

## 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.

1. Sixty-four percent (64%) of students in the TSI group scored at the novice level in reading on the KSA and fifty percent (50%) of students in the TSI group scored novice in math on the KSA.
2. Forty-one percent (41%) of all students scored novice in reading on the KSA and thirty-nine percent (39%) of all students scored novice in math on the KSA.
3. Social Studies indicator scores was 34.3 with 53% of fifth grade students scoring novice in the fifth grade.

### 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.

(KCWP 1) A protocol will be developed to ensure the current curriculum is valid for both reading and math (e.g., aligned to KY Academic Standards, components that support the instruction and assessment, paced with accuracy

(KCWP 2) Processes & protocols will be established to ensure Tier I Instruction and assessments meet the intent of the standards

(KCWP 2) Job embedded professional development will be provided to address Tier I instruction and assessments in order to meet the intent of the standards.

(KCWP 3) School leadership and teachers will ensure the appropriate assessment design is used that will best evaluate the level of student learning.

(KCWP 4) System in place to ensure that student data is collected, analyzed, and being used to drive classroom instruction.

### Indicator Scores

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

Indicator	Status	Change
State Assessment Results in reading and mathematics	Orange	Increased
State Assessment Results in science, social studies and writing	Orange	Increased
English Learner Progress	NA	NA
Quality of School Climate and Safety	Orange	Maintained
Postsecondary Readiness (high schools and districts only)	NA	NA
Graduation Rate (high schools and districts only)	NA	NA

## 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 2026, FCES will increase the combined (reading and mathematics) percentage of Proficient/Distinguished students from 32% to 47.3%.					
Objective	Strategy	Activities	Measure of Success	Progress Monitoring	Funding
<p><b>Objective 1:</b> FCES will increase the overall combined Reading and Mathematics Proficiency score by May 2023 as measured by the state assessment from 32% to 41.1%.</p> <p><b>Objective 2:</b> FCES will increase the Reading Proficiency score by May 2024 as measured by the state assessment from 34% to 42.1%.</p> <p><b>Objective 3:</b> FCES will increase the Math Proficiency score by May 2024 as measured by the state assessment from 30% to 40.1%.</p>	<p>(KCWP 1) 1. A protocol will be developed to ensure the current curriculum is valid for both reading and math (e.g., aligned to KY Academic Standards, components that support the instruction and assessment, paced with accuracy).</p>	<p><b>1a. Pacing Guides/Curriculum Maps:</b> Teachers will review and revise Reading and Math curricula utilizing KAS standards to identify gaps and make necessary adjustments to Pacing Guides/Curriculum Maps. (To be completed throughout the year during PLCs and in faculty meetings.) Cu</p> <p>Teachers will keep up-to-date records of their reading unit and math chapter tests on their electronic data notebooks.</p>	<p>All K-5 Curriculum Maps completed and uploaded into shared Google Docs and teachers using them for classroom instruction.</p> <p>Teacher’s electronic data notebooks with recorded reading unit and chapter math tests are up-to-date and on target with pacing guides/curriculum maps.</p>	<p>Curriculum Maps reviewed and monitored each 6 to 9 weeks by teachers and administrators evidenced by the Instructional Calendar/CSIP/Electronic Data Notebooks, and PLC notes.</p>	<p>School Allocations</p>
		<p><b>1b. Power Standards:</b> Teachers will review and revise reading, math and writing power standards for each grade level. They will then hold their students accountable to those standards and communicate the level of completion to administration and parents. Teachers will document student progress of standards in their electronic data notebooks.</p>	<p>K-5 power standards for reading, math and writing created and monitored by teachers and administrators in electronic data notebooks.</p>	<p>Individual and class progress monitor power standards data in which it is reviewed each nine weeks by teachers and administrators as evidenced by their Electronic Data Notebooks/Data Analysis Progress Monitoring Matrix and parent communication reports.</p>	<p>School Allocations FRYSC</p>
		<p><b>1c. Reading Phonics Resources:</b></p>	<p>K-3 phonics structure completed for a strong primary</p>	<p>Saxon Phonics monitored through daily formative assessments, weekly summative assessments</p>	<p>School Allocations Reading Mini Grant</p>

Goal 1 (State your reading and math goal.): By 2026, FCES will increase the combined (reading and mathematics) percentage of Proficient/Distinguished students from 32% to 47.3%.

