

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

1: State Assessment Results in reading and mathematics

Goal 1: By June 2025, Wrigley Elementary will increase the combined reading and math percentage of proficient/distinguished students to 67.1%.					
Objective	Strategy	Activities	Measure of Success	Progress Monitoring	Funding
Objective 1 By June 2023, there will be an increase from 43% to 48% of students scoring proficient/distinguished in Reading.	Design and Deploy Standards	Ensure the curriculum is taught at a high level with fidelity: Implementation of Evidence-based Curriculums with professional development, Peer Observations	Kentucky Academic Standards Checklists maintained by teachers and monitored by principals	Principals will provide feedback to teachers on their implementation of the Kentucky Academic Standards via bi-weekly Professional Learning Communities (PLCs), weekly school walkthrough/coaching data, bi-weekly content PLCs, data analysis of classroom assessments and district Universal Screener (3 times annually)	Amplify (district funded) iReady (district funded) Professional Development (district funded)
		Establish a protocol for reviewing and revising the curriculum beyond pacing	Lesson plans and/or assessment notebooks, curriculum maps, content PLC minutes and agendas	Multi-Tiered System of Supports (MTSS) Teams bi-weekly Professional Learning Communities (PLCs) agendas and sign-in sheets; lesson plans; content PLC minutes, development of curriculum maps	No funding needed
	Design and Deliver Instruction	Ensure students understand learning expectations (learning intentions, goal setting, and purpose and know the criteria for success) Universal Design for Learning Brigance Screeners given to all kindergarten students to determine Kindergarten readiness	Coaching document data, school assessment and district universal screener data	Weekly District-level and principal walkthrough coaching documents, data analysis of student performance on classroom assessments and district Universal Screener (3 times annually)	Clarity Professional Development (district funded) After-School Learning Loss Program/ARP (\$24, 408.73) Imagination Library funded through District

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		<p>Dolly Parton’s Imagination Library to promote early literacy</p>			
		<p>Ensure teachers utilize the most appropriate and effective high-yield strategies ensuring congruence to the intent of the student learning intention</p> <p>Ensure that targeted students receive additional instruction in reading through the After-School Learning Loss Program.</p> <p>Professional development on Learning Intentions and Success Criteria, Peer Observations</p> <p>Promoting increased opportunities for students to respond through whole-brain teaching, Kagan Strategies, random selection of students, inquiry-based learning, peer-to-peer discussion, higher-order questioning</p> <p>Utilization of Title I funds to decrease the student to teacher</p>	<p>Increased student engagement evidenced by coaching documents data; Universal Screener Data will improve</p>	<p>Data analysis from weekly district-level and principal walkthrough coaching documents and Coding Visit data from the Center for Instructional and Behavioral Research in Schools; lesson planning</p>	<p>Title I (\$134, 684. 93) Family Engagement/Title I (\$400)</p>

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		ratio in order to increase overall student achievement. Promote literacy and engagement through family literacy nights throughout the school year.			
	Review, Analyze, and Apply Data	Ensure systems are in place to collect, analyze, and use data to drive classroom instruction. (Renaissance Learning: STAR & Accelerated Reader, iReady diagnostics, fluency screeners, KSA scores)	MTSS, SBDM, and PLC Meetings including ESS and an Ameri-Corp service member will have an increased focus on data analysis utilizing charts and graphs.	Monthly minutes and agendas from Multi-Tiered System of Supports (MTSS) Teams, bi-weekly Professional Learning Communities (PLCs)	ESS (\$11, 563.28) After-School Learning Loss/ARP (\$24,408.73) AmeriCorps (FRC funded-\$6,300) Assessment Programs: District Funded
Objective 2 By June 2023, there will be an increase from 24% to 29% of students scoring proficient/distinguished in Mathematics.	Design and Deploy Standards	Ensure the curriculum is taught at a high level of fidelity IXL Math; evidence-based curriculums (textbooks); Envision; Content PLC meetings, district, and school classroom walkthrough/coaching visits	Kentucky Academic Standards Checklists maintained by teachers and monitored by principals; district walkthrough data	Principals will provide feedback to teachers on their implementation of the Kentucky Academic Standards via bi-weekly Professional Learning Communities (PLCs) using coaching tool data; weekly walkthrough coaching data	Envision (district funded) IXL Mathematics (district funded)
		Establish a protocol for reviewing and revising the curriculum beyond pacing through Content PLC Meetings	Lesson plans and/or assessment notebooks	Monthly agendas, sign-ins and meeting minutes of the Multi-Tiered System of Supports (MTSS) Teams, bi-weekly Professional Learning Communities (PLCs), lesson plans	No funding needed
	Design and Deliver Instruction	Ensure students understand learning expectations (learning intentions, goal setting, purpose and know the criteria for success)	Coaching/walkthrough document data; data analysis (growth) during PLCs, MTSS meetings; surveys	Weekly district-level and principal walkthrough coaching data Analysis of data during MTSS, SBDM, and PLCs meetings.	Professional Development

