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.

Our school's priorities for improvement include:
1.) Improving Tier 1 & targeted instruction for all students to improve the overall percentage scoring proficient or distinguished on the KSA in all core subjects. This will be achieved through the use of a comprehensive quality curriculum, regular administrative walk-throughs in classes with quality and specific feedback to all teachers, and access to individualized professional development opportunities.
2.) Improving the monthly percentages of students making progress on IEP goals in the areas of Math and Reading by reviewing RI & MI scores that are below benchmark, and adjusting interventions for these students in both areas.

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.

In order to produce the desired changes, Woodland Middle school will focus its resources and efforts specifically upon KCWP 2: Strategic Design and Deliver Instruction, KCWP 4: Review, Analyze and Apply Data, and KCWP 5: Design, Align, and Deliver Support.

Indicator Scores

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

Updated June 2023

Indicator	Status	Change
State Assessment Results in reading and mathematics	66.7	+ 0.2
State Assessment Results in science, social studies, and writing	63.6	+1.0
English Learner Progress	N/A	N/A
Quality of School Climate and Safety	68.9	+0.7
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
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.	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. *Six Sigma, Shipley, Baldridge, etc.).*	Describe the actionable steps the school will take to deploy the chosen strategy. There can be multiple activities for each strategy.	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.	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.	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.

1: State Assessment Results in Reading and Mathematics

Goal 1a: ***Woodland Middle School will collaborate to increase the reading proficiency for all students from 55% in 2023 to 75% in 2027 as measured by the school report card proficiency data.***

Goal 1b: ***Woodland Middle School will collaborate to increase the math proficiency for all students from 45% in 2023 to 65% in 2027 as measured by the school report card proficiency data.***

Objective	Strategy	Activities	Measure of Success	Progress Monitoring	Funding
Objective 1 Woodland Middle School will collaborate to increase the reading proficiency for all students from 55% in 2023 to 58% in 2024 as measured by the school report card proficiency data.	KCWP 4: Review, Analyze and Apply Data	Use the Woodland PLC CA Data Analysis Form for PLCs that addresses analyzing student Common Assessment data. Review of Performance Matters Data following the administration of common assessments to determine student mastery of standards and develop intervention strategies to address individual and groups of students who have not met mastery. Goal setting for Common Assessments in all classrooms. Develop bi-weekly short cycle assessments in English Language Arts to administer on Performance Matters. Review of PPR Walk data in weekly Leadership Meetings.	Increased numbers of students scoring proficient or distinguished (2022-23 KSA - 55%) and decreased numbers of students scoring novice on classroom assessments (2022-23 KSA - 45%), short cycle assessments and KSA-like Common Assessments. Individual students meeting or exceeding MTSS Tier II and Tier III goals, decreased numbers of students requiring Tier II (Academics - 13%) and Tier III (Academics - 2%) interventions. Monthly walk data indicating the % of Reinforce and Recommend for each element (Oct. data - 47% of all teachers received at least 1 “recommend” in 1 of the 4 areas of the Cycle of Quality Instruction & 94% received at least one “reinforce” in 1 of these 4 areas); Improved teacher ratings on the PPR and on the Cycle of Quality Instruction feedback form.	Regular review of common assessment and short cycle assessment data in weekly ILTs, identifying unmastered standards and collaborating to develop strategies to help all students meet mastery. Students not meeting mastery will receive skills instruction and re-teaching during PAWS time twice per week. Review of MTSS progress monitoring every 8-10 weeks (Tier II) and every 6-8 weeks (Tier III) following KCSD Progress Monitoring windows during scheduled MTSS Progress Review meetings (Principal, R180/S44/M180 interventionists, Lead Special Education Teacher, KTP teacher, School Psychologist, and Counselors.) Regular review of informal walk feedback with administrative team (Principal/Asst. Principal) to identify specific coaching and professional development needed for individual teachers and school wide trends, and provide the needed resources and training.	N/A
	KCWP 5: Design, Align	Increase collaboration in data analysis and student progress towards standards	Increased numbers of students scoring proficient or distinguished	Review of Common Assessment data in weekly PLC meetings (Principal, Asst. Principals, ELA teachers),	N/A

