

### State Assessment Results in Reading and Mathematics

Goal 1: Richdsville Elementary will increase proficiency in reading from 30 to 49.1 and math from 22 to 39.2 by 2025.

### State Assessment Results in Science, Social Studies and Writing

Goal 2: Richdsville Elementary will increase proficiency in Science from 10 to 30.1, Social Studies from 20 to 28.2, and Writing from 36 to 49.6 by 2025.

### Achievement Gap

Goal 3: Richdsville Elementary will increase the percentage of special education students scoring proficient/distinguished in reading from 20.0 to 25.6 and math from 13.2 to 25.6 by 2025.

### English Learner Progress

Goal 4:  
Richdsville Elementary will increase the percentage of students earning growth points for the EL Indicator from 55% to 75% by 2025. (No State Goal Given Due to Data Suppression)

### Quality of School Climate & Safety

Goal 5: By the 2027-2028 school year, Richdsville Elementary will reach a score of 84% on the Quality of School Climate and Safety Survey as administered on the Kentucky Summative Assessment

### Parent & Community Engagement

Goal 6: Richdsville Elementary will work to meet the following goals by 2024: Increase the participation rate of the Studeer Parent Engagement Survey by 5% by May 2024. Increase the overall mean on the Studeer Parent E

### Resources

Goal 7: Goal.  
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### Growth

Richdsville will increase the growth indicator from 52 (low growth) to 65 (high growth) as measured by state assessments by 2024.

### Quality

Richdsville Leadership Team will attend Professional Learning Communities weekly to analyze student learning as measured by both formative and summative assessments.

Pillar	Connected CSIP Goals
<p align="center"><b>Student Achievement</b></p> <p align="center">Be the highest performing academic organization in the state of Kentucky.</p>	<p align="center"><b>State Assessment Results in Reading and Mathematics State Assessment Results in Science, Social Studies and Writing English Learner Progress Growth</b> (Not submitted with CSIP)</p>
<p align="center"><b>People</b></p> <p align="center">Be an outstanding place for employees to work, students to learn, and parents and community members to support</p>	<p align="center"><b>Quality of School Climate &amp; Safety</b></p>
<p align="center"><b>Parents/Community</b></p> <p align="center">Become a community where all stakeholders serve and engage in partnerships to support high levels of student success.</p>	<p align="center"><b>Parent &amp; Community Engagement</b> (Not submitted with CSIP)</p>
<p align="center"><b>Innovation</b></p> <p align="center">Engage students in a broad range of learning, extra-curricular, and post-secondary opportunities.</p>	
<p align="center"><b>Resources</b></p> <p align="center">Align fiscal management with the District's vision, that provides for transparency and effective resource management and stakeholder buy-in.</p>	<p align="center"><b>Resources</b> (Not submitted with CSIP)</p>
<p align="center"><b>Quality (Equity)</b></p> <p align="center">Improve efficiency and effectiveness of district and school processes and systems.</p>	<p align="center"><b>Achievement Gap English Learner Progress Quality of School Climate &amp; Safety Growth</b> (Not submitted with CSIP)</p>

## State Assessment Results in Reading and Mathematics

**Goal 1:** Richlandville Elementary will increase proficiency in reading from 30 to 49.1 and math from 22 to 39.2 by 2025.