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		<p>Universal Design for 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>Math Family Fun Night to engage families in the mathematical standards</p>		<p>Family surveys</p>	<p>After-School Learning Loss Program/ARP (\$24, 408.73)</p> <p>Title I (\$134, 684. 93)</p> <p>Title I/Family Engagement (\$400)</p>
		<p>Ensure teachers utilize the most appropriate and effective high-yield strategies ensuring congruence to the intent of the student learning target</p> <p>Professional development for peer observations; interactive panels; mobile devices for teachers to deliver instruction; wireless document cameras</p> <p>Increased opportunities for students to respond through</p>	<p>Increased student engagement evidenced by coaching document data, and coding visit data</p>	<p>Monthly minutes, agendas, and sign-ins of data analysis from district-level and principal walkthrough coaching documents and Coding Visit data from the Center for Instructional and Behavioral Research in Schools</p>	<p>Professional Development (district funded)</p>

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		whole-brain teaching, Kagan Strategies, random selection of students, inquiry-based learning, peer-to-peer discussion, higher-order questioning, Peer Observations			
	Review, Analyze, and Apply Data	Ensure systems are in place to collect, analyze, and use data to drive classroom instruction. (iReady diagnostics, KSA scores, Envision formative and summative assessments)	MTSS, SBDM, and PLC Meetings including ESS and an Ameri-Corp service member will have an increased focus on data analysis.	Monthly agendas and minutes of the Multi-Tiered System of Supports (MTSS) Teams, bi-weekly Professional Learning Communities (PLCs) agendas and sign-in sheets	ESS (\$11, 563.28) After-School Learning Loss/ARP (\$24,408.73) AmeriCorps (FRC funded-\$6,300)

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

Goal 2 :By June 2025, Wrigley Elementary School will increase the combined separate academic indicator (science, social studies, writing) percentage of proficient/distinguished students to 71.8%.					
Objective	Strategy	Activities	Measure of Success	Progress Monitoring	Funding
<p>Objective 1 By June 2023, there will be an increase from 23% to 28% of students scoring proficient/distinguished in science.</p> <p>Objective 2 By June 2023, there will be an increase from 30% to 35% of students scoring proficient/distinguished in Social Studies.</p>	Design and Deploy Standards	Ensure the curriculum is taught at a high level with fidelity through evidence-based curriculums with vertical and horizontal alignment Amplify Science K-8 and SAVVAS Social Studies K-12.	Kentucky Academic Standards Checklists maintained by teachers and monitored by principals Walkthrough/coaching tool	Principals will provide feedback to teachers on their implementation of the Kentucky Academic Standards via bi-weekly Professional Learning Communities (PLCs) Weekly walkthrough/coaching data	Professional Development (district funded) Amplify Science (district funded) SAVVAS Social Studies Curriculum (district funded)
		Establish a protocol for reviewing and revising the curriculum beyond pacing- Content PLC Meetings and Curriculum Mapping Meetings Ensure that students receive STEM/hands on activities that are aligned to the standards.	Lesson plans and/or assessment notebooks, curriculum maps	Monthly agendas, minutes, and sign-ins from the Multi-Tiered System of Supports (MTSS) Teams, bi-weekly Professional Learning Communities (PLCs) agendas and sign-in sheets; lesson plans	Per Pupil (\$700)
	Design and Deliver Instruction	Ensure students understand learning expectations (learning intentions, goal setting, and purpose and know the criteria for success) Universal Design for Learning	Coaching document data	Weekly district-level and principal walkthrough/coaching data	Professional Development (district funded)
		Ensure teachers utilize the most appropriate and effective high-yield strategies ensuring congruence to the intent of the student learning target	Increased student engagement evidenced by coaching documents data; lesson plans	Weekly district-level and principal walkthrough/coaching data, twice-annual Coding Visit data from the Center for Instructional and Behavioral Research in Schools	Student Generated (\$300) Title IV (\$1,000)

