

## 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
<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 <a href="#">Kentucky's six (6) Key Core Work Processes</a> 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 (State your reading and math goal.):**

- By the 2024-2025 school year, Elkhorn Middle School will increase proficient and distinguished levels in reading to 48% as measured by the Kentucky Summative Assessment. Currently, our proficient and distinguished level is 33%.
- By the end of the 2024-2025 school year, Elkhorn Middle School will increase proficient and distinguished levels in math to 39% as measured by the Kentucky Summative Assessment. Currently, our proficient and distinguished level is 24%.

Objective	Strategy	Activities	Measure of Success	Progress Monitoring	Funding
<p><b>Objective 1</b> By the 2022-2023 school year, Elkhorn Middle School will increase proficient and distinguished levels in reading to 38% as measured by the Kentucky Summative Assessment. Currently, our proficient and distinguished level is 33%.</p>	<p>KCWP 4: Review, Analyze, and Apply Data Results: Ensure teachers must have an established system for examining and interpreting all of the data that is in their classrooms (e.g., formative, summative, benchmark, and interim assessment data) in order to determine priorities for individual student success.</p>	<p>Teachers and administration will work in PLCs to analyze formative and summative assessment data, KSA data, and i-Ready data.</p>	<p>Mastery of standards, growth on i-Ready, student data reflection, and KSA scores.</p>	<p>Formative and summative assessment data analysis during PLCs (2 X per month), i-Ready Data Analysis (ongoing), student data reflection and communication (1X per week), and Kentucky Summative Assessment (1X per year).</p>	<p>\$0</p>
		<p>Teachers will set grade-level goals and group students together based on skill level for extra support during our daily flex time (REAch) that is built into our schedule.</p>	<p>Mastery of standards, growth on i-Ready, student data reflection, and KSA scores.</p>	<p>Formative and summative assessment data analysis during PLCs (2 X per month), i-Ready Data Analysis (ongoing), student data reflection and communication (1X per week), and Kentucky Summative Assessment (1X per year).</p>	<p>\$1,000 for stipends for teachers to group and schedule students for reading reinforcement &amp; enrichment.</p>
	<p>KCWP 5: Strategic Design Align Deliver Support Processes: Refine and implement the system in place to monitor student data regularly and to ensure a continuous improvement model that monitors what is working.</p>	<p>Students will participate to increase vocabulary and reading skills during REAch (2X) per week based on current skill levels.</p>	<p>Mastery of standards, growth on i-Ready, student data reflection, and KSA scores</p>	<p>Formative and summative assessment data analysis during PLCs (2 X per month), i-Ready Data Analysis (ongoing), student data reflection and communication (1X per week), and Kentucky Summative Assessment (1X per year).</p>	<p>Flexible Scheduling System (Enriching Students) \$6,000.</p>

- Goal 1 (State your reading and math goal.):
- By the 2024-2025 school year, Elkhorn Middle School will increase proficient and distinguished levels in reading to 48% as measured by the Kentucky Summative Assessment. Currently, our proficient and distinguished level is 33%.
  - By the end of the 2024-2025 school year, Elkhorn Middle School will increase proficient and distinguished levels in math to 39% as measured by the Kentucky Summative Assessment. Currently, our proficient and distinguished level is 24%.

Objective	Strategy	Activities	Measure of Success	Progress Monitoring	Funding
	<p>KCWP 1: Design and Deliver Instruction: Ensure the core instructional program is intentional, of the highest quality, and provided to all students. Implementation of evidence-based curriculum with integrity is essential.</p>	<p>Students will complete a weekly data reflection that includes i-Ready levels, current grades, missing assignments, re-learning plans (if necessary), behavior reflection, area of strength, and growth goal. Students will then communicate those goals via email to their guardians.</p>	<p>Mastery of standards, growth on i-Ready, student data reflection, and KSA scores, student grades, and behavior data</p>	<p>Formative and summative assessment data analysis during PLCs (2 X per month), i-Ready Data Analysis (ongoing), student data reflection and communication (1X per week), and Kentucky Summative Assessment (1X per year).</p>	<p>\$500 for postage for students who are on Chromebook restriction.</p>
<p>Objective 2 By the end of the 2022-2023 school year, Elkhorn Middle School will increase proficient and distinguished levels in math to 29% as measured by the Kentucky Summative Assessment. Currently, our proficient and distinguished level is 24%.</p>	<p>KCWP 4: Review, Analyze, and Apply Data Results: Ensure teachers must have an established system for examining and interpreting all of the data that is in their classrooms (e.g., formative, summative, benchmark, and interim assessment data) in order to determine priorities for individual student success.</p>	<p>Teachers and administration will work in PLCs to analyze formative and summative assessment data, KSA data, and i-Ready data.</p>	<p>Mastery of standards, growth on i-Ready, student data reflection, and KSA scores.</p>	<p>Formative and summative assessment data analysis during PLCs (2 X per month), i-Ready Data Analysis (ongoing), student data reflection and communication (1X per week), and Kentucky Summative Assessment (1X per year).</p>	<p>\$1,000 for stipends for teachers to develop and organize lessons based on groupings for math reinforcement and extensions.</p>
		<p>Teachers will set grade-level goals and group students together based on skill level for extra support during our daily flex time (REAch) that is built into our schedule.</p>	<p>Mastery of standards, growth on i-Ready, student data reflection, and KSA scores.</p>	<p>Formative and summative assessment data analysis during PLCs (2 X per month), i-Ready Data Analysis (ongoing), student data reflection and communication (1X per week), and Kentucky Summative Assessment (1X per year).</p>	<p>N/A</p>