Objective	Strategy	Activities	Measure of Success	Progress Monitoring	Funding
		K - 2 <sup>nd</sup> grade teachers will use Saxon Phonics to complete the Tier II reading program and to aid in a strong primary foundation K-2. K-5 will used the Soday System for Tier III phonics intervention.	foundation in Phonics, Phonemic Awareness, Vocabulary, Fluency and Reading Comprehension as evidenced by iReady results.	and through iReady progress monitoring. Soday system monitored each nine weeks through assessment records and iReady data.	
		<b>1d. Standards Mastery Professional Learning:</b> Teachers and administration will review “Clarity for Learning” during faculty meetings/professional learning communities. New faculty will review Clarity work during New Teacher Academy.	Teachers will implement learning intentions and success criteria in their classrooms and with their students as documented by the content walkthrough instrument and teacher lesson plans.	Learning Intentions and Success Criteria monitored through curriculum maps, lesson plans, and observations.	
		<b>2. Professional Learning Communities:</b> Teachers will use common planning to work collaboratively to focus on the following areas monthly: Standards Mastery, Assessment Protocol, Data Analysis Protocol, & Instructional Process embedded PD (Rtl, iReady, TPTs, PDSA, etc.).	Professional Learning Communities meet weekly as evidenced by agendas, minutes and use of protocols located in the PLC Shared Google Drive.  Eventually, teacher-led PLCs.	Teachers/administrators monitor, and revise PLC meetings weekly using protocol tools and walk through data.	School Allocations
	(KCWP 2) 2. Job embedded professional development will be	<b>3. Professional Development:</b> Teachers will attend and implement professional learning	Professional Development measured by PD	Teachers and administrators will monitor PD effects during benchmark data analysis after	School Allocations Title I Title II

Goal 1 (State your reading and math goal.): By 2026, FCES will increase the combined (reading and mathematics) percentage of Proficient/Distinguished students from 32% to 47.3%.					
Objective	Strategy	Activities	Measure of Success	Progress Monitoring	Funding
	provided to address Tier I instruction and assessments in order to meet the intent of the standards.	from the following mini-PD sessions during planning, PLC's, faculty meetings or PD sessions: (K-5) <i>Envisions Math</i> - (K-5) <i>My View Reading</i> , (K-2) <i>Saxon Phonics</i> –in house refresher, (K-5) <i>Amplified Science</i> - visit classrooms and observe implementation (K-5) <i>iReady</i> w/ Rep. or virtual– refresher (1-2 hours), <i>Sonday System</i> – online webinar	attendance documentation, lesson plans, walkthroughs, electronic data notebooks & <i>iReady/Learning Check</i> benchmark assessments.	each <i>iReady</i> administration, learning check administration and evaluate PD opportunities and needs in May of 2024	Reading Mini Grant
	(KCWP 3) 3. School leadership and teachers will ensure the appropriate assessment design is used that will best evaluate the level of student learning.	<b>4a. Test Prep Strategies:</b> Teachers will utilize agreed upon test prep strategies: (i.e. RACE for Reading, UPS for math, consistency with reading and math vocabulary K-12 – language from the standards, KDE rubrics for short answer & extended response questions, practice strategies with SA/ERs, KDE Blueprint, on-line practice, Timed Tests, and Writing Organizers). K-1 grades will utilize UPS/RACE strategies through exposure and the whole group. 2- 5 grades will implement UPS/RACE strategies with daily assignments as well as with unit/chapter tests.	Teachers and administrators will review and analyze Learning Checks and assessments through PLCS (Assessment Protocol/Data Analysis Protocols).	Teachers and administrators will review assessments monthly and Learning Checks quarterly during PLC meetings, faculty meetings and district data meetings.	None

Goal 1 (State your reading and math goal.): By 2026, FCES will increase the combined (reading and mathematics) percentage of Proficient/Distinguished students from 32% to 47.3%.