Goal 1a: ***Woodland Middle School will collaborate to increase the reading proficiency for all students from 55% in 2023 to 75% in 2027 as measured by the school report card proficiency data.***

Goal 1b: ***Woodland Middle School will collaborate to increase the math proficiency for all students from 45% in 2023 to 65% in 2027 as measured by the school report card proficiency data.***

Objective	Strategy	Activities	Measure of Success	Progress Monitoring	Funding
	and Deliver Support	mastery, including identification of students in need of intervention supports. Discuss strategies in data PLCs to address next steps for students who have mastered the content as well as for those who have not. Identify specific teacher training needed to improve student achievement (ex: Content-specific work on rigor, specific elements on the Cycle of Quality Instruction, engagement strategies, SAMR training.) Instructional walks/feedback focusing on the elements of the Cycle of Quality Instruction, using the District Instructional Walk form with Technology Resources. Incorporate resources from the KCSD Professional Learning Landing Page and ATLAS account to address ongoing training needs for specific teachers or groups of teachers.	on common assessments, scoring at or above benchmark on MAP, and reaching or exceeding MTSS goals. (Current CA data for students scoring proficient or distinguished: <u>ELA</u> 6th: 8% 7th: 22% 8th: 30%, 32%)	monthly department meetings (teachers, District Curriculum Consultants), review of MAP progress data at least 3 times per year (Principal, Asst. Principal, teachers), review of Tier II Intervention progress data every 8-10 weeks (Principal, Assistant Principals, Counselors and R180/ S44 interventionists) and Tier III progress data every 6-8 weeks (Principal, Assistant Principals, Counselors, School Psychologist, KTP Teacher, KTP Social Worker, Lead Special Ed Teacher and R180/ S44 interventionists) in MTSS meetings scheduled according to the KCSD Progress Monitoring windows, review of monthly PBIS school wide behavior/discipline data (PBIS Committee), review of attendance data weekly at RBTL meetings (Asst. Principal, attendance secretary, Counselors, FRYSC Coordinator, District FRYSC personnel), and review of school safety data at monthly Safety Committee meetings.	
Objective 2 Woodland Middle School will collaborate to increase the math proficiency for all students from 45% in 2023 to 48% in 2024 as measured by the school report card proficiency data.	KCWP 4: Review, Analyze and Apply Data	Use the Woodland ILT and PLC CA Data Analysis Form for ILTs and PLCs that addresses analyzing student Common Assessment data. Review of Performance Matters Data following the adm inistration of common	Increased numbers of students scoring proficient or distinguished (2022-23 KSA - 45%) and decreased numbers of students scoring novice on classroom assessments (2022-23 KSA - 45%), short cycle	Regular review of common assessment and short cycle assessment data in weekly ILTs, identifying unmastered standards and collaborating to develop strategies to help all students meet mastery.	N/A

Goal 1a: ***Woodland Middle School will collaborate to increase the reading proficiency for all students from 55% in 2023 to 75% in 2027 as measured by the school report card proficiency data.***

Goal 1b: ***Woodland Middle School will collaborate to increase the math proficiency for all students from 45% in 2023 to 65% in 2027 as measured by the school report card proficiency data.***