**Goal 1 (State your reading and math goal.):**

- By the 2024-2025 school year, Elkhorn Middle School will increase proficient and distinguished levels in reading to 48% as measured by the Kentucky Summative Assessment. Currently, our proficient and distinguished level is 33%.
- By the end of the 2024-2025 school year, Elkhorn Middle School will increase proficient and distinguished levels in math to 39% as measured by the Kentucky Summative Assessment. Currently, our proficient and distinguished level is 24%.

Objective	Strategy	Activities	Measure of Success	Progress Monitoring	Funding
	<p>KCWP 5: Strategic Design Align Deliver Support Processes: : Refine and implement the system in place to monitor student data regularly and to ensure a continuous improvement model that monitors what is working.</p>	<p>Students will participate to increase math fluency and map and chart reading skills during REACh (2X) per week based on current skill levels.</p>	<p>Mastery of standards, growth on i-Ready, student data reflection, and KSA scores</p>	<p>Formative and summative assessment data analysis during PLCs (2 X per month), i-Ready Data Analysis (ongoing), student data reflection and communication (1X per week), and Kentucky Summative Assessment (1X per year).</p>	
	<p>KCWP 1: Design and Deliver Instruction: Ensure the core instructional program is intentional, of the highest quality, and provided to all students. Implementation of evidence-based curriculum with integrity is essential.</p>	<p>Students will complete a weekly data reflection that includes i-Ready levels, current grades, missing assignments, re-learning plans (if necessary), behavior reflection, area of strength, and growth goal. Students will then communicate those goals via email to their guardians.</p>	<p>Mastery of standards, growth on i-Ready, student data reflection, and KSA scores, student grades, and behavior data</p>	<p>Formative and summative assessment data analysis during PLCs (2 X per month), i-Ready Data Analysis (ongoing), student data reflection and communication (1X per week), and Kentucky Summative Assessment (1X per year).</p>	

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

Goal 2 (State your science, social studies, and writing goal.):

- By the end of the 2024-2025 school year, Elkhorn Middle School will increase proficient and distinguished levels in science to 37% as measured by the Kentucky Summative Assessment. Currently, our proficient and distinguished level is 22%.
- By the end of the 2024-2025 school year, Elkhorn Middle School will increase proficient and distinguished levels in social studies to 44% as measured by the Kentucky Summative Assessment. Currently our proficient and distinguished level is 29%.
- By the end of the 2024-2025 school year, Elkhorn Middle School will increase proficient and distinguished levels in writing to 49% as measured by the Kentucky Summative Assessment. Currently, our proficient and distinguished level is 34%.

Objective	Strategy	Activities	Measure of Success	Progress Monitoring	Funding
<p>Objective 1: By the end of the 2022-2023 school year, Elkhorn Middle School will increase proficient and distinguished levels in science to 27% as measured by the Kentucky Summative Assessment. Currently, our proficient and distinguished level is 22%.</p>	<p>KCWP 4: Review, Analyze, and Apply Data Results: Ensure teachers must have an established system for examining and interpreting all of the data that is in their classrooms (e.g., formative, summative, benchmark, and interim assessment data) in order to determine priorities for individual student success.</p>	<p>Teachers and administration will work in PLCs to analyze formative, summative, Mastery Connect Benchmark and KSA data.</p>	<p>Mastery of standards via formative and summative assessments, Mastery Connect Benchmark data, student data reflection, and KSA scores.</p>	<p>Formative and summative assessment data analysis during PLCs (2 X per month), Mastery Connect Benchmark Data, student data reflection and communication (1X per week), and Kentucky Summative Assessment (1X per year).</p>	<p>N/A</p>
		<p>Teachers will set grade-level goals and group students together based on skill level for extra support during our daily flex time (REACH) that is built into our schedule.</p>	<p>Mastery of standards via formative and summative assessments, Mastery Connect Benchmark data, student data reflection, and KSA scores.</p>	<p>Formative and summative assessment data analysis during PLCs (2 X per month), Mastery Connect Benchmark Data, student data reflection and communication (1X per week), and Kentucky Summative Assessment (1X per year).</p>	<p>N/A</p>