Objective	Strategy	Activities	Measure of Success	Progress Monitoring	Funding
		<p><b>4b. Learning Checks:</b> 3rd - 5<sup>th</sup> grade teachers will utilize KSA assessment format utilizing the KDE Blueprint and Learning Checks created by staff, coach books and other testing sights. K-2<sup>nd</sup> grades will participate in 2 scaffolded learning checks for reading and math (starts in January). Teachers will continue to score short answers and extended responses after each learning check as an elementary team. Data analysis with an intentional action plan will follow-up after each learning check during PLC meetings (PDSA). Data analysis with an intentional action plan will follow-up after each learning check during PLC meetings (PDSA).</p>	<p>Teachers and administrators will review and analyze K-5 math and reading learning checks during PLC meetings, document data in electronic data notebooks, chart proficiency/growth and complete the PDSA process.</p>	<p>Teachers and administrators review K-5 reading and math Learning Checks at least three times a year (Fall/Winter/Spring) during PLC meetings, faculty meetings and district data meetings.</p>	<p>School Allocations</p>
		<p><b>4c. Short Answer/Extended Response Writing with Reading and Math Assessments: (IP 1.3, 2.5, 3.1)</b> Intermediate grade teachers will utilize short answer and extended response assessment questions with summative assessments. 2<sup>nd</sup>/3<sup>rd</sup> grade teachers will do the same with short answer responses. K -1 grade teachers will expose their</p>	<p>Students will show an increase in reading and math scores with short answer responses based on 2<sup>nd</sup>/3<sup>rd</sup> grade learning checks and increase in reading and math scores with short answers and extended responses based on 4<sup>th</sup> /5<sup>th</sup></p>	<p>2<sup>nd</sup>/3<sup>rd</sup> grade students reading and math short answer responses and 4<sup>th</sup> / 5<sup>th</sup> grade students reading and math short answers and extended responses will be monitored through the longitudinal data excel sheet, electronic data notebooks, and action plans will follow based on remediation, celebration and goal setting (PDSA).</p>	<p>School Allocations</p>

Goal 1 (State your reading and math goal.): By 2026, FCES will increase the combined (reading and mathematics) percentage of Proficient/Distinguished students from 32% to 47.3%.

Objective	Strategy	Activities	Measure of Success	Progress Monitoring	Funding
		students' whole group to short answer responses.	grade learning checks utilizing the KDE SA/ER rubrics and <i>My View</i> unit assessments and EnVisions Chapter tests.		

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

Goal 2 (State your science, social studies, and writing goal.):FCES will increase the Separate Academic Indicator proficiency score in science, social studies and on-demand from 23.3% to 28.8% by 2026.					
Objective	Strategy	Activities	Measure of Success	Progress Monitoring	Funding
<p><b>Objective 1:</b> FCES will increase the proficiency score in science by May 2024 as measured by the state assessment from 21% to 24.4%.</p> <p><b>Objective 2:</b> FCES will increase the proficiency score in social studies by May 2024 as measured by the assessment from 19% to 23.9%.</p> <p><b>Objective 3:</b> FCES will increase the proficiency score in writing by May 2024 as measured by the assessment from 30% to 30%.</p>	(KCWP 1) 1. A protocol will be developed to ensure the current curriculum is valid for both science and social studies (e.g., aligned to KY Academic Standards, components that support the instruction and assessment, paced with accuracy.	<p><b>1a. Pacing Guides/Curriculum Maps:</b> Teachers will continue to develop Science and Social Studies curricula utilizing the newest KAS standards to identify gaps and make necessary adjustments to Pacing Guides/ Curriculum Maps.</p>	<p>K-5 Science and Social Studies foundational curriculum maps will be further developed and uploaded into Google Docs. Teachers will use them for classroom instruction.</p>	<p>Curriculum Maps reviewed and monitored each 6 to 9 weeks by teachers and administrators evidenced by the Instructional Calendar/Turn Around Plan and PLC notes.</p>	School Allocations
		<p><b>1b. Resources for Science and Social Studies:</b> Teachers will continue to implement science resources that align to NGSS. (i.e., <i>Amplify Science Curriculum</i>, KDE TCTs - 4<sup>th</sup> grade, and <i>Inspire Science</i> experiment materials) K-3 teachers will continue to implement the social studies curriculum (<i>Teacher Created Materials - Exploring Social Studies</i>) which aligns to the new SS KAS. Fourth and fifth grade teachers will implement the Savvas My World Social Studies curriculum</p>	<p>Teachers will document resources in lesson plans and TCTs will be evaluated for learner effectiveness. Teachers will produce congruent lessons and assessments aligned to the KAS standards through <i>Amplify Science</i>, <i>Teacher Created Materials - Exploring Social Studies</i> and <i>MY World Savvas</i> evidenced based curricula.</p>	<p>Teachers will inventory Amplify resources in April and complete a materials order form for the following year to be given to the principal.</p>	School Allocations Title I
	(KCWP 2) 2. Job embedded professional development will be	<p><b>2. Professional Development:</b> Teachers will attend professional learning from the following PD</p>	<p>Professional Development measured by PD</p>	<p>Teachers and administrators will monitor PD based on walk through data analysis for</p>	School Allocations Title I Title II

