

2022-23 Phase One: Continuous Improvement Diagnostic for Schools

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

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

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

Phase One: August 1 - October 1

- Continuous Improvement Diagnostic for Schools
- School Safety Report
- Executive Summary for Schools

Phase Two: October 1 - November 1

- The Needs Assessment for Schools
- School Assurances

Phase Three: November 1 - January 1

- Comprehensive School Improvement Plan

Phase Four: January 1 - December 31

- Professional Development Plan for Schools (Due May 1)
- Progress Monitoring

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

Please enter your name and date below to certify.

William W. Gatliff

November 9, 2022



Certified Content



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Executive Summary

Stonewall Elementary School
William Gatliff
3215 Cornwall Dr
Lexington, Kentucky, 40503

Executive Summary

Complete this diagnostic and send to Workspace at least four weeks prior to your Accreditation Engagement Review.

Provide demographic information

Please enter the most up-to-date information about your institution. It's important to make sure you include ALL the information requested in this section, and that all the information you provide is correct.

Please provide updated contact and demographic information in the table below.

Name of Your Institution
Stonewall Elementary School

Telephone
859-381-3079

Head of Institution
William W. Gatliff, Principal

Email Address
bill.gatliff@fayette.kyschools.us

Grades Served (type N/A if you do not have grade levels)
Pre-School, Kindergarten, First, Second, Third, Fourth, and Fifth

Student Enrollment (for individual institutions) or Number of Schools (for systems).
If neither, type N/A.
Total number of students is 632.

Executive Summary

Cognia wants to know more about your institution. You can copy and paste your response from your workbook or type directly into the fields below. Your description of your institution should be 2,000 words (four to five pages) or less. If a particular prompt below does not apply to your institution type, simply do not include a response in your narrative. Consider composing a paragraph or two based on each these prompts to guide you in writing your first narrative:

1. Provide a brief description of the history of your institution.
2. Describe the community your institution serves.
 - Is the community urban, suburban, or rural?
 - What language(s) are spoken?
3. Describe how your institution is governed.
 - Is your institution independent, related to a special association or religious group, or under a state department or ministry of education?
 - Is there a board of directors or other governing authority?
4. Describe the mission, vision, and values of your institution.
 - When were these statements last reviewed and/or updated?
5. Describe the enrollment trends in your institution for the past three to five years.
6. Describe your institution's philosophy of education.
 - Is the philosophy traditional?
 - Is it based on a particular model (e.g. Dalcroze, Dewey, Emilia, Gardner, Glaser, Montessori, Piaget, Vigotsky, Waldorf) or is it a combination of multiple sources of research.
7. Describe your institution's curriculum.
 - Does your governing authority require a certain curriculum?
 - Do you have a traditional curriculum based on reading, writing, and mathematics?
 - Do you offer special programs such as STEM, music, and arts?
 - How and when is the curriculum updated?
8. Describe instruction in your institution.
 - Is it traditional lecture format, collaborative, hands-on, competency-based, on-site, and/or remote?
 - How much is technology integrated into instruction?
9. Discuss personnel management (such as hiring practices, evaluation, and supervision).
10. Give a brief description of student performance.
 - Are you required to give certain assessments at certain grades?
 - In what curricular areas do your students perform well?
 - In what ways do you tailor your assessments to the needs of learners?
 - What curricular areas need improved student performance?

- Does trend data indicate student performance is improving, staying about the same, or declining?

11. Describe current major improvement initiatives.

- Include progress and status on each initiative.
- Include the intended outcome or goal of each initiative.