Goal 2 (State your science, social studies, and writing goal.):

- By the end of the 2024-2025 school year, Elkhorn Middle School will increase proficient and distinguished levels in science to 37% as measured by the Kentucky Summative Assessment. Currently, our proficient and distinguished level is 22%.
- By the end of the 2024-2025 school year, Elkhorn Middle School will increase proficient and distinguished levels in social studies to 44% as measured by the Kentucky Summative Assessment. Currently our proficient and distinguished level is 29%.
- By the end of the 2024-2025 school year, Elkhorn Middle School will increase proficient and distinguished levels in writing to 49% as measured by the Kentucky Summative Assessment. Currently, our proficient and distinguished level is 34%.

Objective	Strategy	Activities	Measure of Success	Progress Monitoring	Funding
	<p>KCWP 5: Strategic Design Align Deliver Support Processes: : Refine and implement the system in place to monitor student data regularly and to ensure a continuous improvement model that monitors what is working.</p>	<p>Students will participate to increase reading fluency and map and chart reading skills during REAch (2X) per week based on current skill levels.</p>	<p>Mastery of standards via formative and summative assessments, Mastery Connect Benchmark data, student data reflection, and KSA scores.</p>	<p>Formative and summative assessment data analysis during PLCs (2 X per month), Mastery Connect Benchmark Data, student data reflection and communication (1X per week), and Kentucky Summative Assessment (1X per year).</p>	<p>\$0</p>
	<p>KCWP 1: Design and Deliver Instruction: Ensure the core instructional program is intentional, of the highest quality, and provided to all students. Implementation of evidence-based curriculum with integrity is essential.</p>	<p>Students will complete a weekly data reflection that includes Mastery Connect standards mastery progress, current grades, missing assignments, re-learning plans (if necessary), behavior reflection, area of strength, and growth goal. Students will then communicate those goals via email to their guardians.</p>	<p>Mastery of standards via formative and summative assessments, Mastery Connect Benchmark data, student data reflection, and KSA scores.</p>	<p>Formative and summative assessment data analysis during PLCs (2 X per month), Mastery Connect Benchmark Data, student data reflection and communication (1X per week), and Kentucky Summative Assessment (1X per year).</p>	

**Goal 2 (State your science, social studies, and writing goal.):**

- By the end of the 2024-2025 school year, Elkhorn Middle School will increase proficient and distinguished levels in science to 37% as measured by the Kentucky Summative Assessment. Currently, our proficient and distinguished level is 22%.
- By the end of the 2024-2025 school year, Elkhorn Middle School will increase proficient and distinguished levels in social studies to 44% as measured by the Kentucky Summative Assessment. Currently our proficient and distinguished level is 29%.
- By the end of the 2024-2025 school year, Elkhorn Middle School will increase proficient and distinguished levels in writing to 49% as measured by the Kentucky Summative Assessment. Currently, our proficient and distinguished level is 34%.

Objective	Strategy	Activities	Measure of Success	Progress Monitoring	Funding
<p>Objective 2: By the end of the 2022-2023 school year, Elkhorn Middle School will increase proficient and distinguished levels in social studies to 34% as measured by the Kentucky Academic Assessment. Currently, our proficient and</p>	<p>KCWP 4: Review, Analyze, and Apply Data Results: Ensure teachers must have an established system for examining and interpreting all of the data that is in their classrooms (e.g., formative, summative, benchmark, and interim assessment data) in</p>	<p>Teachers and administration will work in PLCs to analyze formative, summative, Mastery Connect Benchmark and KSA data.</p>	<p>Mastery of standards via formative and summative assessments, Mastery Connect Benchmark data, student data reflection, and KSA scores.</p>	<p>Formative and summative assessment data analysis during PLCs (2 X per month), Mastery Connect Benchmark Data, student data reflection and communication (1X per week), and Kentucky Summative Assessment (1X per year).</p>	<p>\$0</p>

**Goal 2 (State your science, social studies, and writing goal.):**

- By the end of the 2024-2025 school year, Elkhorn Middle School will increase proficient and distinguished levels in science to 37% as measured by the Kentucky Summative Assessment. Currently, our proficient and distinguished level is 22%.
- By the end of the 2024-2025 school year, Elkhorn Middle School will increase proficient and distinguished levels in social studies to 44% as measured by the Kentucky Summative Assessment. Currently our proficient and distinguished level is 29%.
- By the end of the 2024-2025 school year, Elkhorn Middle School will increase proficient and distinguished levels in writing to 49% as measured by the Kentucky Summative Assessment. Currently, our proficient and distinguished level is 34%.

