that is respectful to diverse learners, helps to develop their character, and helps them to be successful.	Participation trainings, and achievement as measured by STAR Reading, MAP, Common Assessments, IOWA, and KSA	9/22-9/23 Teachers Administrators KyCL Grant Coordinator	KyCL Grant Funding for assessments and professional development provided through board of education funds and approved grants
Objective 3: Collaborate to increase the percentage of all students scoring at the proficient/distinguished level and from 68.0 in 2022 to 70.0 by 2023 in writing as measured by the state's new accountability calculator	1. Review, Analyze and Apply Data	A. Teachers and SBDM council will analyze student universal assessment results to monitor progress. Teachers will use their findings to plan instructional strategies, place students in groups, and close curricular gaps during weekly PLC meetings. Plans for improvement will be shared with SBDM council.	Summative assessment measures, such as IOWA, MAP Language, Common Assessments, and KSA	9/22-9/23 PLC and SBDM Minutes Teachers and SBDM Council	Funding for Assessments provided through board of education funds and approved grants.

Goal 2: Increase the percentage of all students scoring at the proficient/distinguished level from 33.0% to 40.0% in the area of Science, from 50.0% to 57.0% in the area of Social Studies, and from 68.0% to 72.0% in the area of writing, by 2025 as measured by the state's new accountability calculator.

Objective	Strategy	Activities	Measure of Success	Progress Monitoring	Funding
		B. Teachers will use scrimmage tests in the areas of Writing to evaluate student progress toward mastery of standards. Results will be analyzed and used to inform instructional strategies, to make recommendations for remediation, re-teaching, and/or enrichment, and to identify need for supplemental resources.	Increase in writing achievement as evidenced by scrimmage results, Common Assessments, and KSA	9/22-9/23 Lesson Plans and Formal/Informal Observations Teachers Administrators	No funding needed.
		C. Teachers will collaborate with District Writing Instructional Coach, as well as with grade level team members, teachers across grade levels, and Special Education instructors/interventionists to analyze student data results and will cooperate to make instructional decisions.	Growth in student data as provided by IOWA, Common Assessments, Classroom data, and KSA	9/22-9/23 PLC minutes and Data Notebooks Teachers, District Writing Instructional Coach, Administrators, and Special Needs Staff	No funding needed.

Goal 2: Increase the percentage of all students scoring at the proficient/distinguished level from 33.0% to 40.0% in the area of Science, from 50.0% to 57.0% in the area of Social Studies, and from 68.0% to 72.0% in the area of writing, by 2025 as measured by the state's new accountability calculator.

Objective	Strategy	Activities	Measure of Success	Progress Monitoring	Funding
		D. Teachers will collaborate with District Writing Coach to evaluate student writing products, analyze student strengths and weaknesses, and individualize writing instruction to maximize student performance.	Student performance on KSA, as well as individual performance on formative and summative writing products	9/22-9/23 Scrimmage Test results, Data Notebooks, and PLC Minutes Administrators, Teachers, and District Writing Coach	No funding needed.
		E. Students will track their progress in writing, will set growth goals for themselves, and will participate in writing activities that are specifically designed for their developmental levels and interest level. Students in 5th and 6th, for example, will be presented with on-demand tasks that address situations encountered in and/or important to middle school aged students. These strategies will increase student engagement self-awareness, and motivation.	Student performance on KSA, as well as individual performance on formative and summative writing products	9/22-9/23 Teachers Administrators District Instructional Coaches	No funding needed.

Goal 2: Increase the percentage of all students scoring at the proficient/distinguished level from 33.0% to 40.0% in the area of Science, from 50.0% to 57.0% in the area of Social Studies, and from 68.0% to 72.0% in the area of writing, by 2025 as measured by the state's new accountability calculator.