Stonewall Elementary School is located in southern Fayette County. We are a neighborhood school with very active parent participation who volunteer in classrooms and through our PTA. Our school just celebrated our 60th anniversary. Unfortunately, our school does not have a tremendous amount of student diversity. Our school is predominately made up of white students and families. We do have students who are Hispanic, African American, Asian, Middle Eastern, and Ukrainian. Most of these students are fluent in the English language. For the students who are not, we have a very strong ELL program to support them as they work to acquire English as their second language. Our school is fortunate to have strong representatives on our school Site Based Decision Making Council comprised of two parents and three teachers. Our population is very stable and we do not have many changes in the number of students we serve each year being around 650 students. As a school, we focus on the whole child; academic, social, and mental health. We work hard with the families to do the very best for the kids while working with them to ensure we take care of all of their child's needs. In addition to homeroom instruction, our students are exposed to extra curricular clubs such as: Kids on the Run, Chess Club, Soccer Shots, Chorus, Garden Club, Band, Orchestra, and Junior Achievement. Special Classes during the day for students include Art, STEAM, Music, Physical Education, Library, and Japanese. As a school, we are blessed to have a district that supplies tremendous amounts of technology for our school and students. Based on our most recent Kentucky Summative Assessment data, we were ranked as a yellow school which has caused us to examine what we need to improve as a school in reaching all kids and help them reach their potential.



2022-23 Phase Two: The Needs Assessment for
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2022-23 Phase Two: The Needs Assessment for Schools

Stonewall Elementary School
William Gatliff
3215 Cornwall Dr
Lexington, Kentucky, 40503
United States of America

2022-23 Phase Two: The Needs Assessment for Schools

Understanding Continuous Improvement: The Needs Assessment for Schools

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

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

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

Protocol

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

- The administration team meets to review KSA data upon release, and desegregates the data to determine the proficiency scores for each academic area by grade level. We also aggregate the data by sub groups to determine the overall proficient/distinguished scores for each individual sub group with same-aged peers. We then compare the data to district MAP data and look for commonalities with KSA data, performance of sub-groups, and growth.
- Prior to media release, we meet with teachers and share out our data in two categories- areas for celebration, and areas for growth. We share NAPD data sets by subject, grade level, and sub group.
- After reviewing these data sets and sharing with staff, the leadership team meets to determine the highest areas of need, sub groups that are a concern based on lack of proficiency and/or growth, and create a template for each grade level to create an action plan based on their current and prior year's data.

- The following week, we meet in PLCs with grade level teams to complete the action plan for each grade level's data. The action plan includes areas of concern/target, what is working well, what actionable items we need to add, and how we will measure our different action items' effectiveness.

Review of Previous Plan

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

- Our intentional focus on reading and math growth was effective. MAP data indicated all grade levels met their proficiency goals in Math, and all grade levels but 5th met their proficiency goal in reading. Math and Reading KSA data was an area where we were awarded a score of Green- meaning we scored in the high range based on overall proficiency in these two areas. We completed a lot of reading training using guided reading and phonics dance, and focused heavily on reading intervention to support students struggling after virtual learning during the pandemic. We were very intentional with Math planning through PLCs, using the PDSA model in PLCs to create data driven instruction and track student growth, and differentiating where necessary to ensure student progress. However, our math scores were still below our reading scores. Our separate academic indicator score for the areas of Science, Social Studies, and Writing indicated that we did not make a lot of growth in these areas from our previous KPREP scores. Our intentional focus in math showed us the effects of being intentional with data driven instruction and common planning and common assessment review. We will continue this practice into this school year, and follow this protocol across all academic areas to ensure data-driven instruction that is differentiated based on student needs.

Trends

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

Example of Trends

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

The trends were consistent across the last two testing years, but with a higher proficiency score in reading. Our other academic areas (Science, Social Studies, Writing) dropped from our pre-covid scores, indicating that this must be an area of focus and improvement for our school. Our Special education sub-group performed significantly better this year than the 2 years prior, but our other sub groups (economically disadvantaged) performed consistently lower across all three school

years, indicating a trend that we need to focus on how we can best move these students forward as this population in our building continues to grow.

Current State

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

Example of Current Academic State:

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

Example of Non-Academic Current State:

- Teacher attendance rate was 84% for the 2021-22 academic year.
- Survey results and perception data indicated 62% of the school's teachers received adequate professional development.
 - 56% of students are proficient/distinguished in Reading based on 21-22 KSA data
 - 49% of students are proficient/distinguished in Math based on 21-22 KSA data
 - 40% of students were proficient/distinguished in Social Studies based on 21-22 KSA data
 - 34% of students were proficient/distinguished in Science based on 21-22 KSA data
 - 33% of students were proficient/distinguished in Writing and Mechanics based on 21-22 KSA data
 - Less than 1% of behavior referrals resulted in suspensions for the 21-22 school year
 - 95% of students are meeting Tier 1 behavior expectations during the 22-23 school year based on quarter 1 school-wide behavior data.