Objective	Strategy	Activities	Measure of Success	Progress Monitoring	Funding
distinguished level is 29%.	<p>order to determine priorities for individual student success.</p> <p>KCWP 5: Strategic Design Align Deliver Support Processes: Refine and implement the system in place to monitor student data regularly and to ensure a continuous improvement model that monitors what is working</p>	<p>Students will participate to increase reading fluency through primary sources and map and chart reading skills during REAch (2X) per week based on current skill levels.</p> <p>Students will complete a weekly data reflection that includes Mastery Connect standards mastery progress, current grades, missing assignments, re-learning plans (if necessary), behavior reflection, area of strength, and growth goal. Students will then communicate those goals via email to their guardians.</p>	<p>Mastery of standards via formative and summative assessments, Mastery Connect Benchmark data, student data reflection, and KSA scores.</p> <p>Mastery of standards via formative and summative assessments, Mastery Connect Benchmark data, student data reflection, and KSA scores.</p>	<p>Formative and summative assessment data analysis during PLCs (2 X per month), Mastery Connect Benchmark Data, student data reflection and communication (1X per week), and Kentucky Summative Assessment (1X per year).</p> <p>Formative and summative assessment data analysis during PLCs (2 X per month), Mastery Connect Benchmark Data, student data reflection and communication (1X per week), and Kentucky Summative Assessment (1X per year).</p>	\$0

**Goal 2 (State your science, social studies, and writing goal.):**

- By the end of the 2024-2025 school year, Elkhorn Middle School will increase proficient and distinguished levels in science to 37% as measured by the Kentucky Summative Assessment. Currently, our proficient and distinguished level is 22%.
- By the end of the 2024-2025 school year, Elkhorn Middle School will increase proficient and distinguished levels in social studies to 44% as measured by the Kentucky Summative Assessment. Currently our proficient and distinguished level is 29%.
- By the end of the 2024-2025 school year, Elkhorn Middle School will increase proficient and distinguished levels in writing to 49% as measured by the Kentucky Summative Assessment. Currently, our proficient and distinguished level is 34%.

Objective	Strategy	Activities	Measure of Success	Progress Monitoring	Funding
	<p>KCWP 1: Design and Deliver Instruction: Ensure the core instructional program is intentional, of the highest quality, and provided to all students. Implementation of evidence-based curriculum with integrity is essential.</p>	<p>In collaboration with ELA teachers, Social Studies teachers will implement school-wide literacy initiative, including RACE body paragraphs, DBQ Project, weekly vocabulary words, and informational reading goals.</p>	<p>Walkthroughs and writing performance assessment data.</p>	<p>Admin through walkthroughs and PLCs.</p>	<p>\$0</p>
<p>Objective 3: By the end of the 2022-2023 school year, Elkhorn Middle School will increase proficient and distinguished levels in writing to 39% as measured by the Kentucky Academic Summative. Currently, our proficient and distinguished level is 34%.</p>	<p>KCWP1: Design and Deploy Standards: Ensure the core instructional program is intentional, of the highest quality, and provided to all students. Implementation of evidence-based curriculum with integrity is essential.</p>	<p>Implement school-wide literacy initiative, including RACE body paragraphs, CER in science, DBQ project in math, The Writing Revolution, and weekly vocabulary lessons.</p>	<p>Evidence of writing in all areas in walkthrough and writing screener.</p>	<p>PLC, walkthrough data, formative and summative assessment data.</p>	<p>\$2,500 for The Writing Revolution Training for Writing Department Chair (Summer 2023).</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 the summer of 2023, Elkhorn Middle School will decrease the number of African American Students who score novice on math from 50% to 42% as measured by the Kentucky Summative Assessment.</p> <p>By the summer of 2023, Elkhorn Middle School will decrease the number of African American Students</p>	<p>KCWP 4: Review, Analyze, and Apply Data Results: Ensure teachers must have an established system for examining and interpreting all of the data that is in their classrooms (e.g., formative, summative, benchmark, and interim assessment data) in order to determine priorities for individual student success.</p>	<p>Teachers and administration will work in PLCs to analyze formative and summative assessment data, KSA data, and i-Ready data.</p>	<p>Mastery of standards, growth on i-Ready, student data reflection, and KSA scores.</p>	<p>Formative and summative assessment data analysis during PLCs (2 X per month), i-Ready Data Analysis (ongoing), student data reflection and communication (1X per week), and Kentucky Summative Assessment (1X per year).</p>	<p>\$0</p>
		<p>Teachers will set grade-level goals and group students together based on skill level for extra support during our daily flex time (REAch) that is built into our schedule.</p>	<p>Mastery of standards, growth on i-Ready, student data reflection, and KSA scores.</p>	<p>Formative and summative assessment data analysis during PLCs (2 X per month), i-Ready Data Analysis (ongoing), student data reflection and communication (1X per week), and Kentucky Summative Assessment (1X per year).</p>	<p>\$0</p>