Objective	Strategy	Activities	Measure of Success	Progress Monitoring	Funding
		assessments to determine student mastery of standards and develop intervention strategies to address individual and groups of students who have not met mastery. Goal setting for Common Assessments will be implemented in all classrooms. Develop bi-weekly short cycle assessments in Math to administer on Performance Matters. Review of PPR Walk data in weekly Leadership Meetings.	assessments and KSA-like Common Assessments. Individual students meeting or exceeding MTSS Tier II and Tier III goals, decreased numbers of students requiring Tier II (Academics - 13%) and Tier III (Academics - 2%) interventions. Monthly walk data indicating the % of Reinforce and Recommend for each element (Oct. data - 47% of all teachers received at least 1 "recommend" in 1 of the 4 areas of the Cycle of Quality Instruction & 94% received at least one "reinforce" in 1 of these 4 areas); Improved teacher ratings on the PPR and on the Cycle of Quality Instruction feedback form.	Review of MTSS progress monitoring every 8-10 weeks (Tier II) and every 6-8 weeks (Tier III) following KCSD Progress Monitoring windows during scheduled MTSS Progress Review meetings (Principal, R180/S44/M180 interventionists, Lead Special Education Teacher, KTP teacher, School Psychologist, and Counselors.) Regular review of common assessment data, identifying unmastered standards and developing strategies to help all students meet mastery.	
	KCWP 5: Design, Align and Deliver Support	Increase collaboration in data analysis and student progress towards standards mastery, including identification of students in need of intervention supports. Discuss strategies in ILTs to address next steps for students who have mastered the content as well as for those who have not. Identify specific teacher training needed to improve student achievement (ex: Content-specific work on rigor, specific elements on the Cycle of Quality	Increased numbers of students scoring proficient or distinguished on common assessments, scoring at or above benchmark on MAP, and reaching or exceeding MTSS goals. (Current CA data for students scoring proficient or distinguished: <u>Math</u> 6th Grade: 53%, 69%	Review of Common Assessment data in weekly ILT meetings (Principal, Asst. Principal, teachers), monthly department meetings (teachers, District Curriculum Consultants), review of MAP progress data at least 3 times per year (Principal, Asst. Principal, teachers), review of Tier II Intervention progress data every 8-10 weeks (Principal, Assistant Principals, Counselors and R180/S44 interventionists) and Tier III progress data every 6-8 weeks (Principal, Assistant Principals, Counselors, School Psychologist, KTP	N/A

Goal 1a: ***Woodland Middle School will collaborate to increase the reading proficiency for all students from 55% in 2023 to 75% in 2027 as measured by the school report card proficiency data.***

Goal 1b: ***Woodland Middle School will collaborate to increase the math proficiency for all students from 45% in 2023 to 65% in 2027 as measured by the school report card proficiency data.***

Objective	Strategy	Activities	Measure of Success	Progress Monitoring	Funding
		Instruction, engagement strategies, SAMR training.) Instructional walks/feedback focusing on the elements of the Cycle of Quality Instruction, using the District Instructional Walk form with Technology Resources. Incorporate resources from the Professional Learning Landing Page and ATLAS account to address ongoing training needs for specific teachers or groups of teachers.	7th Grade: 24%, 73% 8th Grade: 27%, 24%)	Teacher, KTP Social Worker, Lead Special Ed Teacher and R180/ S44 interventionists) in MTSS meetings scheduled according to the KCSD Progress Monitoring windows, review of monthly PBIS school wide behavior/discipline data (PBIS Committee), review of attendance data weekly at RBTL meetings (Asst. Principal, attendance secretary, Counselors, FRYSC Coordinator, District FRYSC personnel), and review of school safety data at monthly Safety Committee meetings.	
		Create vertical alignment documents for math, incorporating short cycle assessments, aligned vocabulary, and a common lesson plan template.	Creation of the alignment documents including short cycle assessments, aligned vocabulary and a common lesson plan template.	Review progress of the development of the documents at Math Department Meetings monthly, and review short cycle assessment data using Performance Matters during weekly ILTs.	N/A

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

Goal 2 : **Woodland Middle School will collaborate to increase the Science proficiency for all students from 28% in 2023 to 45% in 2027 as measured by the school report card proficiency data.**

Objective	Strategy	Activities	Measure of Success	Progress Monitoring	Funding
Objective 1 Woodland Middle School will collaborate to increase the Science proficiency for all students from 28% in 2023 to 32% in 2024 as measured by	KCWP 4: Review, Analyze and Apply Data	Teachers will work together to develop short cycle (biweekly) standards assessments to closely monitor student progress towards standards mastery.	Increased numbers of students scoring proficient or distinguished on Science common	Common Assessment and short cycle assessment data will be analyzed weekly during ILTs, and will be measured against the school wide goal of 70% proficiency averaged across all Science Common Assessments.	N/A

Goal 2 : **Woodland Middle School will collaborate to increase the Science proficiency for all students from 28% in 2023 to 45% in 2027 as measured by the school report card proficiency data.**

