

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. Long-term targets should be informed by The Needs Assessment for Schools.

Objective	Strategy	Activities	Measure of Success	Progress Monitoring	Funding
<p>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.</p>	<p>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. <i>Six Sigma, Shipley, Baldrige, etc.</i>).</p>	<p>Describe the actionable steps that will occur to deploy the chosen strategy. There can be multiple activities for each strategy.</p>	<p>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.</p>	<p>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.</p>	<p>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.</p>

1: State Assessment Results in reading and mathematics

Goal 1: By June 2025, East Valley Elementary will increase the combined reading and math percentage of proficient/distinguished students to 79.2%.					
Objective	Strategy	Activities	Measure of Success	Progress Monitoring	Funding
<p><u>Objective 1</u></p> <p>By June 2023, there will be an increase from 51% to 56% of East Valley Elementary students scoring proficient/distinguished in reading.</p>	Design and Deploy Standards	Ensure that monitoring measures are in place to support a high level of fidelity in teaching the standards through the implementation of evidence-based curriculum, the Amplify textbook, and the i-Ready Instructional Toolbox with targeted professional development, peer observations, and walkthrough/coaching visits.	Kentucky Academic Standards Checklists which will be maintained by teachers and monitored by principal and district walkthrough data	Feedback will be provided to teachers regarding the Kentucky Academic Standards during bi-weekly Professional Learning Communities (PLCs), weekly walkthrough/coaching data, bi-weekly content PLCs, and the data analysis of classroom assessments and district Universal Screeners (3 times annually).	Amplify (district funded) i-Ready (district funded) Professional Development (district provided)
		Establish a system for teachers to review and revise the curriculum to meet the needs of our students.	Lesson plans and/or assessment notebooks, curriculum maps, and agendas and minutes from content PLCs will be monitored by the principal.	Multi-Tiered System of Supports (MTSS) Teams, bi-weekly Professional Learning Communities (PLCs) agendas, minutes, and sign-in sheets, lesson plans, content PLC agendas, minutes, and sign-in sheets, and the development of curriculum maps	No funding needed
	Design and Deliver Instruction	Ensure that all students have a clear understanding of learning expectations using learning intentions and success criteria and goal setting. Universal Design for Learning	Data from the district coaching tool, school assessments, and district universal screeners	Weekly district-level and principal walkthrough coaching documents, data analysis from classroom assessments and district universal screeners (3 times annually)	Professional Development (district funded)

Goal 1: **By June 2025, East Valley Elementary will increase the combined reading and math percentage of proficient/distinguished students to 79.2%.**

Objective	Strategy	Activities	Measure of Success	Progress Monitoring	Funding
		<p>Ensure that teachers utilize the most appropriate and highly effective strategies to ensure congruency to the student learning intention.</p> <p>Professional development on Learning Intentions and Success Criteria; Peer observations</p> <p>Promoting increased opportunities for students to respond through peer-to-peer discussion, higher-order questioning, Whole-Brain Teaching, Kagan strategies, random selection of students, and inquiry-based learning.</p> <p>Ensure that targeted students receive additional instruction in reading through the After School Learning Loss Program</p> <p>Utilization of Title I funds to decrease the student to teacher ratio in order to increase overall student achievement</p> <p>Promote literacy and engagement through Family Literacy Nights</p>	<p>Evidence of increased student engagement from the coaching document data and increased academic achievement evident in Universal Screener Data</p>	<p>Data analysis from walkthrough coaching documents, Coding Visit data from the Center for Instructional and Behavioral Research in Schools, and lesson plans</p>	<p>After School Learning Loss Program/ARP (\$14,036.91)</p> <p>Title I (\$70,503.99)</p>

Goal 1: **By June 2025, East Valley Elementary will increase the combined reading and math percentage of proficient/distinguished students to 79.2%.**