Objective	Strategy	Activities	Measure of Success	Progress Monitoring	Funding
	2. Design, Align, and Deliver Support	A. Teachers and principal will collaborate to design learning opportunities for the 21st CCLC program to provide remediation, homework help, and enrichment in the area of Writing. Tasks will be embedded in 21st CCLC activities.	Growth & achievements, as measured by IOWA, Common Assessments, Classroom data, and KSA	9/22-9/23 21st CCLC Program offerings and attendance Teachers and Administrators	21st Century Grant
		B. Teachers will use Study Island, IXL, Google Classroom, MyOn, Flocabulary, News ELA, Renaissance Place (AR), Brain Pop, and other digital resources in order to enhance instruction in Writing; increase student engagement; and provide more individualized instruction to all students.	Summative assessment measures, IOWA, Common Assessments, classroom data, and KSA and attendance in 21st CCLC	9/22-9/23 Lesson Plans and Formal/Informal Observations Teachers and Administrators	KyCL Grant; 21st Century Grant; Instructional Funds
		C. Teachers in accountability grades will administer Writing assessments in formats similar to those used on KSA in order to acclimate students to the rigor of the assessment. They will use scoring guides like those used on KSA assessments and will teach students to use self-evaluation as a tool to	Student performance on KSA, as well as individual performance on formative and summative products	9/22-9/23 Data Notebooks and Scrimmage Test results Teachers and Administrators	No funding needed.

Goal 2: Increase the percentage of all students scoring at the proficient/distinguished level from 33.0% to 40.0% in the area of Science, from 50.0% to 57.0% in the area of Social Studies, and from 68.0% to 72.0% in the area of writing, by 2025 as measured by the state's new accountability calculator.

Objective	Strategy	Activities	Measure of Success	Progress Monitoring	Funding
		enhance their writing literacy and test taking skills.			
		D. 21st CCLC staff will collaborate with classroom teachers and Special Education instructors to differentiate, provide remediation, extend learning, and enrich instructional content for students attending before-school, after-school, and summer programs.	Student achievement and growth as evidenced by IOWA, common assessments, classroom data, and KSA	On-going Data notebooks, KSA results Regular Education Teachers; Special Education Teachers; 21st Century Staff	21st Century Grant
	3. Establish Learning Culture and Environment	A. School staff will communicate high expectations for all students, students will be included in analyzing their own learning results, and student achievements will be celebrated. Staff will communicate learning goals and expectations to students and parents and will share educational progress with students and parents at regular	Student achievement and growth as evidenced by classroom data IOWA, and KSA; data from Impact KY Survey	Ongoing Student data notebooks Teachers and Administrators	No funding needed.

Goal 2: Increase the percentage of all students scoring at the proficient/distinguished level from 33.0% to 40.0% in the area of Science, from 50.0% to 57.0% in the area of Social Studies, and from 68.0% to 72.0% in the area of writing, by 2025 as measured by the state's new accountability calculator.

Objective	Strategy	Activities	Measure of Success	Progress Monitoring	Funding
		intervals through progress reports, report cards, and exit criteria. Students will set goals for achievement and growth and will identify strategies to meet their goals.			
		B. Teachers will participate in trainings Kagan and GRREC Literacy Academies, which also pertain to content areas, in order to ensure equitable access to a meaningful and rigorous academic curriculum that is respectful to diverse learners, helps to develop their character, and helps them to be successful during this time of remote learning.	Participation in trainings, and achievement as measured by STAR Reading, MAP, Common Assessments, IOWA, and KSA	9/22-9/23 Teachers Administrators KyCL Grant Coordinator	KyCL Grant Funding for assessments and professional development provided through board of education funds and approved grants
	4. Design and Deploy Standards	A. Teachers in all grade levels will ensure Writing is being taught at optimal instructional levels to promote success. Teachers will collaborate to design instruction and activities that are aligned with KY Academic Standards for Writing along with district writing plan. Students will be provided with	Student achievement and growth as evidenced by classroom data, common assessments, scrimmage results, and KSA	9/22-9/23 Lesson Plans, PLC minutes, Data Notebooks, Formal/Informal Observations, KSA results Teachers Administrators	KyCL Grant

Goal 2: Increase the percentage of all students scoring at the proficient/distinguished level from 33.0% to 40.0% in the area of Science, from 50.0% to 57.0% in the area of Social Studies, and from 68.0% to 72.0% in the area of writing, by 2025 as measured by the state's new accountability calculator.