Objective	Strategy	Activities	Measure of Success	Progress Monitoring	Funding
the school report card proficiency data.		Teachers will work with district curriculum consultants to develop and refine district wide common assessments focused on the NGSS standards for each grade level. Teachers will review assessment data (short cycle and common assessment) using Performance Matters to pinpoint which students have mastered the standards and which have not, and develop plans to ensure that all students master the content. The teachers will follow the school wide protocol regarding the analysis of the common assessment and short cycle assessment data and share the information/hold professional discussions regarding next steps. Increase collaboration in data analysis and student progress towards standards mastery, including identification of students in need of intervention supports. Discuss strategies in weekly ILTs to address next steps for students who have mastered the content as well as for those who have not.	assessments and short cycle assessments.		
	KCWP 5: Design, Align and Deliver Support		Increased numbers of students scoring proficient or distinguished on common assessments and short cycle assessments.	Review of Common Assessment data in weekly ILT meetings (Principal, Asst. Principal, teachers) and monthly department meetings (teachers, District Curriculum Consultants.)	N/A

Goal 2 : **Woodland Middle School will collaborate to increase the Science proficiency for all students from 28% in 2023 to 45% in 2027 as measured by the school report card proficiency data.**					
Objective	**Strategy**	**Activities**	**Measure of Success**	**Progress Monitoring**	**Funding**
		Identify specific teacher training needed to improve student achievement (ex: Content-specific work on rigor, specific elements on the Cycle of Quality Instruction, engagement strategies, SAMR training.) Instructional walks/feedback focusing on the elements of the Cycle of Quality Instruction, using the District Instructional Walk form with Technology Resources. Incorporate resources from the Professional Learning Landing Page and ATLAS account to address ongoing training needs for specific teachers or groups of teachers.			

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
Objective 1 Woodland Middle School will collaborate to increase the reading proficiency for students with disabilities from 13% in 2023 to 18% in 2024 as measured by the school report card proficiency data.	KCWP 4: Review, Analyze and Apply Data	Implement formal and informal processes (goal setting, review of MAP/Common Assessment/class work samples/progress on IEP goals) that teachers and students utilize to gather evidence to directly improve the learning of students assessed. Ensure that all users of assessment data use information to benefit student learning by discussing and implementing research-based instructional strategies.	Increased numbers of students scoring proficient or distinguished and decreased numbers of students scoring novice on classroom assessments and KPREP-like Common Assessments.	Review and analysis of Reading Common Assessment data monthly in ILTs (Principal, teachers), review of IEP reading data monthly during Special Ed PLCs, review of MAP progress data at least 3 times per year (Principal, Asst. Principal, teachers), review of monthly PBIS school wide behavior and discipline data (PBIS Committee), review of attendance data weekly at RBTL meetings (Asst. Principal, attendance secretary, Counselors, FRYSC Coordinator, District FRYSC personnel), and review of safety procedures/safety plan/safety data at monthly Safety Committee meetings.	N/A
	KCWP 5: Design, Align and Deliver Support	Read, reflect and discuss strategies to improve academic achievement for students with disabilities as outlined in Great Instruction, Great Achievement by John O'Connor during PLCs and faculty meetings.	Increased numbers of students with disabilities scoring proficient or distinguished on common assessments, scoring at or above benchmark on MAP, and reaching or exceeding IEP goals.	Review of student Common Assessment progress data during weekly ILTs, review of IEP progress data during monthly Special Ed PLCs.	N/A
		Provide ongoing training in co-teaching, collaboration, explicit instruction and high yield, research based instructional strategies to maximize student growth and success.	Increased numbers of students with disabilities scoring proficient or distinguished on common assessments, scoring at or above benchmark on MAP, and reaching or exceeding IEP goals.	Review of student Common Assessment progress data during weekly ILTs, review of IEP progress data during monthly Special Ed PLCs.	N/A