Priorities/Concerns

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

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

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

- 49% of all students are proficient/distinguished in Math based on 21-22 KSA data, and only 33% of economically disadvantaged students were P/D.
- 40% of students were proficient/distinguished in Social Studies based on 21-22 KSA data
- 34% of students were proficient/distinguished in Science based on 21-22 KSA data, and only 28% of economically disadvantaged students were P/D.
- 33% of students were proficient/distinguished in Writing and Mechanics based on 21-22 KSA data, and only 17% of economically disadvantaged students were P/D.

Strengths/Leverages

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

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

- 56% grade students are proficient/distinguished in Reading
- 61% of 3rd graders were proficient in Reading based on 21-22 KSA data, the highest of any grade level.
- 56% of 4th grade students were proficient in Math based on 21-22 KSA data, the highest of any grade level.
- Our ELL students fell in the HIGH range for growth based on 21-22 KSA data
- Our overall math and reading proficiency fell in the Green HIGH range on 21-22 KSA data.

Evaluate the Teaching and Learning Environment

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

[KCWP 1: Design and Deploy Standards](#)

[KCWP 2: Design and Deliver Instruction](#)

[KCWP 3: Design and Deliver Assessment Literacy](#)

[KCWP 4: Review, Analyze and Apply Data](#)

[KCWP 5: Design, Align and Deliver Support](#)

[KCWP 6: Establishing Learning Culture and Environment](#)

Utilizing implementation data, perception data, and current policies and practices:

a. Complete the [Key Elements Template](#).

b. Upload your completed template in the attachment area below.

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

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

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

- This year, our school will focus heavily on two key core work processes:

-KCWP 4: Review, Analyze, and Apply Data- this will lead our school to make more intentional data-informed decisions regarding instruction, differentiation, and accelerating learning for students.

- KCWP6: Establishing Learning Culture and Environment- this will help us focus on culturally responsive teaching practices and differentiating our teaching to meet the needs of diverse learners in our school to ensure all students are successful.

Stonewall Elementary's Comprehensive School Improvement Plan (CSIP) for 2022-25

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 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 (State your reading and math goal.): By May 2023, Stonewall will increase the combined Math and Reading proficiency from 46.4 to 52.5 as measured by state-required academic assessments.					
Objective	Strategy	Activities	Measure of Success	Progress Monitoring	Funding
<p>Objective 1</p> <p>By May 2023, our school will increase Reading proficiency score from 75.4 to 78.0 as measured by state-required academic assessments.</p>	Review, Analyze, and Apply Data	Monthly Data PLCs with all grade levels using the PDSA process to analyze and review Tier 1, 2, and 3 data.	<ul style="list-style-type: none"> MAP data CBM and CBA data for all Tier 2 and Tier 3 students receiving reading intervention and supports Summative Assessment/Unit Assessment Data 		\$0
		Utilize PDSA model in PLCs and monthly data meetings to design coherent instruction based on individualized student needs. Also, utilize flexible Tier 2 groupings to target skill deficits of individual students			
	Design and Deliver Instruction	CTRL Training for all staff to target the learning needs of all learners	<ul style="list-style-type: none"> Lesson plans and PLC minutes reflecting intentional use of CTRL strategies and implementation Walk-Through and observation data 		\$0- District PD
		Writing Professional Development to create vertically aligned and standards- based writing instruction	<ul style="list-style-type: none"> On-demand writing samples Lesson plans vertical planning meetings 		4600 for Writing PD book study