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Objective	Strategy	Activities	Measure of Success	Progress Monitoring	Funding
		<p>peer observations; interactive panels; mobile devices for teachers to deliver instruction; wireless document cameras</p> <p>Increased opportunities for students to respond through whole-brain teaching, Kagan Strategies, random selection of students, inquiry-based learning, peer-to-peer discussion, higher-order questioning</p> <p>Promote student engagement through Science programs/assemblies for K-5.</p>			
	<p>Review, Analyze, and Apply Data</p>	<p>Ensure systems are in place to collect, analyze, and use data to drive classroom instruction</p>	<p>District and school-level meetings with an increased focus on data analysis using charts and graphs</p>	<p>Monthly agendas, sign-ins, and meeting minutes of the Multi-Tiered System of Supports (MTSS) Teams, bi-weekly Professional Learning Communities (PLCs) agendas and sign-in sheets</p>	<p>No funding needed.</p>

Goal 2 :By June 2025, Wrigley Elementary School will increase the combined separate academic indicator (science, social studies, writing) percentage of proficient/distinguished students to 71.8%.

Objective	Strategy	Activities	Measure of Success	Progress Monitoring	Funding
<p>Objective 3 By June 2023, there will be an increase from 41% to 46% of students scoring proficient/distinguished in writing (combined on-demand and mechanics).</p>	<p>Design and Deploy Standards</p>	<p>Ensure the curriculum is taught at a high level of fidelity using evidence-based curriculums such as Document Based Questions Project; Peer Observations</p>	<p>Kentucky Academic Standards Checklists maintained by teachers and monitored by principals</p>	<p>Principals will provide feedback to teachers on their implementation of the Kentucky Academic Standards via bi-weekly Professional Learning Communities (PLCs)</p>	<p>No funding needed.</p>
	<p>Design and Deliver Instruction</p>	<p>Establish a protocol for reviewing and revising the curriculum beyond pacing</p>	<p>Lesson plans and/or assessment notebooks, curriculum maps</p>	<p>Monthly agendas, sign-ins, and meeting minutes of the Multi-Tiered System of Supports (MTSS) Teams, bi-weekly Professional Learning Communities (PLCs) agendas and sign-in sheets; lesson plans, curriculum maps</p>	<p>Professional Development (district funded)</p>
		<p>Ensure students understand learning expectations (learning intentions, goal setting, and purpose and know the criteria for success) Universal Design for Learning</p>	<p>Coaching/walkthrough document data</p>	<p>Weekly district-level and principal walkthrough/coaching documents</p>	<p>Professional Development (district funded)</p>
	<p>Review, Analyze and Apply Data</p>	<p>Ensure teachers utilize the most appropriate and effective high-yield strategies ensuring congruence to the intent of the student learning intention Professional development for peer observations; interactive panels; mobile devices for teachers to deliver instruction; wireless document cameras</p>	<p>Increased student engagement evidenced by coaching documents data; lesson plans; coaching document data</p>	<p>Weekly district-level and principal walkthrough coaching documents, twice-annual Coding Visit data from the Center for Instructional and Behavioral Research in Schools</p>	<p>No funding needed.</p>

Goal 2 :By June 2025, Wrigley Elementary School will increase the combined separate academic indicator (science, social studies, writing) percentage of proficient/distinguished students to 71.8%.