Objective	Strategy	Activities	Measure of Success	Progress Monitoring	Funding
		Provide ongoing coaching and feedback during formal and informal learning walks in collaborative classrooms, resource classrooms, and general education classrooms.	Increased % of teachers receiving "Reinforce" feedback on the Cycle of Quality Instruction during monthly PPR walks.	Review of PPR Walk Data during weekly Leadership meetings (Principal, Assistant Principals) indicating the % of Reinforce and Recommend for each element.	N/A
Objective 2 Woodland Middle School will collaborate to increase the math proficiency for students with disabilities from 12% in 2023 to 15% in 2024 as measured by the school report card proficiency data.	KCWP 4: Review, Analyze and Apply Data	Implement formal and informal processes (goal setting, review of MAP/Common Assessment/class work samples) that teachers and students utilize to gather evidence to directly improve the learning of students assessed. Ensure that all users of assessment data use information to benefit student learning by discussing and implementing research-based instructional strategies. Increased numbers of students with disabilities scoring proficient or distinguished on common assessments, scoring at or above benchmark on MAP, and reaching or exceeding IEP goals. Review of and analysis of math Common Assessment data monthly in PLCs (Principal, teachers), review of math IEP data during monthly Special Ed PLCs, review of MAP progress data at least 2 times per year (Principal, Asst. Principal, teachers), review of monthly PBIS school wide behavior and discipline data (PBIS Committee), review of attendance data weekly at RBTL meetings (Asst. Principal, attendance secretary, Counselors, FRYSC Coordinator, District FRYSC personnel), and review of safety procedures/safety plan/safety data at monthly Safety Committee meetings.			
	KCWP 5: Design, Align and Deliver Support	Provide ongoing training in co-teaching, collaboration, explicit instruction and high yield, research based instructional strategies to maximize student growth and success. Provide ongoing coaching and feedback during formal and informal learning walks in collaborative classrooms, resource classrooms, and general education classrooms.	Increased % of teachers receiving "Reinforce" feedback on the Cycle of Quality Instruction during monthly PPR walks. Increased numbers of students with disabilities scoring proficient or distinguished on common assessments, scoring at or above benchmark on MAP, and reaching or exceeding IEP goals.	Review of PPR Walk Data during weekly Leadership meetings (Principal, Assistant Principals) indicating the % of Reinforce and Recommend for each element. Review of and analysis of math Common Assessment data monthly in PLCs (Principal, teachers), review of math IEP data during monthly Special Ed PLCs, review of MAP progress data at least 2 times per year (Principal, Asst. Principal, teachers), review of monthly PBIS school wide behavior and discipline data (PBIS Committee), review of attendance data	N/A

Objective	Strategy	Activities	Measure of Success	Progress Monitoring	Funding
				weekly at RBTL meetings (Asst. Principal, attendance secretary, Counselors, FRYSC Coordinator, District FRYSC personnel), and review of safety procedures/safety plan/safety data at monthly Safety Committee meetings.	

4: English Learner Progress

Goal 4a: ***Woodland Middle School will collaborate to maintain the ACCESS Reading domain scores for all EL students from the current 100% of students being at or above a score of 3.0 in 2023 to 100% scoring at or above a 3.0 in 2026.***

Goal 4b: ***Woodland Middle School will collaborate to increase the ACCESS Speaking domain scores for all EL students from the current 50% of students being at or above a score of 3.5 in 2023 to 70% scoring at least a 3.5 or higher in 2025.***

Objective	Strategy	Activities	Measure of Success	Progress Monitoring	Funding
Objective 1 Woodland Middle School will collaborate to maintain the ACCESS Reading domain scores for all EL students from the current 100% of students being at or above a score of 3.0 in 2024 to 100% scoring at or above a 3.0 in 2025.	KCWP 4: Review, Analyze and Apply Data	Continue to utilize pull out EL service with targeted students scoring below benchmark Continued and increased reading remediation services through consultation with EL Teacher/Consultant	ACCESS testing results; formative assessment results analyzed with EL Building Teacher/Consultant	Review of and analysis of formative EL testing data (MAP, Common Assessment data monthly in PLCs (Principal, teachers, EL Consultant), review of Tier II Reading Intervention data every 8-10 weeks, review of Tier III Reading Intervention data every 6-8 weeks, review of MAP progress data at least 2 times per year (Principal, Asst. Principal, teachers)	N/A
		Provide ongoing training EL teaching strategies, collaboration, and instruction to maximize student growth and success.	Evidence that strategies taught in ongoing training in co-teaching, collaboration, explicit instruction and high yield, research based instructional strategies to maximize student growth and success are being used regularly and with fidelity in all classrooms.	Review and development of Annual EL student plans and conferences with parents/student (Principal, EL Consultant/Teacher) Review of Learning Walk Data during weekly Leadership meetings with special attention given to EL instructional strategies and resources utilized in classrooms with EL students	
	KCWP 5: Design, Align and Deliver Support	Ensure that all available resources are deployed to assist identified EL students; implementation of processes and timelines for EL trained teachers to share that information with faculty in group learning opportunities (ILTs, PLCs, faculty meetings)	Reduced numbers of EL students who are absent or chronically absent. Increasing the percentage of students involved in clubs and	Weekly review of attendance data with the Reducing Barriers to Learning Committee, which includes building administration, the FRYSC Coordinator, the attendance secretary, and the district RBTL representative. Actions will be taken in accordance with the district attendance policy and	N/A