Goal 1 (State your reading and math goal.): By May 2023, Stonewall will increase the combined Math and Reading proficiency from 46.4 to 52.5 as measured by state-required academic assessments.					
Objective	Strategy	Activities	Measure of Success	Progress Monitoring	Funding
		Phonics Dance and Handwriting with Tears Trainings to target literacy learning gaps acquired during virtual instruction	<ul style="list-style-type: none"> MAP data CBM and CBA data for all Tier 2 and Tier 3 students receiving reading intervention and supports Summative Assessment/Unit Assessment Data Handwriting samples 		
Objective 2 By May 2023, our school will increase Math proficiency score from 68.1 to 71.0 as measured by state-required academic assessments.	Review, Analyze and Apply Data	Monthly Data PLCs with all grade levels using the PDSA process to analyze and review Tier 1, 2, and 3 data.	<ul style="list-style-type: none"> MAP data CBM and CBA data for all Tier 2 and Tier 3 students receiving reading intervention and supports Summative Assessment/Unit Assessment Data 		
	Design and Deliver Instruction	Utilize PDSA model in PLCs and monthly data meetings to design coherent instruction based on individualized student needs. Also, utilize flexible Tier 2 groupings to target skill deficits of individual students			
			CTRL Training for all staff to target the learning needs of all learners	<ul style="list-style-type: none"> Lesson plans and PLC minutes reflecting intentional use of CTRL strategies 	

Goal 1 (State your reading and math goal.): By May 2023, Stonewall will increase the combined Math and Reading proficiency from 46.4 to 52.5 as measured by state-required academic assessments.

Objective	Strategy	Activities	Measure of Success	Progress Monitoring	Funding
			and implementation <ul style="list-style-type: none">• Walk-Through and observation data		

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

Goal 2 (State your science, social studies, and writing goal.): By May 2023, Stonewall will increase the separate academic indicator proficiency score from 76.8 to 84.5 as measured by state-required academic standards.					
Objective	Strategy	Activities	Measure of Success	Progress Monitoring	Funding
Objective 1 By May 2022, our school will increase our Science proficiency index score from 63.0 to 68.0 as measured by state required academic assessments.	Design and Deliver Instruction/ Design and Deploy Standards	District Science PLCs will be provided for all grade level teachers, and focus on utilizing the Amplify program as well as hands-on learning experiences to help students master the science standards.	<ul style="list-style-type: none"> Science Unit Assessment Data Science on-demand writing Performance tasks Common Unit Planning/lesson plans using district unit frameworks 		\$0
		Vertical alignment meetings three times per year to ensure common science instructional practices and consistency across grade levels			\$0
Objective 2 By May 2022, our school will increase our Social Studies proficiency index score from 59.7 to 64.0 as measured by state required academic assessments.	Design and Deliver Instruction/ Design and Deploy Standards	Social Studies/My World Training with Savaas on ways to best utilize Social Studies curriculum	<ul style="list-style-type: none"> Social Studies Unit Assessment Data Social Studies on-demand writing Inquiry-Based performance tasks Common Unit Planning/lesson plans using district unit frameworks 		\$0- District-purchased curriculum and PD
		Vertical alignment meetings three times per year to ensure common social studies instructional practices, integrated units, and consistency across grade levels			\$0
Objective 3 By May 2022, our school will increase our Writing	Design and Deliver Instruction/Design and Deploy Standards	Stonewall’s school literacy team will vertically align writing skills and lessons for writing long range-plans using deconstructed standards and	<ul style="list-style-type: none"> Literacy team meeting minutes 		\$600 for book study and professional development materials for staff