Objective	Strategy	Activities	Measure of Success	Progress Monitoring	Funding
	Review, Analyze, and Apply Data Results	Ensure systems are in place to collect and analyze data to drive classroom instruction. (Renaissance Learning-STAR and Accelerated Reader, i-Ready, fluency screeners, KSA.	MTSS, SBDM, and PLC meetings including ESS, Steele-Reese Interventionist, and AmeriCorps Service Member will have an increased focus on data analysis utilizing charts and graphs.	Minutes, agendas, and sign-in sheets from monthly MTSS Team meetings and bi-weekly PLC and Student Data meetings	ESS (\$6,380.90) AmeriCorps Service Member (FRC funded-\$6300.00) Steele Reese Interventionist (\$22,919.93) Assessment Programs (district funded)
<p><u>Objective 2</u></p> <p>By June 2023, there will be an increase from 35% to 40% of East Valley Elementary students scoring proficient/distinguished in math.</p>	Design and Deploy Standards	Ensure that monitoring measures are in place to support a high level of fidelity in teaching the standards through the implementation of evidence-based curriculum, IXL Math and Envision with professional development, peer observations, and walkthrough/coaching visits.	Kentucky Academic Standards Checklists which will be maintained by teachers and monitored by principal and district walkthrough data.	Feedback will be provided to teachers regarding the Kentucky Academic Standards during bi-weekly Professional Learning Communities (PLCs), weekly walkthrough/coaching data, bi-weekly content PLCs, and the data analysis of classroom assessments and district Universal Screeners (3 times annually).	Envision (district funded) IXL (district funded)
		Establish a system for teachers to review and revise the curriculum to meet the needs of our students.	Lesson plans and/or assessment notebooks, curriculum maps, agendas, and minutes from content PLCs will be monitored by the principal.	Multi-Tiered System of Supports (MTSS) Teams, bi-weekly Professional Learning Communities (PLCs) agendas, minutes, and sign-in sheets, lesson plans, content PLC agendas, minutes, and sign-in sheets, and the development of curriculum maps	No funding needed

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Objective	Strategy	Activities	Measure of Success	Progress Monitoring	Funding
		<p>Promote Kindergarten Readiness through activities and materials to be sent home at Kindergarten Registration.</p> <p>Dolly Parton’s Imagination Library will be utilized to promote early literacy.</p>	<p>Data from the Brigance screener and fall i-Ready Diagnostic</p>	<p>Multi-Tiered System of Supports (MTSS) Teams, bi-weekly Professional Learning Communities (PLCs) agendas, minutes, and sign-in sheets, lesson plans, content PLC agendas, minutes, and sign-in sheets</p>	<p>Family Engagement/Title I (\$389.70)</p>
	<p>Design and Deliver Instruction</p>	<p>Ensure that all students have a clear understanding of learning expectations using learning intentions and success criteria and goal setting.</p> <p>Universal Design for Learning</p>	<p>Data from the district coaching tool, school assessments, and district universal screeners</p>	<p>Weekly district-level and principal walkthrough coaching documents, data analysis from classroom assessments and district universal screeners (3 times annually)</p>	<p>PD (district funded)</p>

Goal 1: **By June 2025, East Valley Elementary will increase the combined reading and math percentage of proficient/distinguished students to 79.2%.**

Objective	Strategy	Activities	Measure of Success	Progress Monitoring	Funding
		<p>Professional development on Learning Intentions and Success Criteria; Peer observations</p> <p>Promoting increased opportunities for students to respond through peer-to-peer discussion, higher-order questioning, Whole-Brain Teaching, Kagan strategies, random selection of students, and inquiry-based learning.</p> <p>Ensure that targeted students receive additional instruction in math through the After School Learning Loss Program.</p> <p>Utilization of Title I funds to decrease the student to teacher ratio in order to increase overall student achievement.</p>	<p>Evidence of increased student engagement from the coaching document data and increased academic achievement evident in Universal Screener Data</p>	<p>Data analysis from walkthrough coaching documents, Coding Visit data from the Center for Instructional and Behavioral Research in Schools, and lesson plans</p>	<p>After School Learning Loss Program/ARP (\$14,036.91)</p> <p>Title I (\$70,503.99)</p>

Goal 1: **By June 2025, East Valley Elementary will increase the combined reading and math percentage of proficient/distinguished students to 79.2%.**