Objective	Strategy	Activities	Measure of Success	Progress Monitoring	Funding
		differentiation to address their individual needs. Teachers in all grade levels will incorporate the Ready Winter supplemental curriculum into writing activities along with Wordly Wise supplemental resources.			

3: Achievement Gap

KRS 158.649 requires the school-based decision making (SBDM) council, or the principal if no council exists, to set the school's yearly targets for eliminating any achievement gap. The targets should be established with input from parents, faculty, and staff and submitted to the superintendent for consideration and the local board of education for adoption. In addition to being a statutory requirement, intentionally focusing on the achievement gaps that exist among a school's underserved student populations is also a vital component of the continuous improvement process. Schools should use a variety of measures and analysis when conducting its review of its achievement gaps, including a review of the school's climate and culture. Schools are not required to establish long term achievement gap goals; however, schools must establish yearly targets (objectives).

Goal 3: Increase the reading and math proficiency scores for students in economically disadvantaged population from 58% in 2022 to 64% by 2025 in reading and for math from 45% in 2022 to 51% in 2025 as measured by the state's NAPD calculation.

Objective	Strategy	Activities	Measure of Success	Progress Monitoring	Funding
Objective 1: Increase the proficiency score in reading for students in the economically disadvantaged population from 58.0% in 2022 to 60.0% in 2022 as measured by the state's NAPD calculation.	1. Review, Analyze and Apply Data	A. Universal screeners will be used to identify students at-risk in reading, and language in order to place students in RTA, Save the Children, and Title I groups, to plan for instructional differentiation, and to identify students in need of MTSS.	Student growth as evidenced by MAP and STAR Reading results; RTA & Title I	9/22-9/23 Progress Reports and Data Sheets for students receiving services	RTA, Title I funding, and Board of Education funds and approved grants.
		B. Students identified as at-risk in reading, and/or language will be screened using AIMS Web Plus, and progress monitoring will be used to assess further need for intervention. Students with behavioral issues which impact achievement will be monitored using Review 360.	Student growth, as evidenced by MAP, STAR Reading, & AIMS Web Plus and data provided through progress monitoring	Ongoing Progress monitoring data Teachers Administrators	Funding for assessments provided through Board of Education funds and approved grants.
		C. Teachers will collaborate with RTA, STC, Title I, and Special Education instructors to analyze student data results	Growth in student data as provided by MAP, STAR Reading, AIMS Web Plus, IOWA,	9/22-9/23 PLC minutes and Progress monitoring	RTA, Title I funding, and Board of Education funds and approved grants.

Note: The "Teachers Administrators" entries appear under Progress Monitoring for rows A and B.

Goal 3: Increase the reading and math proficiency scores for students in economically disadvantaged population from 58% in 2022 to 64% by 2025 in reading and for math from 45% in 2022 to 51% in 2025 as measured by the state's NAPD calculation.