<p>proficiency index score from 62.2 to 65.0 as measured by state-required academic assessments.</p>		<p>student data. Stonewall’s literacy team will also complete a writing book study, and utilize these effective research-based strategies to design a school-wide writing plan that effectively teaches and assesses Kentucky academic standards. The literacy team will also provide professional development to remaining staff.</p>	<ul style="list-style-type: none">• Writing long-range plans and pacing guides• AIMSweb writing data• Literacy lesson plans/team planning minutes• Book study guide and notes• Stonewall writing plan and vertical alignment document• Professional development plan developed by literacy team		
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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</p> <p>By May 2023, Stonewall will increase the proficiency of economically disadvantaged students in Math from 54.4 to 58.0 as measured by state-required academic assessments.</p>	<p>Review, Analyze, and Apply Data</p>	<p>Triangulate data using newly developed data dashboards for each grade level to track students' growth towards goals at all three tiers of instruction for math, and determine next instructional steps</p>	<ul style="list-style-type: none"> • MAP Math data • CBM, CBA data • Math Unit assessment data (Investigations, Envisions, Pearson common district assessments) 		
	<p>Design and Deliver Instruction</p>	<p>Professional development with Debbie Waggoner focused on Math differentiation, utilizing assessment data to guide instruction, and student engagement in Math</p>	<ul style="list-style-type: none"> • MAP Math data • CBM, CBA data • Math Unit assessment data (Investigations, Envisions, Pearson common district assessments) • Lesson plans • Student math interest surveys 		<p>\$500 for PD materials</p>
		<p>Book study with Math team focused on Building thinking-based classrooms in mathematics to develop engaging lessons and build critical thinking skills in most-at risk students</p>	<ul style="list-style-type: none"> • Lesson Plans • Walkthrough/observation data 		<p>\$400 for book study materials</p>
<p>Objective 2</p>					

Objective	Strategy	Activities	Measure of Success	Progress Monitoring	Funding
<p>By May 2023, Stonewall will increase the proficiency of students with disabilities in Reading from 47.5 to 50.0 as measured by state-required academic assessments.</p>	<p>Review, Analyze, and Apply Data</p>	<ul style="list-style-type: none"> Administer NSGR assessment and reading milestones assessment to all students with disabilities receiving Reading services as outlined in their IEP. From there, we will enter student data in the dashboard and review data at all tiers along with IEP goal data to determine skill deficit needs and progress towards grade level standard mastery/instructional next steps 	<ul style="list-style-type: none"> MAP reading data NSGR data IEP goal data (CBM) Common assessment data PLC meeting minutes and planning documents 		<p>\$0</p>
	<p>Design and Deliver Instruction</p>	<ul style="list-style-type: none"> Utilize Learning Continuum and data dashboard to plan data driven instruction with student core teams to ensure students' are receiving instruction that is based on skill deficits, but also accessing core grade level instruction and making progress towards grade level standards. 	<ul style="list-style-type: none"> PLC meeting minutes Team Planning documents Resource lesson plans and homeroom teacher instructional plans Data dashboard data tracking 		<p>\$0</p>

4: English Learner Progress

Goal 4 (State your English Learner goal.): By May of 2024, Stonewall will increase our English Learner Progress score from 59.4 to 64.0 as measured by state required academic assessments.					
Objective	Strategy	Activities	Measure of Success	Progress Monitoring	Funding
Objective 1 By May of 2022, Stonewall will increase our English learner proficiency score from 59.4 to 61.0 as measured by state-required academic assessments.	Establishing Learning Culture and Environment	Culturally Responsive Teaching for Multi-Lingual Learners- Professional Development and Training	<ul style="list-style-type: none"> Walkthrough and observation data EL student ACCESS data MAP data CBM and CBA data for EL students receiving intervention supports 		\$800 to purchase books and material for PD
	Design and Deliver Instruction	Design culturally responsive lessons that are standards-based to engage multi-lingual learners	<ul style="list-style-type: none"> Walkthrough and observation data EL student ACCESS data MAP data CBM and CBA data for EL students receiving intervention supports CO teaching-observations between EL teacher and homeroom teacher 		\$0

Goal 4 (State your English Learner goal.): By May of 2024, Stonewall will increase our English Learner Progress score from 59.4 to 64.0 as measured by state required academic assessments.