Objective	Strategy	Activities	Measure of Success	Progress Monitoring	Funding
	Review, Analyze, and Apply Data Results	Ensure systems are in place to collect and analyze data to drive classroom instruction.	MTSS, SBDM, and PLC meetings including ESS, Steele-Reese Interventionist, and AmeriCorps Service Member will have an increased focus on data analysis utilizing charts and graphs.	Minutes, agendas, and sign-in sheets from monthly MTSS Team meetings and bi-weekly PLC and Student Data meetings	ESS (\$6,380.90) AmeriCorps Service Member (FRC funded-\$6300.00) Steele Reese Interventionist (\$22,919.93)

2: State Assessment Results in science, social studies and writing

Goal 2: By June 2025, East Valley Elementary will increase the combined separate academic indicator (science, social studies, writing) percentage of proficient/distinguished students to 83.3%					
Objective	Strategy	Activities	Measure of Success	Progress Monitoring	Funding
<p><u>Objective 1</u></p> <p>By June 2023, there will be an increase from 31% to 36% of East Valley Elementary’s fourth grade students scoring proficient/distinguished in science.</p>	Design and Deploy Standards	Ensure that monitoring measures are in place to support a high level of fidelity in teaching the standards through the implementation of evidence-based curriculum and Amplify Science with targeted professional development, peer observations, and walkthrough/coaching visits.	Kentucky Academic Standards Checklists which will be maintained by teachers and monitored by principal and district walkthrough data	Feedback will be provided to teachers regarding the Kentucky Academic Standards during bi-weekly Professional Learning Communities (PLCs), weekly walkthrough/coaching data, bi-weekly content PLCs, and the data analysis of classroom assessments	Amplify Science (district funded) PD (district funded)
		<p>Establish a system for teachers to review and revise the curriculum to meet the needs of our students.</p> <p>Ensure that students participate in STEM/hands-on activities that are aligned to the standards</p>	Lesson plans and/or assessment notebooks, curriculum maps, and agendas and minutes from content PLCs will be monitored by the principal.	Multi-Tiered System of Supports (MTSS) Teams, bi-weekly Professional Learning Communities (PLCs) agendas, minutes, and sign-in sheets, lesson plans, content PLC agendas, minutes, and sign-in sheets, lesson plans, and the development of curriculum maps	Per Pupil \$500.00
	Design and Deliver Instruction	<p>Ensure that all students have a clear understanding of learning expectations using learning intentions and success criteria and goal setting.</p> <p>Universal Design for Learning</p>	Data from the district coaching tool and school assessments	Weekly district-level and principal walkthrough coaching documents, data analysis from classroom assessments, and lesson plans	PD (district funded)

Goal 2: By June 2025, East Valley Elementary will increase the combined separate academic indicator (science, social studies, writing) percentage of proficient/distinguished students to 83.3%

Objective	Strategy	Activities	Measure of Success	Progress Monitoring	Funding
		<p>Ensure that teachers utilize the most appropriate and highly effective strategies to ensure congruency to the student learning intention.</p> <p>Professional development on Learning Intentions and Success Criteria; Peer observations</p> <p>Promoting increased opportunities for students to respond through peer-to-peer discussion, higher-order questioning, Whole-Brain Teaching, Kagan strategies, random selection of students, and inquiry-based learning.</p> <p>Promote increased student engagement through Science Programs/Assemblies for all students.</p>	<p>Evidence of increased student engagement from the coaching document data and increased academic achievement evident in classroom assessments.</p>	<p>Data analysis from walkthrough coaching documents, Coding Visit data from the Center for Instructional and Behavioral Research in Schools, and lesson plans</p>	<p>Family Engagement/Title I (\$263.71)</p> <p>Student Generated (\$300.00)</p> <p>Title IV (\$1,000)</p>
	<p>Review, Analyze, and Apply Data Results</p>	<p>Ensure systems are in place to collect and analyze data to drive classroom instruction.</p>	<p>MTSS, SBDM, and PLC meetings with an increased focus on data analysis utilizing charts and graphs.</p>	<p>Minutes, agendas, and sign-in sheets from monthly MTSS Team meetings and bi-weekly PLC meetings</p>	<p>No funding needed</p>

Goal 2: By June 2025, East Valley Elementary will increase the combined separate academic indicator (science, social studies, writing) percentage of proficient/distinguished students to 83.3%