Goal 4a: ***Woodland Middle School will collaborate to maintain the ACCESS Reading domain scores for all EL students from the current 100% of students being at or above a score of 3.0 in 2023 to 100% scoring at or above a 3.0 in 2026.***

Goal 4b: ***Woodland Middle School will collaborate to increase the ACCESS Speaking domain scores for all EL students from the current 50% of students being at or above a score of 3.5 in 2023 to 70% scoring at least a 3.5 or higher in 2025.***

Objective	Strategy	Activities	Measure of Success	Progress Monitoring	Funding
			afterschool activities to strengthen their connection to the school community.	determination of individual student and family needs. Surveys will be completed each trimester to determine the percentage of students participating in extracurricular clubs and activities, and to gain insight into which clubs or activities we currently do not offer that students would like to participate in.	
Objective 2 Woodland Middle School will collaborate to increase the ACCESS Speaking domain scores for all EL students from the current 50% of students being at or above a score of 3.5 in 2023 to 70% scoring at least a 3.5 or higher in 2024.	KCWP 4: Review, Analyze and Apply Data	Continue to utilize pull out EL service with targeted students scoring below benchmark Continued and increased reading remediation services through consultation with EL Teacher/Consultant	ACCESS testing results; formative assessment results analyzed with EL Building Teacher/Consultant	Review of and analysis of formative EL testing data (MAP, Common Assessment data monthly in PLCs (Principal, teachers, EL Consultant), review of Tier II Reading Intervention data every 8-10 weeks, review of Tier III Reading Intervention data every 6-8 weeks, review of MAP progress data at least 2 times per year (Principal, Asst. Principal, teachers),	
	KCWP 5: Design, Align and Deliver Support	Ensure that all available resources are deployed to assist identified EL students; implementation of processes and timelines for EL trained teachers to share that information with faculty in group learning opportunities (ILTs, PLCs, faculty meetings)	Reduced numbers of EL students who are absent or chronically absent. Increasing the percentage of students involved in clubs and afterschool activities to strengthen their	Weekly review of attendance data with the Reducing Barriers to Learning Committee, which includes building administration, the FRYSC Coordinator, the attendance secretary, and the district RBTL representative. Actions will be taken in accordance with the district attendance policy and determination of individual student and family needs.	N/A

Goal 4a: ***Woodland Middle School will collaborate to maintain the ACCESS Reading domain scores for all EL students from the current 100% of students being at or above a score of 3.0 in 2023 to 100% scoring at or above a 3.0 in 2026.***

Goal 4b: ***Woodland Middle School will collaborate to increase the ACCESS Speaking domain scores for all EL students from the current 50% of students being at or above a score of 3.5 in 2023 to 70% scoring at least a 3.5 or higher in 2025.***

Objective	Strategy	Activities	Measure of Success	Progress Monitoring	Funding
			connection to the school community.	Surveys will be completed each trimester to determine the percentage of students participating in extracurricular clubs and activities, and to gain insight into which clubs or activities we currently do not offer that students would like to participate in.	