Objective	Strategy	Activities	Measure of Success	Progress Monitoring	Funding
<p>American students who score novice on reading from 40% to 35% as measured by the Kentucky Summative Assessment.</p>	<p>KCWP 5: Strategic Design Align Deliver Support Processes: : Refine and implement the system in place to monitor student data regularly and to ensure a continuous improvement model that monitors what is working.</p>	<p>Students will participate to increase math fluency and map and chart reading skills during REAch (2X) per week based on current skill levels.</p>	<p>Mastery of standards, growth on i-Ready, student data reflection, and KSA scores</p>	<p>Formative and summative assessment data analysis during PLCs (2 X per month), i-Ready Data Analysis (ongoing), student data reflection and communication (1X per week), and Kentucky Summative Assessment (1X per year).</p>	<p>\$0</p>
	<p>KCWP 1: Design and Deliver Instruction: Ensure the core instructional program is intentional, of the highest quality, and provided to all students. Implementation of evidence-based curriculum with integrity is essential.</p>	<p>Students will complete a weekly data reflection that includes i-Ready levels, current grades, missing assignments, re-learning plans (if necessary), behavior reflection, area of strength, and growth goal. Students will then communicate those goals via email to their guardians.</p>	<p>Mastery of standards, growth on i-Ready, student data reflection, and KSA scores, student grades, and behavior data</p>	<p>Formative and summative assessment data analysis during PLCs (2 X per month), i-Ready Data Analysis (ongoing), student data reflection and communication (1X per week), and Kentucky Summative Assessment (1X per year).</p>	<p>\$0</p>

Objective	Strategy	Activities	Measure of Success	Progress Monitoring	Funding
<p>Objective 2</p> <p>By the summer of 2023, Elkhorn Middle School will decrease the number of English Language Learners who score novice on math from 53% to 45% as measured by the Kentucky Summative Assessment.</p> <p>By the summer of 2023, Elkhorn Middle School will decrease the number of English Language Learners who score novice on reading from 52% to 44% as measured by the Kentucky Summative Assessment.</p>	<p>KCWP 4: Review, Analyze, and Apply Data Results: Ensure teachers must have an established system for examining and interpreting all of the data that is in their classrooms (e.g., formative, summative, benchmark, and interim assessment data) in order to determine priorities for individual student success.</p> <p>KCWP 5: Strategic Design Align Deliver Support Processes: Refine and implement the system in place to monitor student data regularly and to ensure a continuous improvement model that monitors what is working.</p> <p>KCWP 1: Design and Deliver Instruction: Ensure the core instructional program is</p>	<p>Teachers and administration will work in PLCs to analyze formative and summative assessment data, KSA data, and i-Ready data.</p> <p>Teachers will set grade-level goals and group students together based on skill level for extra support during our daily flex time (REACH) that is built into our schedule.</p> <p>Students will participate to increase vocabulary and reading skills during REACH (2X) per week based on current skill levels.</p> <p>Students will complete a weekly data reflection that includes i-Ready levels, current grades, missing assignments, re-learning plans (if</p>	<p>Mastery of standards, growth on i-Ready, student data reflection, and KSA scores.</p> <p>Mastery of standards, growth on i-Ready, student data reflection, and KSA scores.</p> <p>Mastery of standards, growth on i-Ready, student data reflection, and KSA scores.</p> <p>Mastery of standards, growth on i-Ready, student data reflection, and KSA scores,</p>	<p>Formative and summative assessment data analysis during PLCs (2 X per month), i-Ready Data Analysis (ongoing), student data reflection and communication (1X per week), and Kentucky Summative Assessment (1X per year).</p> <p>Formative and summative assessment data analysis during PLCs (2 X per month), i-Ready Data Analysis (ongoing), student data reflection and communication (1X per week), and Kentucky Summative Assessment (1X per year).</p> <p>Formative and summative assessment data analysis during PLCs (2 X per month), i-Ready Data Analysis (ongoing), student data reflection and communication (1X per week), and Kentucky Summative Assessment (1X per year).</p> <p>Formative and summative assessment data analysis during PLCs (2 X per month), i-Ready Data Analysis</p>	<p>\$0</p>