Objective	Strategy	Activities	Measure of Success	Progress Monitoring	Funding
<p>Objective 2</p> <p>By June 2023, there will be an increase from 39% to 44% of East Valley Elementary’s fifth grade students scoring proficient/distinguished in social studies.</p>	Design and Deploy Standards	<p>Ensure that monitoring measures are in place to support a high level of fidelity in teaching the standards through the implementation of evidence-based curriculum and SAVVAS Social Studies with targeted professional development, peer observations, and walkthrough/coaching visits.</p>	<p>Kentucky Academic Standards Checklists which will be maintained by teachers and monitored by principal and district walkthrough data</p>	<p>Feedback will be provided to teachers regarding the Kentucky Academic Standards during bi-weekly Professional Learning Communities (PLCs), weekly walkthrough/coaching data, bi-weekly content PLCs, and the data analysis of classroom assessments</p>	<p>SAVVAS (district funded) PD (district funded)</p>
		<p>Establish a system for teachers to review and revise the curriculum to meet the needs of our students.</p>	<p>Lesson plans and/or assessment notebooks, curriculum maps, and agendas and minutes from content PLCs will be monitored by the principal.</p>	<p>Multi-Tiered System of Supports (MTSS) Teams, bi-weekly Professional Learning Communities (PLCs) agendas, minutes, and sign-in sheets, lesson plans, content PLC agendas, minutes, and sign-in sheets, lesson plans, and the development of curriculum maps</p>	<p>No funding needed</p>
	Design and Deliver Instruction	<p>Ensure that all students have a clear understanding of learning expectations using learning intentions and success criteria and goal setting.</p> <p>Universal Design for Learning</p>	<p>Data from the district coaching tool and school assessments</p>	<p>Weekly district-level and principal walkthrough coaching documents, data analysis from classroom assessments</p>	<p>PD (district funded)</p>

Goal 2: By June 2025, East Valley Elementary will increase the combined separate academic indicator (science, social studies, writing) percentage of proficient/distinguished students to 83.3%

Objective	Strategy	Activities	Measure of Success	Progress Monitoring	Funding
		<p>Ensure that teachers utilize the most appropriate and highly effective strategies to ensure congruency to the student learning intention.</p> <p>Ensure that teachers utilize online resources (Ed puzzle, Nearpod, Flocabulary) to increase academic achievement</p> <p>Professional development on Learning Intentions and Success Criteria; Peer observations</p> <p>Promoting increased opportunities for students to respond through peer-to-peer discussion, higher-order questioning, Whole-Brain Teaching, Kagan strategies, random selection of students, and inquiry-based learning.</p>	<p>Evidence of increased student engagement from the coaching document data and increased academic achievement evident in classroom assessments.</p>	<p>Data analysis from walkthrough coaching documents, Coding Visit data from the Center for Instructional and Behavioral Research in Schools, and lesson plans</p>	<p>PD (district funded)</p> <p>Online Resources (district funded)</p>
	<p>Review, Analyze, and Apply Data Results</p>	<p>Ensure systems are in place to collect and analyze data to drive classroom instruction.</p>	<p>MTSS, SBDM, and PLC meetings with an increased focus on data analysis utilizing charts and graphs.</p>	<p>Minutes, agendas, and sign-in sheets from monthly MTSS Team meetings and bi-weekly PLC meetings</p>	<p>No funding needed</p>