Pillar	Objective	Strategy	Activities	Measure of Success	Progress Monitoring & Person Responsible	Funding
<b>Student Achievement</b> Be the highest performing academic organization in the state of Kentucky.	1. Richlandville Elementary will increase the percentage of all students scoring proficient/distinguished in reading from 30.0 to 43.5 by 2023.  2. Richlandville Elementary will increase the percentage of all students scoring proficient/distinguished in math from 22.0 to 32.5 by 2023.	RVES will <b>Design and Deploy Standards</b> to ensure monitoring measures are in place to support high fidelity of a viable curriculum aligned to Kentucky standards.	<b>Guaranteed and Viable Curriculum</b> Teachers will use researched-based reading and math curriculums during core instruction, as well as, intervention and acceleration. These curriculums will embed writing throughout all content areas.	Access to grade level standards Eleot Walkthrough Instrument Common Assessment Results	Universal Screeners (Aug., Dec., Feb., Apr.) Principal and Curriculum Coordinator	District ESSER Funds
		RVES will <b>Design and Deliver Instruction</b> to ensure teachers determine the most appropriate high leverage, researched-based strategies to implement ensuring congruency to the standards/instructional outcomes.	<b>Professional Learning</b> Teachers will receive professional learning in the use of high-leverage instructional strategies, curriculum implementation, data analysis, student engagement, and rigorous task design. Teams of teachers will visit other high performing classrooms throughout the school and district with the Instructional Coach to observe best practice in reading and math.	Vector PD Log Coaching Visit Data Instructional Rounds Data Eleot Walk through Instrument	Weekly Classroom Walkthrough Instrument Weekly Lesson Plan Development during Guided Planning Principal, Dean, Curriculum Coordinator, Instructional Coach	Title II-\$7000 ESSER III
			<b>Professional Learning</b> Teachers will receive professional learning in the use of high-leverage instructional strategies, curriculum implementation, data analysis, student engagement, and rigorous task design.	Completed Coaching Cycles	Monthly Coaching Calendar Instructional Coach and Curriculum Coordinator	District ESSER Funds
			<b>Professional Learning Communities</b> Teachers will utilize both school and district PLCs to determine priority standards, learning intentions, success criteria, student work analysis and student achievement mastery.	Meeting agendas Classroom Teacher Instructional Walks Universal Screening Results	Weekly Classroom Walkthrough Instrument Principal, Dean, Curriculum Coordinator, Instructional Coach	No Funding Needed
		Richlandville Elementary will <b>Design, Align and Deliver Support Processes</b> to develop, monitor, and ensure effective systems are used to collect data points which inform modifications to curriculum and instructional practices.	<b>Monitoring Growth Data Sources</b> The Leadership Team along with teachers will continue to monitor FastBridge, HMH, and classroom data to determine students individual growth while identifying specific interventions and learning accelerations pathways. Students will use goal tracking sheets to monitor reading and math growth with Fastbridge, HMH and Amira.	Fastbridge Data HMH Growth Measure Data PLC Data Wars	Fastbridge Progress Monitoring Data (weekly/biweekly) HMH Growth Measure Results (3 times/year) Student Success Team Members	No Funding Needed

## State Assessment Results in Science, Social Studies and Writing

**Goal 2:** Richlandsville Elementary will increase proficiency in Science from 10 to 30.1, Social Studies from 20 to 28.2, and Writing from 36 to 49.6 by 2025.

Pillar	Objective	Strategy	Activities	Measure of Success	Progress Monitoring & Person Responsible	Funding
<b>Student Achievement</b>  Be the highest performing academic organization in the state of Kentucky.	<b>Objective 1: (Science)</b> RES students will improve the % of students scoring P/D in science from 10 to 22.4 by 2023.  <b>Objective 2: (Social Studies)</b> RES students will improve the % of students scoring P/D in social studies from 20 to 24.3 by 2023.  <b>Objective 3: (Writing)</b> RES students will improve the % of students scoring P/D in writing from 36 to 40.2 by 2023.	RES will <b>Design and Deploy Standards</b> to ensure monitoring measures are in place to support the fidelity of effective teaching practices as an ongoing part of the PLC process.  RES will <b>Design and Deliver Instruction</b> to ensure teachers determine the most important standards and high-yield instructional strategies with congruency and intent of content standards.	<b>Guaranteed and Viable Curriculum:</b> Teachers will use a reserched-based, viable curriculum that includes writing throughout all content areas. Students will participate in enrichment acitivites in STEAM Lab from Mystery Science and Generation Genius.	Student work Curriculum Resources Walkthrough Data	Quarterly by Principal, Curriculum Coordinator and Instructional Coach	District ESSER Funds RES ESSER III Funds-\$10,000
			<b>Professional Learning:</b> Professional Learning Opportunities will be provided by the curriculum designers with implementation of standards, data analysis, student engagement, with technolgy incorporatated throughout. Teachers will also be able to observe in other classrooms looking for evidence of best practices, especially with writing throughout all content areas.	Professional Learning Agendas Attendance Logs	Quarterly by Principal, Curriculum Coordinator and Instructional Coach	Title II Funds \$7,000
			<b>Professional Learning Communities:</b> Teachers will use the PLC process to decontstruct and prioritize essential skills and standards. Teachers, with the help of the Curriculum Coordinator and Instructional Coach, will design lessons congruent to the intent of each standard and analyze student work to make adjustments to instruction.	PLC Minutes Student Work	Quarterly by Principal, Curriculum Coordinator and Instructional Coach	No Funding needed

## Achievement Gap

**Goal 3:** Richardsville Elementary will increase the percentage of special education students scoring proficient/distinguished in reading from 20.0 to 25.6 and math from 13.2 to 17.4 by 2023.