Objective	Strategy	Activities	Measure of Success	Progress Monitoring	Funding
	2. Design, Align, and Deliver Support	and will cooperate to make instructional and placement decisions.	Common Assessments, classroom data, and KSA.	Teachers Administrators	
		A. RTA, STC, Title I, and Special Education instructors will collaborate with classroom teachers and each other to provide small group instruction, one on one instruction, and in-class collaboration. Tier II and Tier III intervention services will be provided, in addition to support for Tier I interventions.	Growth in student data as provided by MAP, STAR Reading, AIMSWeb Plus, IOWA, Common Assessments, classroom data, and KSA.	Ongoing Student data notebooks and teacher schedules Teachers Administrators District Instructional Coaches	Funding for assessments provided through Board of Education funds and approved grants.
		B. Teachers will collaborate with their peers, instructional leaders, district curriculum design specialists, and instructional coaches to employ research driven instructional strategies and identify resources necessary to provide highly engaging, content-rich instruction for all students.	Student growth as evidenced by MAP, STAR Reading, AIMS Web Plus, IOWA, Common Assessments, classroom data, and KSA	Ongoing Lesson Plans, PLC minutes, and Formal/Informal observations Teachers and District Curriculum Team	Funding for assessments provided through Board of Education funds, approved grants.
		C. Technology will be integrated in all subject areas to provide differentiation and increase student engagement. IXL, Study Island, River Deep, MyOn, Read Theory, Flocabulary, News ELA, Google	Student achievement and growth as evidenced by MAP, STAR Reading, IOWA, and KSA	Ongoing Lesson Plans, PLC minutes, and Formal/Informal observations Teachers	Funding for assessments provided through Board of Education funds, approved grants, and instructional funds.

Goal 3: Increase the reading and math proficiency scores for students in economically disadvantaged population from 58% in 2022 to 64% by 2025 in reading and for math from 45% in 2022 to 51% in 2025 as measured by the state's NAPD calculation.

Objective	Strategy	Activities	Measure of Success	Progress Monitoring	Funding
		Classroom, and BrainPop will be utilized across content areas and grade levels as remediation, enrichment, and to extend learning.			Administrators
		D. 21st CCLC staff will collaborate with classroom teachers, RTA, Title I, and Special Education instructors to differentiate, provide remediation, extend learning, and enrich instructional content for students attending before-school, after-school, and summer school programs.	Student achievement and growth as evidenced by MAP, STAR Reading, IOWA, and KSA	Ongoing Lesson Plans and Formal/Informal observations Teachers Administrators	Funding for assessments provided through Board of Education funds, approved grants, 21st Century Grant, RTA, and Title I Funding.
		E. Family Resource Center staff, along with 21st CCLC staff will collaborate with teachers, parents, and the community to provide services to reduce barriers and to facilitate family involvement. A variety of outreach services to target specific needs identified in surveys conducted throughout the year, as well as opportunities for families to participate in educational activities will be employed to ensure all students are able to	Student achievement and growth as evidenced by MAP, STAR Reading, IOWA, and KSA; data from Impact KY Survey	Ongoing Sign-in sheets for 21st CCLC, FRC, and school events Teachers, FRC Staff, and 21st Century Staff	FRC, 21st Century Grants, funding for assessments provided through Board of Education funds and approved grants.

Goal 3: Increase the reading and math proficiency scores for students in economically disadvantaged population from 58% in 2022 to 64% by 2025 in reading and for math from 45% in 2022 to 51% in 2025 as measured by the state's NAPD calculation.

Objective	Strategy	Activities	Measure of Success	Progress Monitoring	Funding
overcome obstacles and learn at high levels.	3. Establishing Learning Culture and Environment	A. School staff will communicate high expectations for all students, students will be included in analyzing their own learning results, and student achievements will be celebrated. Staff will communicate learning goals and expectations to students and parents and will share educational progress with students and parents at regular intervals through progress reports, report cards, and exit criteria. Students will set goals for achievement and growth and will identify strategies to meet their goals.	Student achievement and growth as evidenced by MAP, STAR Reading, IOWA, and KSA; data from Impact KY Survey	Ongoing

Student data notebooks

Teachers

Administrators | Funding for assessments provided through Board of Education funds and approved grants. |
| | | B. Teachers will participate in technology trainings for Google Classroom, Google Forms, Zoom, etc. in order to ensure equitable access to a meaningful and rigorous academic curriculum that is respectful to diverse learners, helps to develop their character, and helps them to | Participation in Google Classroom, participation in Zoom sessions, and achievement as measured by STAR Reading, MAP, Common Assessments, IOWA, and KSA | 9/22 – 9/23

Teachers

Administrators

District Technology Department

District PD Coordinator | Funding for assessments and professional development provided through board of education funds and approved grants |

Goal 3: Increase the reading and math proficiency scores for students in economically disadvantaged population from 58% in 2022 to 64% by 2025 in reading and for math from 45% in 2022 to 51% in 2025 as measured by the state's NAPD calculation.