Goal 2: By June 2025, East Valley Elementary will increase the combined separate academic indicator (science, social studies, writing) percentage of proficient/distinguished students to 83.3%					
Objective	Strategy	Activities	Measure of Success	Progress Monitoring	Funding
<p>Objective 3</p> <p>By June 2023, there will be an increase from 62% to 67% of East Valley Elementary’s fifth grade students scoring proficient/distinguished in combined writing (on-demand and editing/mechanics)</p>	Design and Deploy Standards	<p>Ensure that monitoring measures are in place to support a high level of fidelity in teaching the standards through the implementation of evidence-based curriculum and the Document-Based Questions Project with targeted professional development, peer observations, and walkthrough/coaching visits.</p>	<p>Kentucky Academic Standards Checklists which will be maintained by teachers and monitored by principal and district walkthrough data</p>	<p>Feedback will be provided to teachers regarding the Kentucky Academic Standards during bi-weekly Professional Learning Communities (PLCs), weekly walkthrough/coaching data, bi-weekly content PLCs, and the data analysis of classroom writing samples with rubrics.</p>	No funding needed
		<p>Establish a system for teachers to review and revise the curriculum to meet the needs of our students.</p>	<p>Lesson plans and/or assessment notebooks, curriculum maps, and agendas and minutes from content PLCs will be monitored by the principal.</p>	<p>Multi-Tiered System of Supports (MTSS) Teams, bi-weekly Professional Learning Communities (PLCs) agendas, minutes, and sign-in sheets, lesson plans, content PLC agendas, minutes, and sign-in sheets, lesson plans, and the development of curriculum maps</p>	No funding needed
	Design and Deliver Instruction	<p>Ensure that all students have a clear understanding of learning expectations through the use of learning intentions and success criteria and goal setting.</p> <p>Universal Design for Learning</p>	<p>Data from the district coaching tool and school assessments</p>	<p>Weekly district-level and principal walkthrough coaching documents and data analysis from classroom writing samples with rubrics</p>	PD (district funded)

Goal 2: By June 2025, East Valley Elementary will increase the combined separate academic indicator (science, social studies, writing) percentage of proficient/distinguished students to 83.3%

Objective	Strategy	Activities	Measure of Success	Progress Monitoring	Funding
		<p>Ensure that teachers utilize the most appropriate and highly effective strategies to ensure congruency to the student learning intention.</p> <p>Professional development on Learning Intentions and Success Criteria; Peer observations</p> <p>Promoting increased opportunities for students to respond through peer-to-peer discussion, higher-order questioning, Whole-Brain Teaching, Kagan strategies, random selection of students, and inquiry-based learning.</p>	<p>Evidence of increased student engagement from the coaching document data and increased academic achievement evident in classroom assessments</p>	<p>Data analysis from walkthrough coaching documents, Coding Visit data from the Center for Instructional and Behavioral Research in Schools, and lesson plans</p>	<p>PD (district funded)</p>
	<p>Review, Analyze, and Apply Data Results</p>	<p>Ensure systems are in place to collect and analyze data to drive classroom instruction.</p>	<p>MTSS, SBDM, and PLC meetings with an increased focus on data analysis utilizing charts and graphs</p>	<p>Minutes, agendas, and sign-in sheets from monthly MTSS Team meetings and bi-weekly PLC meetings</p>	<p>No funding needed</p>

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).

Objective	Strategy	Activities	Measure of Success	Progress Monitoring	Funding
<p><u>Objective 1</u></p> <p>By June 2023, the percentage of students in the Economically Disadvantaged Category scoring at the proficient/distinguished level will increase from 51% to 56%.</p>	<p>Design and Deploy Standards</p>	<p>Utilize results from diagnostic results, formative, and summative assessments to drive instruction for both individuals and groups of students</p> <p>Behavior Screener-Student Risk Screening Scale (SRSS)</p>	<p>Diagnostic results, formative and summative assessments, and progress monitoring data for individual students</p>	<p>Agendas, minutes, and sign-in sheets from bi-weekly Professional Learning Communities (PLCs), monthly Multi-Tiered System of Supports (MTSS) Team meetings, and bi-weekly Student Data Meetings, Individual Response to Intervention (RTI) data, and IEP Progress Monitoring Data</p>	<p>No funding needed</p>
		<p>Ensure that all users (interventionists, teachers, administrators, and Learning Loss Teachers) utilize assessment data to drive instruction for individualized and group instruction to increase academic achievement</p> <p>Title I Crate</p>	<p>Formative and Summative Assessment Data</p> <p>School-wide and RTI data analysis</p>	<p>Agendas, minutes, and sign-in sheets from bi-weekly Professional Learning Communities (PLCs), monthly Multi-Tiered System of Supports (MTSS) Team meetings, and bi-weekly Student Data Meetings, and student progress reports</p>	<p>ESS (\$6,380.90)</p> <p>AmeriCorps Service Member (FRC funded-\$6300.00)</p> <p>Steele Reese Interventionist (\$22,919.93)</p> <p>Learning Loss Teachers-ESSER II (\$175,573.07)</p>

