

## East Bernstadt Independent School 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

## Alignment to Needs:

Results of the Phase Two needs assessment process should inform the development of the comprehensive school improvement plan. List the identified priorities below to be addressed in order to build staff capacity and increase student achievement.

### Priorities/Concerns from Needs Assessment for Schools

List two or three of the greatest areas of weakness identified in question #5 of the Needs Assessment for Schools that will be thoroughly addressed in the strategies and activities outlined in this template.

**Elementary:**

While the elementary school percent proficient and distinguished in the content area of science increased from 38% to 54% in 2023, this is still a priority/concern for our school. The sub-population of students with disabilities with an IEP scored significantly lower in the areas of math (All Students 65% compared to Students with Disabilities with an IEP 45%) and combined writing (All students 76% compared to Students with Disabilities with an IEP 50% than the total population).

**Middle School:**

While the middle school percent proficient and distinguished in the content area of social studies increased from 39% to 44% in 2023, this is still a priority/concern for our school.

### Processes, Practices, or Conditions to be Addressed from Key Elements Template

List two or three of the processes, practices, or conditions identified on the School Key Elements Template that the school will focus its resources and efforts upon and thoroughly address in the strategies and activities outlined in this template.

**Process:**

Ensure curricular alignment reviews are an ongoing action of the PLC's planning process.

Ensure monitoring measures are in place to support high fidelity in teaching to the standards, by way of peer observations, formal and informal observations, classroom data/running records, and standards mastery checks.

**Practice:**

Construct student-friendly learning targets.

Utilize knowledge of best practice/high yield instructional strategies to aid in curricular adjustments when students fail to meet mastery.

Determine if learning targets are clear to students.

Use summative evidence to inform what comes next for individual students and groups of students.

Plan for and implement active student engagement strategies.

**Condition:**

Ensure that all available resources are deployed to assist students in need, i.e. FRYSC, DPP, Cabinet for Family and Children, etc. Enable faculty to develop teacher leadership capacities and/or serve in leadership roles within the district/school.

### Indicator Scores

List the overall scores of status and change for each indicator.

<b>Indicator</b>	<b>Status</b>	<b>Change</b>
State Assessment Results in reading and mathematics	<b>Very High</b>	<b>Significantly Increased</b>
State Assessment Results in science, social studies and writing	<b>Very High</b>	<b>Significantly Increased</b>
English Learner Progress	N/A	N/A
Quality of School Climate and Safety	<b>Very High</b>	<b>Significantly Increased</b>
Postsecondary Readiness (high schools and districts only)	N/A	N/A
Graduation Rate (high schools and districts only)	N/A	N/A

## 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 state assessment results in reading and mathematics, state assessment results in science, social studies and writing, achievement gap, English learner progress, and quality of school climate and safety. High schools must address 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, and graduation rate. Long-term goals 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. Objectives should address state assessment results and/or aligned formative assessments. 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 the school will take 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 2024, East Bernstadt Elementary School students will increase student achievement in math to 67.0% and in reading to 77.0% proficient/distinguished on the Kentucky Summative Assessment. East Bernstadt Middle School students will increase student achievement in math to 68.0 % and in reading to 67.0 % proficient/distinguished on the Kentucky Summative Assessment.					
Objective	Strategy	Activities	Measure of Success	Progress Monitoring	Funding
<b>Objective 1</b> By 2024 East Bernstadt School will increase the percentage of students scoring proficient/distinguished by 2 percentage points for elementary (65% to 67%) and 2 percentage points for middle (66% to 68%) in the area of math.	<b>KCWP 1: Design and Deploy Standards</b>	Continued training on the 8 Mathematical Practices, Coaching Academy and KMIT data analysis through partnership with SESC.	Formative and Summative Assessments MAP Assessment Kentucky Summative Assessment Scores PLC Meeting Minutes Deeper Learning Meetings (KMIT Kentucky Mathematics Innovation Tool)	Classroom teachers, principal, deeper learning team, and support staff will meet and review data weekly/bi-weekly to analyze data and adjust activities if needed.	Deeper Learning Grant (50,000)
	<b>KCWP 2: Design and Deliver Instruction</b>	Daytime and before school tutoring with a focus on mathematics (fluid, flexible grouping with a targeted list of students). Ensuring vertical alignment through two Math blocks for all students in grades 6-8. Consistent and rigorous curriculum utilizing HMH and Simple Solutions for grades K-5. RACE Strategy with math (Restate the question, answer question, show work for cite evidence, explain thinking) Implement problem solving strategies such as CUBES: C-circle key numbers and units; U-underline key words; B-box math action words; E-eliminate and evaluate; S- show your work and check, to assist students with problem solving. Teachers will collaborate with gifted and talented personnel, Title I and the Special Education Department to meet individual student needs.	Formative and Summative Assessments MAP Assessment Kentucky Summative Assessment Scores Lesson Plans/Curriculum Maps Walkthroughs PLC Meeting Minutes ASL (Analyzing Student Learning)	Classroom teachers, principal, deeper learning team, and support staff will meet and review data weekly/bi-weekly to analyze data and adjust activities if needed.	ESSER Funding (80,000); Steele Reese Grant (55,000.00); Deeper Learning Grant for the District (50,000.00); GEAR-UP Supplemental Funds (as approved); Title I (70,000.00); GT Funding