Pillar	Objective	Strategy	Activities	Measure of Success	Progress Monitoring & Person Responsible	Funding
<b>Quality (Equity)</b> Improve efficiency and effectiveness of district and school processes and systems.	1. Richardsville Elementary will increase the percentage of special education students scoring proficient/distinguished in reading from 20.0 to 25.6 by 2023.  2. Richardsville Elementary will increase the percentage of special education students scoring proficient/distinguished in math from 13.2 to 17.4 by 2023.	RVES will <b>Design and Deliver Instruction</b> to ensure students have an understanding of learning expectations and teachers have effective instructional implementation strategies for Tier 1 instruction.	All teachers will receive training, modeling, peer observation, and coaching from both district and regional consultants in the implementation of coteaching practices. Special Education Teachers and General Education Teachers will visit other high performing schools to observe best practices in co-teaching and SDI implementation.	Universal Screening Data HMM Student Data	Monthly sped meeting agenda Student growth measure data (4 times/year) District Special Ed Consultant Curriculum Coordinator	Title II \$1000
		RVES will <b>Design and Deliver Instruction</b> to establish a process to support classroom teachers' instructional effectiveness based on student data.	District and school leaders will participate in GRREC's Coteaching Community of Practice implementing and revising our school plan.	Universal Screening Data HMM Student Data	GRREC agendas (monthly) COP instructional plan (monthly) Dean of Students, Principal, District Consultant	No funding needed
		RVES will <b>Establish Learning Culture and Environment</b> to ensure equitable access to a meaningful and rigorous curriculum rigorous to all learners.	Special education and classroom teachers will use researched-based reading and math curriculums during core instruction, as well as, intervention and acceleration. These curriculums will embed writing throughout all content areas.	Universal Screening Data HMM Student Data	Monthly sped meeting agenda Student growth measure data District Special Ed Consultant Curriculum Coordinator	District Special Education Funds
			The leadership team and district consultant will meet monthly with the special education team to deconstruct standards, evaluate SDI, model coteaching practices, and review student growth data to inform instructional decisions.	Universal Screening Data HMM Student Data Agendas	Monthly sped meeting agenda Student growth measure data (4 times per year) District Special Ed Consultant Principal/Dean of Students	No funding needed

## English Learner Progress

Goal 4: Richardsville Elementary will increase the percentage of students earning growth points for the EL Indicator from 55% to 75% by 2025. (No State Goal Given Due to Data Suppression)						
Pillar	Objective	Strategy	Activities	Measure of Success	Progress Monitoring & Person Responsible	Funding
<b>Student Achievement</b>  Be the highest performing academic organization in the state of Kentucky.	By 2023, Richardsville Elementary will increase the percentage of students earning growth points for EL indicator from 55% to 62%.	RVES will <b>Design and Deliver Instruction</b> to ensure students have an understanding of learning expectations and teachers have effective instructional implementation strategies for Tier 1 instruction.	EL Teacher will utilize National Geographic and other researched-based curriculums to provide standards-based instruction for EL pull-out services with fidelity.	EL Department and School Leadership Walkthrough Data Student Work Samples ACCESS Score	Quarterly Monitoring by EL Director and Principal	District Title III Funding
			EL Teacher will identify specific areas of need for each student in Speaking, Listening, Reading and Writing based on ACCESS scores and WIDA standards consulting with classroom teachers to develop appropriate	ACCESS Score Attainment PSP Monitoring Checklist PLC Meeting Agendas	Quarterly Monitoring by EL Director and Principal	No funding needed
RVES will <b>Design and Deliver Instruction</b> to establish a process to support classroom teachers' instructional effectiveness based on student data.		Professional learning opportunities will be provided for classroom teachers to learn researched-based strategies and tools for student engagement and acceleration.	PLC Meeting Agendas	Quarterly Monitoring by Curriculum Coordinator and Instructional Coach	Title II-\$7000 ESSER III-\$10,000	
RVES will <b>Establish Learning Culture and Environment</b> to ensure equitable access to a meaningful and rigorous curriculum respectful to all diverse learners.						
<b>Quality (Equity)</b>  Improve efficiency and effectiveness of district and school processes and systems.						

## Quality of School Climate and Safety

**Goal 5:** By the 2027-2028 school year, Richlandville Elementary will reach a score of 84% on the Quality of School Climate and Safety Survey as administered on the Kentucky Summative Assessment