Objective	Strategy	Activities	Measure of Success	Progress Monitoring	Funding
<p>Objective 3</p> <p>By the summer of 2023, Elkhorn Middle School will decrease the number of Special Education students who score novice on math from 69% to 64% as measured by the Kentucky Summative Assessment.</p> <p>By the summer of 2023, Elkhorn Middle School will decrease the number of</p>	<p>KCWP 5: Strategic Design Align Deliver Support Processes: Refine and implement the system in place to monitor student data regularly and to ensure a continuous improvement model that monitors what is working.</p>	<p>Teachers will set grade-level goals and group students together based on skill level for extra support during our daily flex time (REAch) that is built into our schedule.</p>	<p>Mastery of standards, growth on i-Ready, student data reflection, and KSA scores.</p>	<p>Formative and summative assessment data analysis during PLCs (2 X per month), i-Ready Data Analysis (ongoing), student data reflection and communication (1X per week), and Kentucky Summative Assessment (1X per year).</p>	<p>N/A</p>
		<p>Students will participate to increase math fluency and map and chart reading skills during REAch (2X) per week based on current skill levels.</p>	<p>Mastery of standards, growth on i-Ready, student data reflection, and KSA scores</p>	<p>Formative and summative assessment data analysis during PLCs (2 X per month), i-Ready Data Analysis (ongoing), student data reflection and communication (1X per week), and Kentucky Summative Assessment (1X per year).</p>	<p>N/A</p>

Objective	Strategy	Activities	Measure of Success	Progress Monitoring	Funding
<p>decrease the number of Special Education students who score novice on reading from 64% to 60% as measured by the Kentucky Summative Assessment.</p>	<p>KCWP 1: Design and Deliver Instruction: Ensure the core instructional program is intentional, of the highest quality, and provided to all students. Implementation of evidence-based curriculum with integrity is essential.</p> <p>KCWP 4: Review, Analyze, and Apply Data Results: Ensure teachers must have an established system for examining and interpreting all of the data that is in their classrooms (e.g., formative, summative, benchmark, and interim assessment data) in order to determine priorities for individual student success.</p>	<p>Students will complete a weekly data reflection that includes i-Ready levels, current grades, missing assignments, re-learning plans (if necessary), behavior reflection, area of strength, and growth goal. Students will then communicate those goals via email to their guardians.</p> <p>Teachers and administration will work in PLCs to analyze formative and summative assessment data, KSA data, and i-Ready data.</p> <p>Teachers will set grade-level goals and group students together based on skill level for extra support during our daily flex time (REACH) that is built into our schedule.</p>	<p>Mastery of standards, growth on i-Ready, student data reflection, and KSA scores, student grades, and behavior data</p> <p>Mastery of standards, growth on i-Ready, student data reflection, and KSA scores. Progress towards IEP goals.</p>	<p>Formative and summative assessment data analysis during PLCs (2 X per month), i-Ready Data Analysis (ongoing), student data reflection and communication (1X per week), and Kentucky Summative Assessment (1X per year).</p> <p>Formative and summative assessment data analysis during PLCs (2 X per month), i-Ready Data Analysis (ongoing), student data reflection and communication (1X per week), monitoring of individual IEP goals and Kentucky Summative Assessment (1X per year).</p>	<p>\$0</p>

## 4: English Learner Progress

Goal 4 (State your English Learner goal.): By the end of the 2024-2025 school year, English Learners will decrease in the category of, “Percent Of Value Table Score Of 0” by 15% as measured by the English Language Proficiency Assessment.