Objective	Strategy	Activities	Measure of Success	Progress Monitoring	Funding
	Design and Deliver Instruction	Implement the District MTSS Framework with fidelity through checklists and documentation tools	Formative and Summative Assessment Data drives instruction, which leads to student success	Agendas, minutes, and sign-in sheets from bi-weekly Professional Learning Communities (PLCs), monthly Multi-Tiered System of Supports (MTSS) Team meetings, bi-weekly Student Data Meetings, and data from District MTSS Monitoring Visits	No funding needed
	Establish Learning Culture and Environment	Ensure that processes are in place to communicate with and support families in order to address barriers to learning, including placement and progress in intervention support systems Parent/Teacher Conferences and Kindergarten Jumpstart	Documentation of communication with stakeholders	Parent Contact Logs reflecting contact regarding necessary intervention and support, progress reports, individual student data sheets with evidence of progress towards individual goals during RTI	Per Pupil (\$3,000.00)
		Ensure that clear student expectations and group norms have been established within classrooms	Data from Positive Behavioral Instructional Supports (PBIS)	Positive Behavioral Instructional Supports (PBIS) Plan and discipline referral reports reflected on Infinite Campus	No funding needed
<p><u>Objective 2</u></p> <p>By June 2023, the percentage of students in the Disability-With IEP Category scoring proficient/distinguished in reading will increase from 27% to 32%.</p>	Design and Deploy Standards	Utilize data from summative assessments to drive the instruction of the standards for both individuals and groups of students	Formative and Summative Assessment Data School-wide and RTI data analysis IEP Progress Monitoring Data	Agendas, minutes, and sign-in sheets from bi-weekly Professional Learning Communities (PLCs) and monthly Multi-Tiered System of Supports (MTSS) Team meetings	No funding needed

Objective	Strategy	Activities	Measure of Success	Progress Monitoring	Funding
		Ensure that all users utilize assessment data to drive instruction for individualized and group instruction to increase academic achievement	Formative and Summative Assessment Data School-wide and RTI data analysis	Agendas, minutes, and sign-in sheets from bi-weekly Professional Learning Communities (PLCs) and monthly Multi-Tiered System of Supports (MTSS) Team meetings	No funding needed
	Design and Deliver Instruction	Implement the District MTSS Framework with fidelity through checklists and documentation tools Extended School Services After School Learning Loss Instruction	Formative and Summative Assessment Data School-wide and RTI data analysis	Agendas, minutes, and sign-in sheets from bi-weekly Professional Learning Communities (PLCs) and monthly Multi-Tiered System of Supports (MTSS) Team meetings	ESS (\$6,300.00) After School Learning Loss/ARP (\$14,036.91)
		Ensure data analysis occurs during PLCs to evaluate the effectiveness of instruction and to determine necessary instructional adjustments Walkthrough/Coaching visits with a focus on co-teaching evidence-based practices	Formative and Summative Assessment Data School-wide and RTI data analysis	Agendas, minutes, and sign-in sheets from bi-weekly Professional Learning Communities (PLCs) and monthly Multi-Tiered System of Supports (MTSS) Team meetings Data from walkthrough/coaching tool	No funding needed
	Establish Learning Culture and Environment	Ensure that processes are in place to communicate with and support families in order to address barriers to learning, including placement and progress in intervention support systems	Response to Intervention (RTI) data analysis with evidence of student growth	Parent Contact Logs reflecting contact regarding necessary intervention and support, progress reports, individual student data sheets with evidence of progress towards individual goals during RTI	Per Pupil (\$3,000.00)