	<p><b>KCWP 6: Establishing Learning Culture and Environment</b></p>	<p>Kentucky Summative Assessment Quality of School Climate and Safety Survey with Opportunity to Learn Supplement data, Kentucky Impact Survey Data, FRYSC survey data supporting teachers/student relationships, 2022-2023 Title I survey data, Behavior Incident, PBIS documentation (Wildcat Ticket Rewards), School Mission announced daily and posted on documents as well as school website, Family Engagement Activities, Attendance Awards/Monthly Attendance Winner, Lunch Bunch, Youth Leadership Council, Birthday Recognition (FRYSC), Student of the Week, Principal's List and Honor Roll Recognition, Board Recognition for Student Achievement, Extracurricular Activities, Parent Communication, Positive Office Note/Referral</p>	<p>Increase of positive office referrals, decreased behavior write ups. Increase in volunteer opportunities and participation for GT &amp; Youth Leadership Council. Increase in Principal's List &amp; Honor Roll.</p>	<p>Classroom teachers, counselors,, FRYSC, principal, GEAR UP support staff</p>	<p>FRYSC Grant, GEAR-UP Grant, PTO</p>
<p><b>Objective 2</b> By 2024 East Bernstadt School will increase the percentage of students scoring proficient/distinguished by 2 percentage points for elementary (75% to 77%) and 3 percentage points for middle (64.0% to 67%) in the area of reading.</p>	<p><b>KCWP 1: Design and Deploy Standards</b></p>	<p>Ensure monitoring measures are in place to support high fidelity in teaching to the standards, by way of peer observations, formal and informal observations, classroom data/running records, and standards mastery checks (assessments).</p>	<p>Standards Mastery Checklist Lesson Plans/Curriculum Maps Formative and Summative Assessments Kentucky Summative Assessment Scores Walkthroughs</p>	<p>Classroom teachers, principal, deeper learning team, and support staff will meet and review data weekly/bi-weekly to analyze data and adjust activities if needed.</p>	<p>Deeper Learning, GEAR UP</p>
	<p><b>KCWP 2: Design and Deliver Instruction</b></p>	<p>Schoolwide RACE strategy (restate, answer, cite evidence, explain) when responding in writing to a text. Edulastic Assessments Blending lines/routines, PA, Sight Words, Vocabulary, Fluency Routines in primary with HMH teachers made slides.. Simple Solutions lessons and quizzes. Small Group Direct Instruction with Reading Mastery for grades K-2; Reading Mastery for targeted students in RtI for grades 3 and up. Teachers will collaborate with gifted and talented personnel, Title I and the Special Education Department to meet individual student needs. Academic Interventionist with GEAR UP K-5 Teachers will participate in the LETRS PD</p>	<p>Lesson Plans/Curriculum Maps/Pacing Guides Formative and Summative Assessments MAP &amp; KSA Data MAP Reading Fluency Assessment I-Ready Diagnostic (Tier 3) Walk throughs PLC Meeting Minutes</p>	<p>Classroom teachers, principal, deeper learning team, and support staff will meet and review data weekly/bi-weekly to analyze data and adjust activities if needed.</p>	<p>ESSER; GEAR-UP Supplemental Funds (as approved), Title I Funds</p>