Goal 2 (State your science, social studies, and writing goal.):FCES will increase the Separate Academic Indicator proficiency score in science, social studies and on-demand from 23.3% to 28.8% by 2026.

Objective	Strategy	Activities	Measure of Success	Progress Monitoring	Funding
	provided to address Tier I instruction and assessments in order to meet the intent of the standards.	sessions: <i>Amplify Science</i> Curriculum PD refresher, <i>Teacher Created Materials – Exploring Social Studies</i> refresher & Social Studies networking – modules K-3. Fourth and fifth grade teachers will complete online virtual professional learning for Savvas <i>My World</i> . Teachers will also participate in virtual field trips to view successful schools/classrooms implementing <i>Amplify Science</i> .	attendance documentation, lesson plans, walkthroughs & science learning check assessments.	coaching/mentoring purposes, analyze science learning checks through data analysis and evaluate PD opportunities and needs in May 2024.	Title V
	(KCWP 3) 3. School leadership and teachers will ensure the appropriate assessment design is used that will best evaluate the level of student learning.	<b>3a. Test Prep Strategies:</b> Teachers will utilize agreed upon test prep strategies: (i.e. RACE for Reading, UPS for math, consistency with reading and math vocabulary K-12 – language from the standards, KDE rubrics for short answer & extended response questions, practice strategies with SA/ERs, KDE Blueprint, on-line practice, Timed Tests, and Writing Organizers). K-1 grades will utilize UPS/RACE strategies through exposure and the whole group. 2- 5 grades will implement UPS/RACE strategies with daily assignments as well as with unit/chapter tests.	Teachers and administrators will review and analyze Learning Checks and assessments through PLCs (Assessment Protocol/Data Analysis Protocols).	Teachers and administrators will review assessments monthly and Learning Checks quarterly during PLC meetings, faculty meetings and district data meetings.	None

Goal 2 (State your science, social studies, and writing goal.):FCES will increase the Separate Academic Indicator proficiency score in science, social studies and on-demand from 23.3% to 28.8% by 2026.