Objective	Strategy	Activities	Measure of Success	Progress Monitoring	Funding
Objective 2: Increase the proficiency score in math for students in the economically disadvantaged population from 45.0% in 2022 to 47.0% in 2023 as measured by the state's NAPD calculation.	1. Review, Analyze and Apply Data		be successful during this time of remote learning.		
		A. Universal screeners will be used to identify students at-risk in math, and language in order to place students in math intervention and Title I groups, to plan for instructional differentiation, and to identify students in need of MTSS.	Student growth as evidenced by MAP and STAR Math results; Math Intervention, & Title I	9/22-9/23 Progress Reports and Data Sheets for students receiving services Teachers Administrators	Title I funding, and Board of Education funds and approved grants.
		B. Students identified as at -risk in math will be screened using AIMS Web Plus, and progress monitoring will be used to assess further need for intervention. Students with behavioral issues which impact achievement will be monitored using Review 360.	Student growth, as evidenced by MAP, & AIMS Web Plus and data provided through progress monitoring	Ongoing Progress monitoring data Teachers Administrators	Funding for assessments provided through Board of Education funds and approved grants.
		C. Teachers will collaborate with Math Intervention, Title I, and Special Education Instructors to analyze student data results and will cooperate to make instructional and placement decisions.	Growth in student data as provided by MAP, AIMS Web Plus, IOWA, Common Assessments, classroom data, and KSA	9/22-9/23 PLC minutes and Progress monitoring Teachers Administrators	Title I funding, and Board of Education funds and approved grants.
	2. Design, Align, and Deliver Support	A. Math Intervention, Title I, and Special Education instructors will collaborate with classroom teachers and each other to	Growth in student data as provided by MAP, STAR Math, AIMSWeb Plus, IOWA, Common	Ongoing Student data notebooks and teacher schedules	Funding for assessments provided through Board of

Goal 3: Increase the reading and math proficiency scores for students in economically disadvantaged population from 58% in 2022 to 64% by 2025 in reading and for math from 45% in 2022 to 51% in 2025 as measured by the state's NAPD calculation.

Objective	Strategy	Activities	Measure of Success	Progress Monitoring	Funding
		provide small group instruction, one on one instruction, and in-class collaboration. Tier II and Tier III intervention services will be provided, in addition to support for Tier I interventions.	Assessments, classroom data, and KSA	Teachers Administrators	Education funds and approved grants.
		B. Teachers will collaborate with their peers, instructional leaders, district curriculum design specialists, and instructional coaches to employ research driven instructional strategies and identify resources necessary to provide highly engaging, content-rich instruction for all students.	Student growth as evidenced by MAP, STAR Math, AIMS Web Plus, IOWA, Common Assessments, classroom data, and KSA	Ongoing Teachers, Administrators, and District Curriculum Team	Funding for assessments provided through Board of Education funds, approved grants.
		C. Technology will be integrated in all subject areas to provide differentiation and increase student engagement. IXL, Study Island, Prodigy Math, River Deep, Google Classroom, and BrainPop will be utilized across content areas and grade levels as remediation, enrichment, and to extend learning.	Student achievement and growth as evidenced by MAP, STAR Math, IOWA, and KSA	Ongoing Lesson Plans, PLC minutes, and Formal/Informal observations Teachers, Administrators, District Technology Department	Funding for assessments provided through Board of Education funds, approved grants, and instructional funds.
		D. 21st CCLC staff will collaborate with classroom teachers, Math Intervention, Title I, and Special	Student achievement and growth as evidenced by MAP,	Ongoing	Funding for assessments provided through Board of

Goal 3: Increase the reading and math proficiency scores for students in economically disadvantaged population from 58% in 2022 to 64% by 2025 in reading and for math from 45% in 2022 to 51% in 2025 as measured by the state's NAPD calculation.