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

Goal 2 (State your science, social studies, and writing goal.): By 2024, East Bernstadt Elementary School students will increase student achievement in writing to 78%, in science to 56% and in social studies to 74% proficient/distinguished on the Kentucky Summative Assessment. East Bernstadt Middle School students will increase student achievement in science to 56%, writing to 76% and social studies to 47% proficient/distinguished on the Kentucky Summative Assessment.					
Objective	Strategy	Activities	Measure of Success	Progress Monitoring	Funding
<b>Objective 1</b> By 2024, East Bernstadt School will increase the percentage of students scoring proficient/distinguished by at least 2 percentage points for elementary (54% to 56%) and by at least 2 percentage points for middle (54% to 56%) in the area of science.	<b>KCWP 1: Design and Deploy Standards</b>	Ensure ongoing professional development in the area of best practice/high yield instructional strategies to aid in curricular adjustments when students fail to meet mastery.	Vertical PLC collaboration, Pimser Collaboration to support science program improvement, Continue to implement Pimser Communicating in Scientific Ways	Classroom teachers and administration discuss new information and opportunities acquired at PD's	PD Funding, Deeper Learning Grant/Coaching Academy
		Ensure monitoring measures are in place to support high fidelity in teaching to the standards, by way of peer observations, formal and informal observations, classroom data/running records, and standards mastery checks.	Summative and Formative Assessments, Lesson plans/curriculum guides, walk throughs, formal observations, Simple Solutions workbooks with digital quizzes after each unit, Chunking/scaffolding lessons, IXL learning checks.	Classroom teachers and principal walkthroughs, peer observations.	Gear Up
	<b>KCWP 2: Design and Deliver Instruction Classroom Activities</b>	Ensure that vertical curriculum mapping is occurring to identify instructional gaps, including planning for the introduction of the standard, development and gradual release phases, and arrival at standards mastery.	All grade levels will utilize Generation Genius to ensure vertical alignment. implement Communicating in Scientific Ways (CSW), CSW posters in all classrooms.	Classroom teachers and principal will meet and review data weekly/bi-weekly to analyze data and adjust activities if needed.	ESSER Gear Up and General Fund
		Implement the newly acquired use of NGSS aligned Simple Solutions in Middle School.	Monitor digital quizzes that align to the lessons in the books.	Classroom teachers and principal will meet and review data weekly/bi-weekly to analyze data and adjust activities if needed.	Gear Up
<b>Objective 2</b> By 2024, East Bernstadt School will increase the percentage of students scoring proficient/distinguished in combined writing by at least 2 percentage points for elementary (76% to 78%) and by at least 2 percentage points for middle (74% to 76%).	<b>KCWP 1: Design and Deploy Standards</b>	Ensure regularly scheduled PLC curriculum meetings to review the alignment between standards, learning targets, and assessment measures. Utilize programs and processes that align curriculum across all grade levels.	Pacing guides, IXL, Simple Solutions, Formative and Summative Assessments, RTI (step up to writing), Writing Portfolios, Kentucky Summative Assessment Standards Mastery Checklist	Classroom teachers, principal, and support staff will meet and review data weekly/bi-weekly to analyze data and adjust activities if needed.	ESSER GEAR-UP Title I
		Ensure lesson plans are connected to standards and reviewed/changed as needed based on teacher reflections. Lessons are designed with each group in mind (including tiered students, students with IEP, EL student(s) and students with a 504).	Lesson plans; walkthroughs; writing samples	Classroom teachers, principal, and support staff will meet and review data weekly/bi-weekly to analyze data and adjust activities if needed.	No funding necessary



**Goal 2 (State your science, social studies, and writing goal.): By 2024, East Bernstadt Elementary School students will increase student achievement in writing to 78%, in science to 56% and in social studies to 74% proficient/distinguished on the Kentucky Summative Assessment. East Bernstadt Middle School students will increase student achievement in science to 56%, writing to 76% and social studies to 47% proficient/distinguished on the Kentucky Summative Assessment.**