Objective	Strategy	Activities	Measure of Success	Progress Monitoring	Funding
		<p><b>3b. Learning Checks:</b>                      3rd - 5<sup>th</sup> grade teachers will utilize KSA assessment format utilizing the KDE Blueprint and Learning Checks created by staff, coach books and other testing sights. K-2<sup>nd</sup> grades will participate in 2 scaffolded learning checks for reading and math (starts in January). Teachers will continue to score short answers and extended responses after each learning check as an elementary team. Data analysis with an intentional action plan will follow-up after each learning check during PLC meetings (PDSA). Data analysis with an intentional action plan will follow-up after each learning check during PLC meetings (PDSA).</p>	<p>Teachers and administrators will review and analyze 4<sup>th</sup> grade science learning checks, 5th grade social studies, and 5th grade On-Demand during PLC meetings, document data in electronic data notebooks, and chart proficiency/growth and complete the PDSA process.</p>	<p>Teachers and administrators review 4<sup>th</sup> grade Science Learning Checks, 5th grade Social Studies, and 5th grade On-Demand at least twice a year (Winter/Spring) during PLC meetings, faculty meetings and district data meetings.</p>	<p>School Allocations</p>
		<p><b>3c. Writing Folders:</b>                      Teachers will utilize the writing plan and matrix to guide writing instruction encompassing power standards, language standards &amp; composition standards. The four square writing organizer will be used to write paragraph(s).</p>	<p>Individual student writing folders and report cards will document student growth with the three types of writing standards.</p>	<p>Individual student writing folders will be monitored each semester</p>	<p>FRYSC</p>

Goal 2 (State your science, social studies, and writing goal.):FCES will increase the Separate Academic Indicator proficiency score in science, social studies and on-demand from 23.3% to 28.8% by 2026.					
Objective	Strategy	Activities	Measure of Success	Progress Monitoring	Funding
		<p><b>3d. Short Answer/Extended Response Writing with Science Assessment/On-Demand Writing:</b>                      Intermediate teachers will utilize short answer, extended response assessment questions and On-Demand writing with summative assessments. 2<sup>nd</sup>/3<sup>rd</sup> grade teachers will do the same with short answer responses. K - 1 grade teachers will expose their students' whole group to short answer responses.</p>	<p>Students will show an increase in scores with short answers and extended responses based on 4<sup>th</sup> grade science, 5th grade Social Studies learning checks utilizing the KDE SA/ER rubrics and <i>Amplify Science</i> Unit assessments, and 5th grade On-Demand scores</p>	<p>4<sup>th</sup> grade student's science and 5th grade social studies short answers and extended responses will be monitored through the longitudinal data excel sheet, electronic data notebooks, and action plans will follow based on remediation, celebration, and goal setting (PDSA).</p>	<p>None</p>

### 3: Achievement Gap

KRS 158.649 requires the school-based decision making (SBDM) council, or the principal if no council exists, to set the school's yearly targets for eliminating any achievement gap. The targets should be established with input from parents, faculty, and staff and submitted to the superintendent for consideration and the local board of education for adoption. In addition to being a statutory requirement, intentionally focusing on the achievement gaps that exist among a school's underserved student populations is also a vital component of the continuous improvement process. Schools should use a variety of measures and analysis when conducting its review of its achievement gaps, including a review of the school's climate and culture. Schools are not required to establish long term achievement gap goals; however, schools must establish yearly targets (objectives).

Objective	Strategy	Activities	Measure of Success	Progress Monitoring	Funding
<p><b>Objective 1:</b> FCES will increase the average combined Reading and Mathematics Proficiency rates for students in the TSI identified gap group by May 2024 as measured by the state assessment from 19% to 25% and reduce the average combined Reading and Mathematics Proficiency rates for students in the TSI identified gap group by May 2024 as measured by the state assessment from 57% to 40%.</p>	<p>(KCWP 2) 1. A system will be reviewed and revised to ensure Tier1, Tier II and Tier III instructional needs are met and next steps for improvement are identified.</p>	<p><b>1a. Rtl or WIN System:</b> Administration with Literacy Consultant and staff reviewed, evaluated, and revised WIN Program based on Intervention effectiveness. Program took on a new look with a direct focus on interventions (enrichment and remediation) to meet each student's individual learning needs.</p>	<p>Electronic Data Notebooks and longitudinal data google sheet intervention groups will reflect a decrease in Tier III grouping and an increase in Tier II and I groupings.</p>	<p>Administration and teachers will examine reading and math data from iReady benchmark assessments and learning checks three times a year. Data from both will be shared with the District admin team.</p>	<p>School Allocations Title I Title IV</p>
		<p>1b. 1) Master schedule revamped to include math and reading WIN time, 2) 3 - 5 groupings – teacher group based on formative assessment data/interventionist group and iReady pathway computer groups, 3) chrome book computers and mobile lab for iReady interventions 4) WIN lesson plan template, 5) Intervention walk through schedule, 6) Intervention walk through instrument, and 7) Interventionist PLC group formed.</p>	<p>iReady Benchmark Assessments and Learning Checks will show an increase in proficiency and an increase in growth.</p>	<p>Administration and teachers will examine reading and math data from iReady benchmark assessments and learning checks three times a year. Data from both will be shared with the District admin team. (Tentative dates: Fall - iReady benchmark assessment #1- August/LC #1 – Sept., Winter – iReady benchmark assessment #2 – Dec./LC #2 – Jan., and Spring – iReady benchmark assessment #3 – April/LC #3 – March.</p>	<p>School Allocations Title I Title IV</p>