Objective	Strategy	Activities	Measure of Success	Progress Monitoring	Funding
		Increased opportunities to respond through whole-brain teaching, Kagan Strategies, random selection of students, inquiry-based learning, peer-to-peer discussion, higher-order questioning			
		Ensure systems are in place to collect, analyze, and use data to drive classroom instruction	District and school-level meetings with increased focus on data analysis using charts and graphs	Monthly agendas, sign-ins, and meeting minutes of the Multi-Tiered System of Supports (MTSS) Teams, bi-weekly Professional Learning Communities (PLCs) agendas and sign-in sheets	No funding needed.
	Design and Deploy Standards	Ensure the curriculum is taught at a high level with fidelity	Kentucky Academic Standards Checklists maintained by teachers and monitored by principals	Principals will provide feedback to teachers on their implementation of the Kentucky Academic Standards via bi-weekly Professional Learning Communities (PLCs)	No funding needed.
		Establish a protocol for reviewing and revising the curriculum beyond pacing	Lesson plans and/or assessment notebooks	Monthly agendas, sign-ins, and meeting minutes of the Multi-Tiered System of Supports (MTSS) Teams, bi-weekly Professional Learning Communities (PLCs)	No funding needed.
	Design and Deliver Instruction	Ensure students understand learning expectations (learning targets, goal setting, and purpose and know the criteria for success) Universal Design for Learning	Coaching document data	Weekly district-level and principal walkthrough/coaching documents	No funding needed.

Goal 2 :By June 2025, Wrigley Elementary School will increase the combined separate academic indicator (science, social studies, writing) percentage of proficient/distinguished students to 71.8%.

Objective	Strategy	Activities	Measure of Success	Progress Monitoring	Funding
		<p>Ensure teachers utilize the most appropriate and effective high-yield strategies ensuring congruence to the intent of the student learning target</p> <p>Professional development for peer observations; interactive panels; mobile devices for teachers to deliver instruction; wireless document cameras</p> <p>Increased opportunities for students to respond through whole-brain teaching, Kagan Strategies, a random selection of students, inquiry-based learning, peer-to-peer discussion, higher-order questioning</p>	<p>Increased student engagement evidenced by coaching documents data; lesson plans; coaching document data</p>	<p>Weekly district-level and principal walkthrough coaching documents, Coding Visit data from the Center for Instructional and Behavioral Research in Schools</p>	<p>Professional Development (district funded)</p>
	<p>Review, Analyze and Apply Data</p>	<p>Ensure systems are in place to collect, analyze, and use data to drive classroom instruction</p>	<p>District and school-level meetings with an increased focus on data analysis using charts and graphs</p>	<p>Monthly agendas, sign-ins, and meeting minutes of the Multi-Tiered System of Supports (MTSS) Teams, bi-weekly Professional Learning Communities (PLCs) agendas and sign-in sheets</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>Objective 1 By June 2023, the percentage of students in the Economically Disadvantaged Group scoring at the proficient/distinguished level in Reading will increase from 38% to 43%.</p>	<p>Design and Deploy Standards</p>	<p>Use summative evidence to inform what comes next for individual students and groups of students</p> <p>Behavior Screener- Student Risk Screening Scale (SRSS)</p>	<p>Summative assessments, performances, projects, progress monitoring data for individual students</p>	<p>Monthly agendas, sign-ins, and meeting minutes of the Multi-Tiered System of Supports (MTSS) Teams, bi-weekly Professional Learning Communities (PLCs) agendas and sign-in sheets; individual Response To Intervention (RTI) data, IEP Progress Monitoring Data</p>	<p>No funding needed.</p>
		<p>Ensure that all users (interventionists, teachers, administrators, learning loss teachers) of assessment data use information to benefit student learning</p> <p>Title I Crate</p>	<p>Data from formative and summative assessments, performances, projects</p> <p>District and school data analysis</p> <p>RTI data analysis</p>	<p>Monthly agendas, sign-ins, and meeting minutes of the Multi-Tiered System of Supports (MTSS) Teams, bi-weekly Professional Learning Communities (PLCs); student progress reports</p>	<p>ESS (\$11, 563.28) After-School Learning Loss/ARP (\$24,408.73) Ameri-Corp (FRC funded-\$6,300) Learning Loss Teachers/ESSER II (\$237, 328.84) Title I CRATE (\$4,400 ARP)</p>
	<p>Design and Deliver Instruction</p>	<p>Implement the MTSS Framework with applicable checklists and documentation tools</p>	<p>Data from formative and summative assessments/performances/project determines next steps for students and leads to their success on assessments/performances/projects</p>	<p>Monthly agendas, sign-ins, and meeting minutes of the Multi-Tiered System of Supports (MTSS) Teams, bi-weekly Professional Learning Communities (PLCs) agendas and sign-in sheets, District Multi-Tiered System of Supports Monitoring Visit Data</p>	