Objective	Strategy	Activities	Measure of Success	Progress Monitoring	Funding
	<b>KCWP2: Design and Deliver Instruction</b>	Individual student performance is tracked and discussed with students and/or parents as needed. Assessments are designed and utilized to support student achievement which includes implementing mini lessons for missed concepts.	Lesson Plans/curriculum maps, Walk throughs, Simple Solutions, Formative and Summative Assessments, Tier Data in folders, Kentucky Summative Assessment, Writing Samples	Classroom teachers, principal, and support staff will meet and review data weekly/bi-weekly to analyze data and adjust activities if needed.	ESSER GEAR-UP TIER I
		Ensure utilization of school wide writing process and program.	Lesson plans; walkthroughs; writing samples	Classroom teachers, principal, and support staff will meet and review data weekly/bi-weekly to analyze data and adjust activities if needed.	No funding necessary
	<b>KCWP 6: Establishing Learning Culture and Environment</b>	Ensure that writing integrates other content areas to implement cross curriculum achievement and success is celebrated.	Formative and Summative Assessments Kentucky Summative Assessments Writing Portfolios	Classroom teachers, principal, and support staff will meet and review data weekly/bi-weekly to analyze data and adjust activities if needed.	No funding necessary
		Ensure engagement in instructional activities by incorporating peer assessment and content that is relatable to students.	Peer Mentoring during the writing process Pull relevant content from Edulastic and TPT	Classroom teachers and support staff will meet and review data weekly/bi-weekly to analyze data and adjust activities if needed	No funding necessary
<p><b>Objective 3</b> By 2024, East Bernstadt School will increase the percentage of students scoring proficient/distinguished by at least 5 percentage points for elementary (72% to 74%) and by at least 5 percentage points for middle (45% to 47%) in the area of social studies.</p>	<b>KCWP 2: Design and Deliver Instruction</b>	Ensure that lesson plans are connected to standards and students are given the opportunity to demonstrate learning through formative and summative assessments. Create learning targets, compelling and supporting questions to be presented and revisited continuously throughout units. Design lessons that incorporate multiple sources for students to evaluate and compare when answering test-like questions. Use the CER (Cite, Evidence, Reasoning) or RACE (Restate, Answer, Cite, Explain) strategy for answering extended response questions. (based on grade level) Complete Simple Solutions lessons and quizzes. Collaborate with Reading and Writing teachers to create cross curricular lessons.	Walk-throughs, formal classroom observations, lesson plans, Curriculum Pacing guides, PLC meeting minutes, Learning targets, work samples, use of online programs like IXL, Edulastic, edpuzzle, and Simple Solutions.	Classroom teachers, principal and support staff will meet to review and analyze data to adjust activities if needed.	Professional Development (curriculum work, SESC) Gear Up (supplemental funds as approved)

### 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
<b>Objective 1</b> By 2024 East Bernstadt School will increase the percentage of students who are economically disadvantaged scoring proficient/distinguished by 4 to 6 percentage points. <ul style="list-style-type: none"> <li>Elementary reading (73% to 77%) and math (63% to 67%)</li> <li>Middle School reading (62% to 64%) and math (62% to 68%)</li> </ul>	<b>KCWP 1: Design and Deploy Standards</b>	Construct student-friendly learning targets. Utilize knowledge of best practice/high yield instructional strategies to aid in curricular adjustments when students fail to meet mastery. Determine if learning targets are clear to students. Use summative evidence to inform what comes next for individual students and groups of students.	Lesson Plans/Curriculum Maps Formative and Summative Assessments	Classroom teachers, principal	No Funding Needed
	<b>KCWP 2: Design and Deliver Instruction</b>	Teachers will collaborate with GT, EL, Special Ed., 504, and Title I to provide interventions for students who are identified with learning gaps.  Daytime tutors with a focus on reading and mathematics (fluid, flexible grouping with a targeted list of students).	Lesson Plans Formative and Summative Assessments MAP & KSA Data Walk throughs PLC Meeting Minutes KMIT Tool	Classroom teachers, principal, tutors	GEAR-UP, Title I
<b>Objective 2 (Sp. Ed. Achievement Gap)</b> By 2024, East Bernstadt School will increase the percentage of students with IEPs scoring proficient/distinguished in reading and math by 2 percentage points. <ul style="list-style-type: none"> <li>Elementary reading (60% to 62%), and math (45% to 47%).</li> <li>Middle school reading (50%-52%) and math (56%-58%).</li> </ul>	<b>KCWP 1: Design and Deploy Standards</b>	Implement specific and effective progress monitoring measures to ensure students are meeting their IEP goals and objectives and working towards mastery of standards	progress monitoring curriculum based measures authentic assessments	Special Education teachers (annual review meetings)	Special Education
	<b>KCWP 2: Design and Deliver Instruction</b>	Ensure ongoing professional development in order to implement evidence based practices	formative and summative assessment professional development certificates (CEC)	teachers, special education teachers	Special Ed funds for PD
	<b>KCWP 6: Establishing Learning Culture and Environment</b>	Ensure teachers are providing consistent and accurate accommodations/modifications according to the student's IEP.	walkthroughs IEP's grades MAP & KSA data	teachers	No funding