Objective	Strategy	Activities	Measure of Success	Progress Monitoring	Funding
		<p>8) In addition to weekly intervention groups, additional targeted intervention groups will be created based on Learning Check and most recent testing data. 9) Additional Soday system section added in the Primary Level 10) Weekly monitoring and revisions for identified TSI gap group students</p>			
	<p>(KCWP 4) 1. System in place to ensure that student data is collected, analyzed, and being used to drive classroom instruction</p>	<p><b>1b. Interventions/new lesson plan template:</b>                      K-1 Teachers will utilize <i>Saxon Phonics/My View</i> and <i>EnVision</i> interventions, 2 – 5 Teachers will utilize <i>My View</i>, <i>Saxon Phonics</i>, <i>Soday System</i>, and <i>EnVision</i> interventions. Interventionists will use iReady interventions and supplemental material from the iReady teacher toolbox. iReady computer-based program will also be utilized to meet individual student needs (enrichment/remediation).</p> <p>Interventionists and grade level teachers will complete a weekly intervention lesson plan with differentiated instruction for each of their four groups (template shared in google docs.).</p>	<p>Intervention walk through instrument will show multiple opportunities to respond during WIN time.                      Students will show an increase in proficiency based on iReady individual student learning plans.</p> <p>Intervention lesson plans will be filled out weekly on schedule by both the interventionist and grade level teacher documented in google docs and by the intervention walkthrough instrument. Also, differentiation with</p>	<p>Teachers will conference individually with administration after each benchmark assessment reading and math as well as update data boards and intervention groups.</p> <p>Teachers will conference individually with each student after each benchmark assessment reading and math with a direct focus on strengths, weaknesses, and goal setting.</p> <p>iReady student usage K-5 and percentage proficient will be posted weekly in the FCES Pilot Newsletter.</p> <p>Data checks will take place every 9 weeks with intervention walk through schedule (trends and patterns with intervention lesson plans will be noted).</p>	<p>School Allocations Title I</p>

Objective	Strategy	Activities	Measure of Success	Progress Monitoring	Funding
			lessons will be noted on LPs.		
		<p><b>1c. Electronic Data Notebooks:</b>            Teachers will document the following scores in their electronic data notebooks: iReady scores (3x), learning check scores (2 to 3x), fluency checks, power standards (R, W,M), <i>My View</i> unit tests and <i>En Vision</i> chapter tests. Teachers will conference with students about growth/proficiency and establish new goals after each iReady benchmark assessment administration for both reading and math.</p>	<p>Teachers will update electronic data notebooks after each oral and/or written tests or check for understanding. Students will establish new iReady benchmark assessment goals after each testing period.</p>	<p>Teacher electronic data notebooks will be monitored by administration each nine weeks to ensure up-to-date scores and to check pacing with pacing guides/curriculum maps during professional learning communities.</p>	
		<p><b>1e. Interventionist Professional Learning Community:</b>            An Interventionist PLC time will be created for interventionists to share data, iReady teacher toolbox supplemental material and resources with each other and administration.</p>	<p>iReady benchmark assessments will show a decrease in Tier III and an increase in Tier I and II.</p>	<p>Administration and teachers will examine reading and math data from iReady benchmark assessments three times a year.</p>	<p>Title II            Title IV            School Allocations</p>
<p><b>1f. Intervention Tutoring Services:</b>            Students qualifying for Tier II and III services will be requested to participate in after school tutoring services. In addition, teachers will monitor KSA data, iReady benchmarks,</p>	<p>iReady benchmark assessments will show a decrease in Tier III and an increase in Tier I and II.</p>	<p>Plus/delta each month the program and follow through with action plans of deltas to ensure program success.</p>	<p>ESS            School Allocations</p>		