Objective	Strategy	Activities	Measure of Success	Progress Monitoring	Funding

5: Quality of School Climate and Safety

Goal 5 (State your climate and safety goal.): By May of 2024, Stonewall will increase our overall School Climate and Safety score from 74.1 to 80.0 as measured by state required assessments.					
Objective	Strategy	Activities	Measure of Success	Progress Monitoring	Funding
<p>Objective 1</p> <p>By May of 2023, Stonewall will increase our school Safety score from 72.8 to 76.0 as measured by state required assessments.</p>	Establishing Learning Culture and Environment	<ul style="list-style-type: none"> • PBIS lessons in classrooms three times per year to review school rules, safety procedures, common area expectations • School safety trainings with students and resource officer, DMHS, and administration 	<ul style="list-style-type: none"> • SEL progress monitoring data (3 times per year) • Restorative circle observations 		\$200 for lesson materials
<p>Objective 2</p> <p>By May of 2023, Stonewall will increase out School Climate score from 76.5 to 79.0 as measured by state-required assessments.</p>	Establishing Learning Culture and Environment	<ul style="list-style-type: none"> • Daily SEL instruction using Caring School community program • PBIS lessons and Counseling lessons focused on positive school culture, individual self-esteem, bullying and harassment, and additional SEL skills • Dojo celebrations four times per year to celebrate student citizenship, behavior, and growth 	<ul style="list-style-type: none"> - SEL progress monitoring survey data (3 times per year) - SEL observations - Restorative circle observations - CBA data from counseling groups - Dojo data 		\$1000 for Dojo celebration materials and lesson plan resources

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:

Components of Turnaround Leadership Development and Support:
<p>Consider: How will you ensure that school leadership has or develops the skills and disposition to achieve accelerated, meaningful, and sustainable increases in student achievement for underperforming subgroups? Response:</p>
Identification of Critical Resources Inequities:
<p>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:</p>
Additional Actions That Address the Causes of Consistently Underperforming Subgroups of Students
<p>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:</p>
Targeted Subgroups and Evidence-Based Interventions:
<p>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:</p>
<p>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.</p>

TSI/ATSI Evidence-based Practices

The Every Student Succeeds Act (2015) created new expectations for evidence-based decision making at school and district levels. More specific information regarding evidence-based practices and requirements can be found on the Kentucky Department of Education’s [Evidence-based Practices website](#). While evidence documentation in the CSIP is only required for schools identified for Targeted Support and Improvement (TSI) including Additional Targeted Support and Improvement (ATSI) and Comprehensive Support and Improvement (CSI), KDE encourages all school leaders to review evidence related to new programs, practices, or interventions being implemented in the school. In addition to documenting the evidence below, TSI, ATSI and CSI schools are expected to upload a description of their evidence review process, the findings of their evidence review, and a discussion of the local implications into eProve. Specific directions regarding the documentation requirements can be found in the “[Compliance Requirements](#)” resource available on KDE’s [Evidence-based Practices website](#).

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

Evidence-based Activity	Evidence Citation	Uploaded in eProve
Train staff to implement inductive teaching strategies.	Hattie, J. (2009). Visible Learning: a synthesis of over 800 meta-analyses relating to achievement. Routledge: New York, NY.	<input checked="" type="checkbox"/>
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Special Considerations for Comprehensive Support and Improvement (CSI) Schools

Schools identified for Comprehensive Support and Improvement (CSI) must complete the CSIP process and meet all applicable deadlines while identified for Comprehensive Support and Improvement (CSI). Following the completion of the school audit, CSI schools must revise their CSIP to account for the improvement priorities identified by the audit team. The newly revised CSIP, referred to as a Turnaround Plan, must include the following items: (1) evidence-based interventions to be utilized to increase student performance and address the critical needs identified in the school audit, (2) a comprehensive list of persons and entities involved in the turnaround efforts and the specific roles each shall play in the school’s turnaround process, and (3) a review of resource inequities, which shall include an analysis of school level budgeting to ensure resources are adequately channeled towards school improvement (703 KAR 5:280). Each of the three aforementioned requirements must be embedded throughout the CSIP document. Once the CSIP has been revised, the turnaround plan must be submitted to the LEA for approval before it is submitted to the Commissioner of Education for final approval.

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

Turnaround Team:
<p>Consider: Provide a comprehensive list of persons and entities involved in the turnaround efforts and the specific roles each shall play in the school’s turnaround process</p> <p>Response:</p>
Identification of Critical Resources Inequities:
<p>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.</p> <p>Response:</p>

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.

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