## 4: English Learner Progress

Goal 4 (State your English Learner goal.):By 2024, East Bernstadt Elementary School EL students will demonstrate progress on the English Language Proficiency Exam					
Objective	Strategy	Activities	Measure of Success	Progress Monitoring	Funding
<b>Objective 1</b> By 2024 East Bernstadt School will increase the individual scale score of EL student(s) by 10 points on the English Language Proficiency Exam.	KCWP 2: Design and Deliver Instruction	Establish communication protocols for parents/guardians regarding placement and progress in intervention support systems.	PLC meeting minutes showing collaboration between classroom teachers and support staff to monitor and discuss progress and strategies for EL students. Progress monitoring with Rosetta Stone	Classroom teachers,Principal, support staff and EL Coordinator will meet each nine weeks to review data and students progress.	General Fund (600.00)
		Ensure that curricular delivery and assessment measures provide for all pertinent information needs for students.			
		Construct student-friendly learning targets.			
		Use formative and summative evidence to inform what comes next for individual students and groups of students.			

## 5: Quality of School Climate and Safety

Goal 5 (State your climate and safety goal.): By 2024, East Bernstadt Elementary School will increase the Climate index to 92.0 and the Safety index to 89.0 on the Kentucky Summative Assessment. East Bernstadt Middle School students will increase the Climate index to 85.0 and the Safety index to 84.0 on the Kentucky Summative Assessment.					
Objective	Strategy	Activities	Measure of Success	Progress Monitoring	Funding
<b>Objective 1</b> By 2024 East Bernstadt School will increase the climate index from 91.4 to 92.0 and the safety index from 88.5 to 89 for elementary. By 2024 East Bernstadt School will increase the climate index from 84.6 to 85 and the safety index from 83.9 to 84 for middle school.	<b>KCWP 6: Establishing Learning Culture and Environment.</b>	Ensure the effective implementation and monitoring of character education practices.	Lesson plans/curriculum maps/pacing guides PBIS Monitoring Behavior Sheets Office Discipline Referrals Positive Office Referrals Restorative Chat Sessions	Classroom teachers Guidance counselor Second mile counselor Principal PBIS committee	No Funding Needed
		Encourage student opportunity in self-monitoring behavior, including progress monitoring of goals.	Check-in Check-out Restorative Chat Sessions	GEAR UP College and Career Navigator's Mentor log sheet MS ILP Completion with goals Classroom teachers Principal	GEAR UP
		Enable students to develop leadership roles within the school and/or classroom.	East Bernstadt Youth Leadership Council meetings Weekly job assignments UNITE Club	Classroom teachers FRYSC/GEAR UP Leadership Counsel Sponsors MS Club Sponsors Principal	Unite Grant, GEAR UP
		Ensure that all available resources are deployed to assist students in need, i.e. Counseling, FRYSC, DPP, Cabinet for Family and Children, etc.	Referrals Monitoring Attendance Reports Records of home visits Online Referrals Second Mile Counseling Case Conferences On the Move (UNITE) Kentucky ASAP	Counselor Second Mile Counselor/Staff Classroom Teachers FRYSC along with community partners Principal DPP/Attendance Clerk SRO	No Funding Needed

**6: Postsecondary Readiness (High School Only)**

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

8: Other (Optional)