Objective	Strategy	Activities	Measure of Success	Progress Monitoring	Funding
<p>Objective 1</p> <p>By the summer of 2023, Elkhorn Middle School will decrease the number of English Language Learners who score novice on reading from 52% to 44% as measured by the Kentucky Summative Assessment.</p>	<p>KCWP 4: Review, Analyze, and Apply Data Results: Ensure teachers must have an established system for examining and interpreting all of the data that is in their classrooms (e.g., formative, summative, benchmark, and interim assessment data) in order to determine priorities for individual student success.</p>	<p>Teachers and administration will work in PLCs to analyze formative and summative assessment data, KSA data, and i-Ready data.</p>	<p>Mastery of standards, growth on i-Ready, student data reflection, ACCESS Scores, and KSA scores.</p>	<p>Formative and summative assessment data analysis during PLCs (2 X per month), i-Ready Data Analysis (ongoing), student data reflection and communication (1X per week), and Kentucky Summative Assessment (1X per year).</p>	<p>N/A</p>
<p>Objective 2</p> <p>By the summer of 2023, Elkhorn Middle School will decrease the number of English Language Learners who score novice on math from 53% to 45% as measured by the Kentucky Summative Assessment</p>	<p>KCWP 5: Strategic Design Align Deliver Support Processes: Refine and implement the system in place to monitor student data regularly and to ensure a continuous improvement model that monitors what is working.</p>	<p>Teachers will set grade-level goals and group students together based on skill level for extra support during our daily flex time (REAch) that is built into our schedule.</p> <p>Students will participate to increase vocabulary and reading skills during REAch (2X) per week based on current skill levels.</p> <p>Students will complete a weekly data reflection that includes i-Ready</p>	<p>Mastery of standards, growth on i-Ready, student data reflection, ACCESS Scores, and KSA scores.</p> <p>Mastery of standards.</p>	<p>Formative and summative assessment data analysis during PLCs (2 X per month), i-Ready Data Analysis (ongoing), student data reflection and communication (1X per week), and Kentucky Summative Assessment (1X per year).</p> <p>Formative and summative assessment data analysis during PLCs (2 X per month), i-Ready Data Analysis (ongoing), student data reflection and communication (1X per week), and Kentucky Summative Assessment (1X per year).</p> <p>Formative and summative assessment</p>	

Goal 4 (State your English Learner goal.): By the end of the 2024-2025 school year, English Learners will decrease in the category of, “Percent Of Value Table Score Of 0” by 15% as measured by the English Language Proficiency Assessment.

Objective	Strategy	Activities	Measure of Success	Progress Monitoring	Funding
		Teachers will receive a training on how to teach vocabulary and writing skills to English Learners.	Mastery of speaking, listening, writing, and reading. Mastery of current Kentucky Education Standards, current grades, and Access Scores.	EL goal monitoring, co-teaching, formative and summative assessment data analysis, i-Ready data analysis, student data reflection communication, ACCESS testing and Kentucky Summative Assessment (when applicable.)	N/A -

## 5: Quality of School Climate and Safety

Goal 5 (State your climate and safety goal.): By the end of the 2024-2025 school year, Elkhorn Middle School will increase the Safety Index score by 12.1 points from 56.9 to 69 as measured by the Quality of School Climate and Safety Survey.

By the end of the 2024-2025 school year, Elkhorn Middle School will increase the Climate Index Score from 65.4 to 75.4 as measured by the Quality of School Climate and Safety Survey.

Objective	Strategy	Activities	Measure of Success	Progress Monitoring	Funding
<p>By the end of the 2022-2023 school year, Elkhorn Middle School have a Safety Index Score of 61 and a Climate Score of 69 as measured by the Quality of School Climate and Safety Survey.</p>	<p>KCWP 6: Establishing Learning Culture and Environment: The environment in which students learn and the support they are offered to meet their individual needs is just as important as solid curriculum, instruction, and systems of continuous improvement.</p>	<p>Students will participate in and become proficient in social and emotional learning by weekly lessons.</p>	<p>Formative assessments, decrease in office referrals, decrease in reports of bullying, in index score of quality and school climate and safety survey.</p>	<p>Walkthroughs by administration, monthly behavior analysis.</p>	<p>Character Strong (District has paid for this year)</p>
		<p>Students will participate in Restorative Practices when they are harmed or they harm someone.</p>	<p>Decrease in office referrals, increase in restorative conferences, decrease in reports of bullying, increase in index score of quality and school climate and safety survey.</p>	<p>Monthly SST data meeting, check in and check out with students (if applicable).</p>	<p>District paid for admin to become a train the trainer so any school can be trained in the district.</p>
		<p>DEIB (Diversity, Equality, Inclusion, and Belonging) committee is developed; assessment of current state and develop school-wide policy.</p>	<p>Decrease in office referrals, increase in index score of quality and school climate and safety survey.</p>	<p>Monthly meetings with DEIB, student pulse checks (survey), decrease of office referrals.</p>	<p>N/A</p>
		<p>Students will use a data reporting system to report bullying, un-kind behavior, and social-emotional needs.</p>	<p>Decrease in CSTAG threat assessments, decrease in suicidal ideation assessments, decrease in emergency counseling requests.</p>	<p>Daily monitoring of the software system, monthly meetings with counselors, and faculty/SBDM meetings for reporting.</p>	<p>\$2,500/year Bloomsights Software System</p>