Objective	Strategy	Activities	Measure of Success	Progress Monitoring	Funding
	Establishing Learning Culture and Environment	Establish communication protocols for parents/guardians regarding placement and progress in intervention support systems Parent/Teacher Conferences (4 per school year); Kindergarten Jumpstart, Open House	Communication with stakeholder documentation	Ongoing Parent contact logs will reflect when parents have been contacted when intervention support is needed. Progress reports and individual student Google Sheets detailing student progress toward meeting individual goals during Response to Intervention (RTI)	Per Pupil (\$6,000)
		Ensure the expectations of students are clearly defined, and that group norms have been established within the classroom	Positive Behavioral Instructional Supports (PBIS) Behavior Data	Infinite Campus reports will reflect the number of office discipline referrals Positive Behavioral Instructional Supports (PBIS) Plans	No funding needed.
		Objective 2 By June 2023, the percent of students in the Disability – With IEP Category scoring at the proficient level in Reading will increase from 41% to 46%.	Design and Deploy Standards	Use summative evidence to inform what comes next for individual students and groups of students	Data from formative and summative assessments, performances, projects District and school data analysis RTI data analysis IEP Progress Monitoring Data
Ensure that all users of assessment data use information to benefit student learning Utilize differentiated learning centers to meet the needs of all students.	Data from formative and summative assessments, performances, projects District and school data analysis RTI data analysis			Monthly agendas, sign-ins, and meeting minutes of the Multi-Tiered System of Supports (MTSS) Teams, bi-weekly Professional Learning Communities (PLCs)	Per Pupil (\$2000)
Design and Deliver Instruction	Implement the MTSS Framework with applicable checklists and documentation tools Extended School Services		Data from formative and summative assessments, performances, projects District and school data analysis	Agendas, sign-ins, and meeting minutes of the Multi-Tiered System of Supports (MTSS) Teams, bi-weekly Professional Learning Communities (PLCs)	ESS (\$11, 563.28) After-School Learning Loss/ARP (\$24,408.73)

Objective	Strategy	Activities	Measure of Success	Progress Monitoring	Funding
		After School Learning Loss Instruction	RTI data analysis		
		Ensure item analysis methods are occurring within PLCs to evaluate instructional effectiveness and determine if instructional adjustments are needed, and if so, make those instructional adjustments	Data from formative and summative assessments, performances, projects District and school data analysis RTI data analysis	Parent contact logs will reflect parents have been contacted when intervention support is needed. Progress reports and individual student Google Docs detailing student progress toward meeting individual goals during Response to Intervention (RTI)	Per Pupil (\$6, 000)
		Walkthrough/Coaching Visits focused on co-teaching evidence-based practices			
	Establishing Learning Culture and Environment	Establish communication protocols for parents/guardians regarding placement and progress in intervention support systems	Data analysis showing student growth for Response To Intervention (RTI) Students	Infinite Campus reports will reflect the number of office discipline referrals	No funding needed.
		Ensure the expectations of students are clearly defined, and that group norms have been established within the classroom	Positive Behavioral Instructional Supports (PBIS) Data	District and school-level coaching documents	No funding needed.
		Behavior Universal Screener Student Risk Screening Scale (SRSS)	Decreased office referrals Decreased low and high incidence behaviors among disability students - with an IEP Reduced behavioral infractions	Individual IEP Progress Monitoring Data Office Referral Data	No funding needed.
Objective 3 By June 2023, the percent of students in the Economically Disadvantaged Category scoring Proficient/Distinguished in	Design and Deploy Standards	Use summative evidence to inform what comes next for individual students and groups of students	Data from formative and summative assessments, performances, projects Decreased low and high incidence behaviors	Monthly agendas, sign-ins, and meeting minutes of the Multi-Tiered System of Supports (MTSS) Teams, bi-weekly Professional Learning Communities (PLCs) agendas and sign-in sheets	No funding needed.