Objective	Strategy	Activities	Measure of Success	Progress Monitoring	Funding
		Ensure that clear student expectations and group norms have been established within classrooms	Data from Positive Behavioral Instructional Supports (PBIS)	Positive Behavioral Instructional Supports (PBIS) Plan and discipline referral reports reflected on Infinite Campus	No funding needed
		Utilize the Behavior Universal Screener: Student Risk Screening Scale (SRSS)	Reduced number of infractions among disability students with an IEP	Individual IEP Progress Monitoring Data School-wide Infraction Tracking Sheet	No funding needed
<p>Objective 3 By June 2023, the percentage of students in the Economically Disadvantaged Category scoring proficient/distinguished in math will increase from 32% to 37%.</p>	Design and Deploy Standards	Utilize data from summative assessments to drive the instruction of the standards for both individuals and groups of students	Formative and Summative Assessment Data School-wide and RTI data analysis	Agendas, minutes, and sign-in sheets from bi-weekly Professional Learning Communities (PLCs) and monthly Multi-Tiered System of Supports (MTSS) Team meetings	No funding needed
		Ensure that all teachers and staff utilize assessment data to drive instruction for individualized and group instruction to increase academic achievement	Formative and Summative Assessment Data School-wide and RTI data analysis	Agendas, minutes, and sign-in sheets from bi-weekly Professional Learning Communities (PLCs) and monthly Multi-Tiered System of Supports (MTSS) Team meetings	No funding needed
	Design and Deliver Instruction	<p>Implement the District MTSS Framework with fidelity through checklists and documentation tools</p> <p>Extended School Services</p> <p>After School Learning Loss Instruction</p>	<p>Formative and Summative Assessment Data</p> <p>School-wide and RTI data analysis</p>	Agendas, minutes, and sign-in sheets from bi-weekly Professional Learning Communities (PLCs) and monthly Multi-Tiered System of Supports (MTSS) Team meetings	<p>ESS (\$6,300.00)</p> <p>After School Learning Loss/ARP (\$14,036.91)</p>

Objective	Strategy	Activities	Measure of Success	Progress Monitoring	Funding
		Ensure data analysis occurs during PLCs to evaluate the effectiveness of instruction and to determine necessary instructional adjustments	Formative and Summative Assessment Data School-wide and RTI data analysis	Agendas, minutes, and sign-in sheets from bi-weekly Professional Learning Communities (PLCs) and monthly Multi-Tiered System of Supports (MTSS) Team meetings	No funding needed
	Establish Learning Culture and Environment	Ensure that processes are in place to communicate with and support families in order to address barriers to learning, including placement and progress in intervention support systems	Response to Intervention (RTI) data analysis with evidence of student growth	Parent Contact Logs reflecting contact regarding necessary intervention and support, progress reports, individual student data sheets with evidence of progress towards individual goals during RTI	Per Pupil (\$3,000.00)
<p>Objective 4</p> <p>By June 2023, the percentage of students in the Disability-With IEP Category scoring proficient/distinguished in math will increase from 20% to 25%.</p>	Design and Deploy Standards	Utilize data from summative assessments to drive the instruction of the standards for both individuals and groups of students	Formative and Summative Assessment Data School-wide and RTI data analysis	Agendas, minutes, and sign-in sheets from bi-weekly Professional Learning Communities (PLCs) and monthly Multi-Tiered System of Supports (MTSS) Team meetings	No funding needed
		<p>Ensure that all teachers and staff utilize assessment data to drive instruction for individualized and group instruction to increase academic achievement</p> <p>Utilize differentiated learning centers to meet the needs of all students</p>	Formative and Summative Assessment Data School-wide and RTI data analysis	Agendas, minutes, and sign-in sheets from bi-weekly Professional Learning Communities (PLCs) and monthly Multi-Tiered System of Supports (MTSS) Team meetings	Per Pupil (\$1,500.00)