Objective	Strategy	Activities	Measure of Success	Progress Monitoring	Funding
		Education instructors to differentiate, provide remediation, extend learning, and enrich instructional content for students attending before-school, after-school, and summer school programs.	STAR Math, IOWA, and KSA	Lesson Plans and approved grants, 21st Formal/Informal observations	Education funds, approved grants, 21st Century Grant, RTA, and Title I Funding.
			Teachers 21st CCLC Teachers Administrators		
		E. Family Resource Center staff, along with 21st CCLC staff will collaborate with teachers, parents, and the community to provide services to reduce barriers and to facilitate family involvement. A variety of outreach services to target specific needs identified in surveys conducted throughout the year, as well as opportunities for families to participate in educational activities will be employed to ensure all students are able to overcome obstacles and learn at high levels.	Student achievement and growth as evidenced by MAP, STAR Math, IOWA, and KSA; data from Impact KY Survey	Ongoing	FRC, 21st Century Grants, funding for assessments provided through Board of Education funds and approved grants.
				Sign-in sheets for 21st CCLC, FRC, and school events	
				Teachers, Administrators, FRC Staff, and 21st Century Staff	
	3. Establishing Learning Culture and Environment	A. School staff will communicate high expectations for all students, students will be included in analyzing their own learning results, and student achievements will be celebrated. Staff will	Student achievement and growth as evidenced by MAP, STAR Math, IOWA, and KSA; data from Impact KY Survey	Ongoing	Funding for assessments provided through Board of Education funds and approved grants.
				Student data notebooks	
				Teachers Administrators	

Goal 3: Increase the reading and math proficiency scores for students in economically disadvantaged population from 58% in 2022 to 64% by 2025 in reading and for math from 45% in 2022 to 51% in 2025 as measured by the state's NAPD calculation.

Objective	Strategy	Activities	Measure of Success	Progress Monitoring	Funding
		communicate learning goals and expectations to students and parents and will share educational progress with students and parents at regular intervals through progress reports, report cards, and exit criteria. Students will set goals for achievement and growth and will identify strategies to meet their goals.			
		B. Teachers will participate in technology trainings for Google Classroom, Google Forms, Zoom, etc. in order to ensure equitable access to a meaningful and rigorous academic curriculum that is respectful to diverse learners, helps to develop their character, and helps them to be successful during this time of remote learning.	Participation in Google Classroom, participation in Zoom sessions, and achievement as measured by STAR Math, MAP, Common Assessments, IOWA, and KSA	9/22 – 9/23 Teachers, Administrators, District Technology Department, District PD Coordinator	Funding for assessments and professional development provided through board of education funds and approved grants

4: English Learner Progress

Goal 4 (State your English Learner goal,):N/A

Objective	Strategy	Activities	Measure of Success	Progress Monitoring	Funding
Objective 1					
Objective 2					

5: Quality of School Climate and Safety

Goal 5: Increase the indicator score of 80.8 in 2022 to 85 in 2025 for the Quality of School Climate and Safety based on the ratings from the Spring 2022 Kentucky Summative Assessment Quality of School Climate & Safety Survey.