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

Goal 6 (State your postsecondary goal.):					
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.):					
Objective	Strategy	Activities	Measure of Success	Progress Monitoring	Funding
Objective 1					
Objective 2					

**8: Other (Optional)**

Goal 8 (State your separate goal.):					
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:

<b>Components of Turnaround Leadership Development and Support:</b>
<p><b>Consider:</b> 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?</p> <p><b>Response:</b> School leadership has developed a digital data wall to monitor skills that are developing. Staff is using current i-Ready data to teach students at the level they are currently ready to learn during our daily flexible time. Deep data analysis of all students, including our subgroups has been conducted by administration and staff. Staff has “name and claimed” students in each sub-group to work with to increase their skill level. We will use the data provided by i-Ready, Dreambox, and Readlive to discuss during grade-level and special education PLCs.</p>
<b>Identification of Critical Resources Inequities:</b>
<p><b>Consider:</b> 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.</p> <p><b>Response:</b> Our administration team is brand new and were all late hires this school year so we didn’t have a lot of time to plan for budgets and spending of the resources that we had. EMS teachers and administration volunteered time to create this program. In the future, it will be hard to do with no money allocated.</p>
<b>Additional Actions That Address the Causes of Consistently Underperforming Subgroups of Students</b>

**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:** Administration has recreated the Quality of School Safety and Climate to keep a pulse check on how students are feeling about the culture of our building. That data has been used to begin to create a culture of engagement and learning. As we move forward, the survey will be given two more time this school year. Restorative practices, growth mindset, and positive adult culture will also help with students view of learning and preserving. All data was analyzed at grade-level with our SpEd teachers to provide extra insight as we were determining next steps.

**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:**

1. Our staff will be trained using the “Teaching Academic Content and Literacy to English Learners in Elementary and Middle School” guide to further their teaching skills to address our ELL students. We will monitor growth through i-Ready data, formative and summative assessments, EL monitoring, and standards mastery via Elkhorn Middle School digital data wall where our EL subgroup has already been identified.
2. On top of the extra skill instruction our special education students are receiving during our flexible time (REAch), students also are using Dreambox and Readlive for math and reading progress monitoring. Admin and district walkthroughs will allow us to monitor with fidelity as well as monthly data updates during grade-level PLCs and SpEd PLCs.

**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). <i>Visible Learning: a synthesis of over 800 meta-analyses relating to achievement</i> . Routledge: New York, NY.	<input checked="" type="checkbox"/>
Train staff how to teach vocabulary skills to English Learners.	Baker, S., Lesaux, N., Jayanthi, M., Dimino, J., Proctor, C. P., Morris, J., Gersten, R., Haymond, K., Kieffer, M. J., Linan-Thompson, S., & Newman-Gonchar, R. (2014). <i>Teaching academic content and literacy to English learners in elementary and middle school (NCEE 2014-4012)</i> . Washington, DC: National Center for Education Evaluation and Regional Assistance (NCEE), Institute of Education Sciences, U.S. Department of Education. Retrieved from the NCEE website: <a href="http://ies.ed.gov/ncee/wwc/publications_reviews.aspx">http://ies.ed.gov/ncee/wwc/publications_reviews.aspx</a> .	<input type="checkbox"/>
Special education students use Dreambox with fidelity.	<a href="https://ies.ed.gov/ncee/wwc/Docs/InterventionReports/wwc_dreambox_121013.pdf">https://ies.ed.gov/ncee/wwc/Docs/InterventionReports/wwc_dreambox_121013.pdf</a>	<input type="checkbox"/>
Special education students use Readlive with fidelity.	<a href="https://ies.ed.gov/ncee/wwc/Docs/InterventionReports/wwc_readnaturally_070913.pdf">https://ies.ed.gov/ncee/wwc/Docs/InterventionReports/wwc_readnaturally_070913.pdf</a>	<input type="checkbox"/>
		<input type="checkbox"/>

### 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:

<b>Turnaround Team:</b>
<b>Consider:</b> 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 <b>Response:</b>
<b>Identification of Critical Resources Inequities:</b>

**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](#).

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.	<input checked="" type="checkbox"/>
		<input type="checkbox"/>
		<input type="checkbox"/>

<b>Evidence-based Activity</b>	<b>Evidence Citation</b>	<b>Uploaded in eProve</b>
		<input type="checkbox"/>
		<input type="checkbox"/>