5: Quality of School Climate and Safety

Goal 5 : ***Woodland Middle School will collaborate to improve upon the number of students who agree with the statement that "Bullying is a problem for this school," from 51% in 2022 to 20% in 2026, according to the Quality of School Climate and Safety survey.***

Objective	Strategy	Activities	Measure of Success	Progress Monitoring	Funding
Objective 1 Woodland Middle School will decrease the number of students who identify bullying as a problem at the school from 51% in 2023 to 40% in 2024 as measured by the results of the Quality of School Climate and Safety survey.	KCWP 4: Review, Analyze and Apply Data	Weekly review of SEB data with Admin, Counselors, and Interventionists to identify trends and adjust current practice (PBIS re-teaching, Tier I SEL instruction, etc.)	Increased number of restorative practices used as behavior resolutions with situations involving peer conflict & bullying Improvement in individual student data for those receiving interventions for SEB Tiers 2 & 3 in social skills instruction, behavior modification, mentoring/CICO	Monthly review of 2023-24 PAWS SEL Lesson Schedule with Guidance Counselors, Admin Team, and SEB Interventionists to determine any necessary adjustments to programming	N/A
		Adjustment to SEL curriculum to increase frequency and duration of lessons, specifically regarding bullying and inclusion	Reduced number of behavior incidents involving bullying	Monthly review of PBIS data and standing item on PBIS Committee agenda to discuss/share with all stakeholders	N/A

6: Postsecondary Readiness (High School Only)

Goal 6 (State your postsecondary goal.):

Objective	Strategy	Activities	Measure of Success	Progress Monitoring	Funding
Objective 1					

Goal 6 (State your postsecondary goal.):					
Objective	**Strategy**	**Activities**	**Measure of Success**	**Progress Monitoring**	**Funding**
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.): ***Woodland Middle School will collaborate to increase the percentage of teachers who agree that the quality of the resources at our school are adequate and not in need of improvement from 24% favorable in 2022 to 60% favorable in 2026 on the Impact Survey.***

Objective	Strategy	Activities	Measure of Success	Progress Monitoring	Funding
Objective 1 Woodland Middle School will collaborate to increase the percentage of teachers who agree that the quality of the resources at our school are adequate and not in need of improvement from 24% favorable in 2022 to 40% favorable in 2024 on the Quality of School Climate and Safety Survey.	KCWP 6: Establishing Learning Culture and Environment	Survey teachers for requested areas of need with technology, resources and instructional materials prior to developing the 5 Year Technology Expenditure Plan and Curriculum and Instructional Resource Review process.	Completed survey results by October 2022.	Review of progress through participation in the District Curriculum and Instructional Resource Review process. Math and ELA teachers (and collaborative) will be assigned by grade level to collaborate district-wide to assess and adopt high quality instructional resources and meetings (TBD) by the District. Those teachers will report back with updates and feedback at monthly PLC meetings in content.	N/A
		Incorporate monthly feedback to all content teachers regarding high quality instructional resources based upon needs observed during monthly Learning Walks by administrators and district consultants, as well as needs identified through collaborative weekly ILT meetings in all content.	Review of Faculty Meeting agendas, weekly newsletters, weekly admin team meeting agendas (for identification of learning walk trends with instruction), PLC meeting agendas	Weekly review of priority teacher needs as observed in Learning Walks during the weekly Leadership Team meeting, and principal/asst. principal weekly ILT meetings.	N/A
		Invite teachers to attend instructional resource training opportunities focused on their specific content areas that introduce new learning resources and how to utilize for student success	Documentation of individual teachers' attendance at resource-specific training sessions.	Quarterly review of attendance for all teachers at content-related resources trainings; collaborate with district consultants to develop plan for those who have not attended or need different resource training types than those offered	N/A
		Create High Quality Instructional Resource Review Committee comprised of teachers from every subject area to determine the instructional resources most relevant and necessary for each department.	Committee agenda and minutes.	Review of Committee agenda, minutes, and recommendations during the monthly Department Lead Teacher meetings.	N/A

Goal 8 (State your separate goal.): ***Woodland Middle School will collaborate to increase the percentage of teachers who agree that the quality of the resources at our school are adequate and not in need of improvement from 24% favorable in 2022 to 60% favorable in 2026 on the Impact Survey.***

Objective	Strategy	Activities	Measure of Success	Progress Monitoring	Funding
		Invite district Curriculum Consultants to attend monthly Department Meetings to share content-specific resources and training.	Review of Department Meeting agendas and minutes.	Review of Department Meeting agendas and minutes.	N/A

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:

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

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.	☒
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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:
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 **Response:**
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:**

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.

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