Objective	Strategy	Activities	Measure of Success	Progress Monitoring	Funding
Objective 1: Increase the indicator score of 80.8 in 2022 to 82 in 2025 for the Quality of School Climate and Safety	1. Establishing Culture and Environment.	A. School Wide Rules and BRUIN Pride posters are posted in every classroom and above every set of water fountains to help build a culture of good behavior, respect, unity, integrity, nobleness, and self-control.	Behavior incidents as reported in Infinite Campus.	9/22 – 9/23 Teachers, Administrators	No funding needed.
		B. Character building activities such as the leadership club, UNITE, Too Good for Drugs, Comp Care Counseling.	Nomination and membership in character building clubs.	9/22 – 9/23 Teachers, Administrators, Comp Care Staff, Family Resource Staff, 21st CCLC Staff	Family Resource, 21st Century, UNITE, and Too Good for Drugs Funding Comp Care
	2. Design, Align, and Deliver Support Processes	A. Behavior screenings take place periodically throughout the year using Review 360.	Review 360 Scores	9/22 – 9/23 Teachers, Administrators, District Instructional Coaches	Review 360 is purchased by the Whitley County Board of Education

6: **Postsecondary Readiness (high school only)**

Goal 6 (State your postsecondary goal.): N/A

Objective	Strategy	Activities	Measure of Success	Progress Monitoring	Funding
Objective 1					
Objective 2					

7: Graduation Rate (high school only)

Goal 7 (State your graduation goal.):N/A

Objective	Strategy	Activities	Measure of Success	Progress Monitoring	Funding
Objective 1					
Objective 2					

8: Other (Optional)

Goal 8 (State your separate goal.): N/A

Objective	Strategy	Activities	Measure of Success	Progress Monitoring	Funding
Objective 1					
Objective 2					

Special Considerations for Targeted Support and Improvement (TSI) including Additional Targeted Support and Improvement (ATSI) Schools

TSI schools (including ATSI schools) must embed their subgroup(s) plan for improvement within their CSIPs. TSI stakeholders, including the principal and other school leaders, teachers, and parents, should carefully consider what must be done to ensure the subgroup(s) perform(s) at high levels in the state accountability system. In addition to identifying strategies and activities within the CSIP that address the specific needs of underperforming groups, provide narrative information regarding the additional requirements for TSI schools in the following chart:

Components of Turnaround Leadership Development and Support:

Consider: How will you ensure that school leadership has or develops the skills and disposition to achieve accelerated, meaningful, and sustainable increases in student achievement for underperforming subgroups?

Response:

Identification of Critical Resources Inequities:

Consider: Describe the process used to review the allocation and use of resources (people, time, and money), any resource inequities that were identified that may contribute to underperformance, and how identified resource inequities will be addressed.

Response:

Additional Actions That Address the Causes of Consistently Underperforming Subgroups of Students

Consider: Describe the process used to review the learning culture related to your targeted subgroup(s) and any additional actions that were determined to address the causes of underperformance.

Response:

Targeted Subgroups and Evidence-Based Interventions:

Consider: Identify the areas of need revealed by the analysis of academic and non-academic data that will be addressed through CSIP activities for your targeted subgroup(s). What evidence-based practice(s) will the school incorporate that specifically targets the subgroup(s) achievement that contributed to the TSI identification? How will we monitor the evidence-based practice to ensure it is implemented with fidelity?

Response:

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.

TSI/ATSI 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) including Additional Targeted Support and Improvement (ATSI) 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, ATSI 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 "Compliance Requirements" resource available on KDE's Evidence-based Practices website.

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

Evidence-based Activity	Evidence Citation	Uploaded in eProve
Train staff to implement inductive teaching strategies.	Hattie, J. (2009). Visible Learning: a synthesis of over 800 meta-analyses relating to achievement. Routledge: New York, NY.	☒
		☐
		☐
		☐
		☐

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.

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

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

Identification of Critical Resources Inequities:		

Consider: Describe the process used to review the allocation and use of resources (people, time, and money), any resource inequities that were identified that may contribute to underperformance, and how identified resource inequities will be addressed.

Response:

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) including Additional Targeted Support and Improvement (ATSI) 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, ATSI 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 "Compliance Requirements" resource available on KDE's Evidence-based Practices website.

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		☐

Evidence-based Activity	Evidence Citation	Uploaded in eProve
		☐
		☐