Goal 8 (State your separate goal.): By 2024, East Bernstadt School students will demonstrate mastery of standards in the Kentucky Academic Standards for Visual and Performing Arts through formative and summative assessments aligned to the KAS.					
Objective	Strategy	Activities	Measure of Success	Progress Monitoring	Funding
<b>Objective 1</b> By 2024 East Bernstadt School students will show an increase in on performance based assessments which will demonstrate master of the Kentucky Academic Standards for Visual and Performing Arts.	<b>KCWP 1: Design and Deploy Standard</b>	Construct student-friendly learning targets that are aligned to the standards.	Lesson Plans Curriculum Mapping Walkthrough Formative and Summative Assessments (Performance Assessments applying content knowledge) Professional Development	Principal, Title I teacher and classroom teachers will meet each nine weeks to analyze measures of success.	Title I to hire and maintain teacher for the content area (70,000.00)
		Determine if learning targets are clear to teachers and students (deconstructing KAS standards).			
		Determine if assignments /activities/assessments reflect the learning targets students have had the opportunity to learn.			
		Ensure that effective communication guides instructional planning, student grouping, etc.			
	<b>KCWP 2: Design and Deliver Instruction</b>	Plan strategically in the selection of high yield instructional strategy usage within lessons.			
		Plan for and implement active student engagement strategies.			
		Utilize knowledge of best practice/high yield instructional strategies to aid in curricular adjustments when students fail to meet mastery.			
<b>Objective 2</b> By 2024 East Bernstadt Students will show a decrease in Office Discipline Referrals by 5%.	<b>KCWP 6: Establish Learning Environment and Culture</b>	Focus on PBIS- "ROAR", student expectations, and Mission statement during morning announcements and Counseling Classes. Teach the PBIS expectations and update PBIS rewards system as needed: daily, weekly, monthly, semester SEL taught with Second Step, Mind Up, and Botvin LlifeSkills. Goal Setting and Personal/ Mental Wellness is taught with SEL curriculum, Too Good for Drugs, Choices Magazine, and additional programs sponsored by FRYSC and Gear Up	Lesson Plans Pre/ Post Tests Professional Development Infinite Campus Data (Behavior & Attendance)	Principal, Counselor, Teachers, PBIS Committee, Trauma Informed Care Committee, Threat Assessment Team, and Safe Crisis Management Team will meet as needed to analyze measures of success.	FRYSC, General Fund

## **Addendum for Schools Identified for Targeted or Comprehensive Support**

In accordance with 703 KAR 5:280, a school improvement plan means the plan created by schools identified for targeted support and improvement (TSI) or additional targeted support and improvement (ATSI) pursuant to KRS 160.346(4)-(5) and embedded in the comprehensive school improvement plan required pursuant to 703 KAR 5:225. A turnaround plan means the plan created by schools identified for comprehensive support and improvement (CSI) pursuant to KRS 160.346(8)(g) and embedded in the comprehensive school improvement plan required pursuant to 703 KAR 5:225.

All TSI/ATSI improvement plans and CSI turnaround plans are required to address all components of the comprehensive school improvement plan (CSIP), including all diagnostics associated with the development of that plan, as well as additional specific requirements. The following pages outline specific requirements to be addressed by identified schools that must be embedded in the strategies and activities detailed within the indicator goals developed throughout the previous pages of this goal template. Evidence-based practices and activities chosen to address any goal area or additional requirement must be informed by the Needs Assessment for Schools and feedback from any on-site review conducted by the Kentucky Department of Education (KDE).



## 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?  <b>Response:</b></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.  <b>Response:</b></p>
<b>Additional Actions That Address the Causes of Consistently Underperforming Subgroups of Students</b>
<p><b>Consider:</b> 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.  <b>Response:</b></p>
<b>Targeted Subgroups and Evidence-Based Interventions:</b>
<p><b>Consider:</b> 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?  <b>Response:</b></p>
<p><b>Complete the table on the next page to document the evidence that supports the Activities outlined in this plan. Additional rows may be added to accommodate additional pieces of evidence.</b></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 (EBP) 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 the CIP.

Specific directions regarding documentation requirements for each chosen EBP can be found in the “[Compliance Requirements](#)” resource available on KDE’s [Evidence-based Practices website](#). Marking the “Uploaded in CIP” box indicates that you have uploaded required documentation along with this goal template into the platform.

**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 CIP
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"/>
		<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>
<p><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</p> <p><b>Response:</b></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></p>

## CSI 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 (EBP) 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 the Continuous Improvement Platform (CIP).

Specific directions regarding documentation requirements for each chosen EBP can be found in the “[Compliance Requirements](#)” resource available on KDE’s [Evidence-based Practices website](#). Marking the “Uploaded in CIP” box indicates that you have uploaded required documentation along with this goal template into the platform.

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 CIP
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"/>
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