Objective	Strategy	Activities	Measure of Success	Progress Monitoring	Funding
	Design and Deliver Instruction	Implement the District MTSS Framework with fidelity through checklists and documentation tools Extended School Services After School Learning Loss Instruction	Formative and Summative Assessment Data School-wide and RTI data analysis	Agendas, minutes, and sign-in sheets from bi-weekly Professional Learning Communities (PLCs) and monthly Multi-Tiered System of Supports (MTSS) Team meetings	ESS (\$6,300.00) After School Learning Loss/ARP (\$14,036.91)
		Ensure data analysis occurs during PLCs to evaluate the effectiveness of instruction and to determine necessary instructional adjustments	Formative and Summative Assessment Data School-wide and RTI data analysis	Agendas, minutes, and sign-in sheets from bi-weekly Professional Learning Communities (PLCs) and monthly Multi-Tiered System of Supports (MTSS) Team meetings	No funding needed
	Establish Learning Culture and Environment	Ensure that processes are in place to communicate with and support families in order to address barriers to learning, including placement and progress in intervention support systems	Response to Intervention (RTI) data analysis with evidence of student growth	Parent Contact Logs reflecting contact regarding necessary intervention and support, progress reports, individual student data sheets with evidence of progress towards individual goals during RTI	Per Pupil (\$3,000.00)

4: English Learner Progress

Goal 4: By June 2025, all English Language (EL) students will progress at least 2 levels.

Objective	Strategy	Activities	Measure of Success	Progress Monitoring	Funding
<p>Objective 1</p> <p>By June 2023, all English Language Students will progress at least .5 levels.</p>	<p>Design and Deliver Instruction</p>	<p>Professional development for administration, regular, and EL teachers via online PD models for World-Class Instructional Design and Assessment (WIDA)</p>	<p>School and Teacher Professional Development Plans based on areas of need</p>	<p>Language Instruction Educational Program (LIEP) results in structured English Immersion Program</p> <p>Annual Professional Development Logs</p> <p>Lesson plans and weekly walkthrough data will reflect when the regular education teachers collaborate with the ELL teacher</p>	<p>PD (district funded)</p>
	<p>Review, Analyze, and Apply Data results</p>	<p>Monitor students from WIDA ACCESS in English Proficiency and Growth based on January administration for EL online assessment</p>	<p>Students in the EL Program exit</p>	<p>Records will show a 4.5 or higher over; composite proficiency level on Tier B or Tier C ACCESS for ELL and in grades 1-12</p>	<p>District funded</p>
	<p>Design, Align, and Deliver Support</p>	<p>Monitor students after they exit the Language Instruction Educational (LIEP) Program quarterly for 4 years</p>	<p>No student prematurely exits for any academic deficits alleviated with successful participation in the regular academic program comparable to their never EL peers</p>	<p>Bi-weekly data will show monitoring of students' academic performance on a regular basis, documented in student records (performance on standardized assessments, grades, GPA, teacher observations, parent observations/feedback, and promotion</p>	<p>District funded</p>

5: Quality of School Climate and Safety

Goal 5: By 2025, East Valley Elementary will increase the Combined Climate Index and Student Safety Index for an increased Indicator Score of the Quality of School Climate and Safety to 97%.					
Objective	Strategy	Activities	Measure of Success	Progress Monitoring	Funding
<p><u>Objective 1</u></p> <p>By June 2023, East Valley Elementary will increase the Climate Index from 94.2% to 96.2%.</p>	Establishing Learning Culture and Environment	Ensure that classroom teachers promote leadership opportunities among students in order to create a culture of shared ownership and student self-regulation by implementing social-emotional learning (SEL) curriculum, Positive Behavioral Instructional Supports (PBIS) Plan, Trauma Care Plan Calming Kits, and Positive Actions	Decrease in student infractions	Agendas, minutes, and sign-in sheets from bi-weekly Professional Learning Communities (PLCs) and monthly Multi-Tiered System of Supports (MTSS) Team meetings and lesson plans	District funded
<p><u>Objective 2</u></p> <p>By June 2023, East Valley Elementary will increase the Safety Index from 91.4% to 93.4%.</p>	Establishing Learning Culture and Environment	<p>Ensure that processes are in place to help students develop a self-awareness of how their behavior affects others to help them act responsibly by implementing social-emotional learning (SEL) curriculum, Positive Behavioral Instructional Supports (PBIS) Plan, Trauma Care Plan Calming Kits, and Positive Actions</p> <p>Promote positive behaviors through programs/assemblies for K-5.</p>	Decrease in student infractions	Agendas, minutes, and sign-in sheets from bi-weekly Professional Learning Communities (PLCs) and monthly Multi-Tiered System of Supports (MTSS) Team meetings and lesson plans	Title IV (\$1,167.00)