Objective	Strategy	Activities	Measure of Success	Progress Monitoring	Funding
<p>Math will increase from 18% to 23%.</p> <p>Objective 4 By June 2023, the percent of students with a Disability – With IEP Category scoring proficient in Math will increase from 15% to 20%.</p>			District and school data analysis RTI data analysis		
		Ensure that all users of assessment data use information to benefit student learning	Data from formative and summative assessments, performances, projects District and school data analysis RTI data analysis	Monthly agendas, sign-ins, and meeting minutes of the Multi-Tiered System of Supports (MTSS) Teams, bi-weekly Professional Learning Communities (PLCs) agendas and sign-in sheets	
	Design and Deliver Instruction	Implement the MTSS Framework with applicable checklists and documentation tools Extended School Services After School Learning Loss Instruction	Data from formative and summative assessments, performances, projects District and school data analysis RTI data analysis	Monthly agendas, sign-ins, and meeting minute of the Multi-Tiered System of Supports (MTSS) Teams, bi-weekly Professional Learning Communities (PLCs)	ESS (\$11, 563.28) After-School Learning Loss/ARP (\$24,408.73)
		Ensure item analysis methods are occurring within PLCs to evaluate instructional effectiveness and determine if instructional adjustments are needed, and if so, make those instructional adjustments	Data from formative and summative assessments, performances, projects District and school data analysis RTI data analysis	Parent contact logs will reflect when parents have been contacted when intervention support is needed. Progress reports and individual student Google Docs detailing student progress toward meeting individual goals during Response to Intervention (RTI)	Per Pupil (\$6,000)

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
Objective 1 By June 2023, all English Language Students will progress at least .5 levels.	Design and Deliver Instruction	Professional development for administration, Regular and EL Teacher(s) via online PD models via World-Class Instructional Design and Assessment (WIDA)	School Professional Development Plans updated based on need	Language Instruction Educational Program (LIEP) at each school results in a structured English Immersion Program Annual Professional Development Logs	PD (District Funded)
			Teacher Professional Development updated based on his/her areas of need	Weekly Observation data will reflect when the General Education Teachers work in collaboration with the ELL Teacher	District Funded
	Review, Analyze, and Apply Data	Monitor results from WIDA ACCESS in English Proficiency and Growth based on January administration for EL online assessment for grades 1-2 and the K-ACCESS for Kindergarten as required by the Kentucky Department of Education	Students in the EL Program exit	Records will show a 4.5 or higher overall composite proficiency level on Tier B or Tier C ACCESS for ELL and in grades 1-12 and for Alternate ACCESS students, a score of P2 or higher Overall Composite will be recorded	District Funded
	Design, Align, and Deliver Support	Monitor students after they exit the Language Instruction Educational (LIEP) Program - Quarterly for 4 years	No student prematurely exited, for any academic deficits alleviated with successful participation in the regular academic program comparable to their never EL-Peers	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, promotion and graduation requirements met)	District Funded

5: Quality of School Climate and Safety

Goal 5: By 2025, Wrigley 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
Objective 1 By June 2023, Wrigley Elementary School will increase the Climate Index from 89.3% to 94.3%.	Establishing Learning Culture and Environment	Implement social-emotional learning (SEL) curriculum promoting shared leadership opportunities among all school communities to elevate a positive and supportive culture for learning.	Decreased office referrals Decrease in low and high incidence behaviors Individual Student Infractions	Monthly agendas, sign-ins, and meeting minute of the Multi-Tiered System of Supports (MTSS) Teams, bi-weekly Professional Learning Communities (PLCs)	District Funded
		District-wide Positive Behavioral Instructional Supports (PBIS) Trauma Care Plan Calming Kits, and Positive Actions	Decreased office referrals Decrease in low and high incidence behaviors Individual Student Infractions	Monthly agendas, sign-ins, and meeting minute of the Multi-Tiered System of Supports (MTSS) Teams, bi-weekly Professional Learning Communities (PLCs)	No funding needed.
Objective 2 By June 2023, Wrigley Elementary School will increase the Safety Index from 84.6% to 89.6%.	Establishing Learning Culture and Environment	Ensure processes are in place to communicate with and support parents/families to address barriers to learning Promote positive behaviors through programs/assemblies for K-5.	Decreased office referrals Decrease in low and high incidence behaviors Individual Student Infractions	Monthly agendas, sign-ins, and meeting minute of the Multi-Tiered System of Supports (MTSS) Teams, bi-weekly Professional Learning Communities (PLCs)	Title IV (\$1,167.00)