Pillar	Objective	Strategy	Activities	Measure of Success	Progress Monitoring & Person Responsible	Funding
<b>People</b>  Be an outstanding place for employees to work, students to learn, and parents and community members to support	<b>Objective 1: (PBIS)</b> RVES will maintain "Gold" status as measured by the PBIS Tiered Fidelity Inventory (TFI) during the 2022-2023 school year.	RVES will <b>Design, Align, and Deliver Support Processes</b> to the PBIS Team refining processes, procedures, behavior management, including mental health support.  RVES will <b>Design, Align, and Deliver Support Processes</b> by implement school behavioral supports, training, and MTSS systems.  RVES will <b>Establish Learning Culture and Environment</b> by implementing/refining school culture systems and structures.	PBIS team meetings, trainings, and support provided by school and district support staff. Integration of MTSS through mental health awareness and supports for students.	Decrease in Office Discipline Referrals	Monthly PBIS Team Meeting Minutes Dean of Students and PBIS Tier 1 Committee	\$0
	<b>Objective 2: (Office Discipline Referrals)</b> RVES will maintain less than 1 office discipline referral per day during the 2022-2023 school year.		Implementation of SEL throughout the daily master schedule, morning meetings, curriculum, and guidance lessons.	SEL Lesson Plans Decrease in Office Discipline Referrals	Weekly SEL Lesson Plan Review Guidance Counselor and Principal	\$0
	<b>Objective 3: (Employee Engagement)</b> Increase rating on the Employee Engagement Survey on question #2 "My principal provides feedback concerning areas for improving my performance" from 4.56 to 4.59 during the 2022-2023 school year.		Restorative practices established, modeled, and implemented by staff and leadership team with students.	SEL Lesson Plans Decrease in Office Discipline Referrals	Weekly SEL Lesson Plan Review Guidance Counselor, Dean of Students, and Principal	\$0
<b>Quality (Safety)</b>  Improve efficiency and effectiveness of district and school processes and systems.	<b>Objective 4: (Parent Engagement)</b> Increase rating on the Parent Engagement Survey on question #3 "I regularly receive feedback from school staff on how well my child is learning" from 3.57 to 3.62 during the 2022-2023 school year.		Leader in Me systems refined to develop student leadership opportunities and self-assessment of academic and personal goals.	Student Studer Survey Results Student KAS Quality of School Climate and Saftey Results	Yearly Monitoring through Survey Results Leadership Team and Classroom Teachers	\$0
	<b>Objective 5: (Quality of School Culture)</b>		Leadership Team will create a walk-through schedule and implement Elot instrument providing specific, timely feedback to teachers about student learning. Teachers will communicate with families about progress through written feedback on student work, family conferences, and 2x2x2 communication system.	Employee Engagement Studer Survey Results	Quarterly Rounding Conversation Stoplight Data Yearly Studer Survey Results  Leadership Team	\$0

**Components of Turnaround Leadership Development and Support:**

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

**Response:** Richardsville's TSI group is our Disability Subgroup. Our leadership team is participating in a Community of Practice understanding and sustaining co-teaching in all K-6 classrooms through GRREC. Our Leadership Team meets with the Special Educational District Consultant and Special Education Team monthly to review best-practice in instruction, SDI, co-teaching strategies, and special education growth data. We will also visit other districts to learn how to effectively increase and sustain student achievement.

**Identification of Critical Resources Inequities:**

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

**Response:** During our monthly special education team meetings it has been determined to revise our master schedule to best meet the needs of all students served and resources allocated. Our adjustment of the assistant and special education teachers schedule was reviewed and revised to ensure students are receiving quality instruction during both core instruction and acceleration. A portion of our Title II funds will be used to support teachers in developing engaging, rigorous instruction to best meet the needs of all students.

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

**Response:** Richardsville Elementary uses survey input from staff, students and families (Studer, PBIS, Title I, Leader in Me MRA) to determine overall climate and learning culture of students with disabilities. We have also analyzed student performance on screening diagnostics and progress monitoring systems when co-teaching was in use for core reading and math instruction.

**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:** Richardsville Elementary has identified the Disability Subgroup as our targeted group for the 2022-2023 school year. We will use the following evidence-based practices to specifically target achievement in this area:

- Coteaching Models in Reading and Math Core Classes
- Instructional Rounds using the Eleot Walkthrough Tool
- Viable Researched-Based Curriculum for both Core and Acceleration Instruction

**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
Researched-Based Engagement Strategies (Kagan) used during Instruction	Hattie, J., (2012). Visible Learning For Teachers Maximizing Impact on Learning. Routledge	<input type="checkbox"/>
Coteaching Models in Reading and Math Core Classes	Hattie, J., (2012). Visible Learning For Teachers Maximizing Impact on Learning. Routledge	<input type="checkbox"/>
Instructional Rounds using the Eleot Walkthrough Tool	<a href="#">Eleot Walkthrough Instrument</a>	<input type="checkbox"/>
PLC meetings with Resource & Classroom Teachers to Analyze Student Data and Improve Instruction	Hattie, J., (2012). Visible Learning For Teachers Maximizing Impact on Learning. Routledge	<input type="checkbox"/>
Viable Researched-Based Curriculum for both Core and Acceleration Instruction	Hattie, J., (2012). Visible Learning For Teachers Maximizing Impact on Learning. Routledge	<input type="checkbox"/>