Objective	Strategy	Activities	Measure of Success	Progress Monitoring	Funding
		classroom assessments, etc. to identify and provide targeted tutoring and peer tutoring for students in identified TSI gap groups.			
	<p>(KCWP 3) 2. School leadership and teachers will analyze the data to identify priorities and implement actionable steps that impact instruction/student learning.</p> <p>(KCWP 4) 1. System in place to ensure that student data is collected, analyzed, and being used to drive classroom instruction</p>	<p><b>2. Benchmark Assessments:</b> K-4 Teachers will administer reading and math iReady benchmark assessments three times a year. Administration will take place over 2 to 3 days strategically schedule to minimize instructional disruption.</p> <p>K-2 teachers will administer reading and math learning checks two times a year, and 3-5 teachers will administer reading and math learning checks three times a year.</p>	iReady Benchmark Assessment and Learning Checks will show an increase in proficiency and an increase in growth.	Administration will examine reading and math data from iReady benchmark assessments and learning checks three times a year. Data from both will be shared with the District admin team. (Tentative dates: Fall - iReady benchmark assessment #1- August/LC #1 – Sept., Winter – iReady benchmark assessment #2 – Dec./LC #2 – Jan., and Spring – iReady benchmark assessment #3 – April/LC #3 – March.)	School Allocations Title I Title IV
	(KCWP 2) 3. Job embedded professional development will be provided to address GAP needs with Tier I instruction.	<p><b>3. Professional Development:</b> Teachers will attend co-teaching refresher professional learning along with professional learning on the following topics: closing the achievement gap, Inquiry based questioning, Soday System, vocabulary instruction, and school wide evidence based organizers. (ie RACE, UPS, Four Square)</p>	Professional Development measured by PLC and faculty meeting attendance documentation, lesson plans, and walkthroughs.	Teachers and administrators will monitor lesson plans and observe through walk throughs and formal observations..	Title II IDEA School Allocations

4: English Learner Progress

Goal 4: Fulton County EL students will show a 10% increase in reading and math proficiency by 2025. (The number of student in the EL program does not allow for public data release of percentages)					
Objective 1 Fulton County EL students will show a 10% increase in proficiency by 2025.	KCWP 5:Design, Align and Deliver Support A system will be designed, implemented, monitored, reviewed, and revised to ensure Tiers 1, 2 and 3 instructional needs are identified and next steps for improvement are implemented.	<b>4.1a EL Program:</b> The EL Coordinator will ensure that principals and teachers receive EL plans for each student and that annual meetings are held to discuss iReady Diagnostic Benchmark data, classroom performance and progress toward successfully exiting the EL program through the WIDA Access assessment.	Review of report cards, KSA data and classroom assessments	EL Coordinator and grade level teachers monitor student performance during yearly parent meetings.	District Funds Title I
Objective 1:		<b>4.1b Materials and Resources:</b> Evidence-based EL materials and resources provided when available for EL students. (i.e. EL <i>Amplify</i> , EL <i>My World</i> , EL <i>My View</i> , EL <i>My Perspectives</i> , EL <i>Envision Mathematics</i> , etc.)	Report Cards, Benchmark Testing, Summative and Formative Assessments	Principal(s) and teachers will review progress reports and report cards each nine week grading period	Title I District Funds
		<b>4.1c Access Preparation:</b> EL Coordinator will meet with teachers and EL students to discuss the format and schedule of the WIDA ACCESS assessment. Also, the EL Coordinator will meet with the DTC to ensure the computers and headphones systems are compatible with the assessment	Agenda/Sign In Sheets	DAC and EL Coordinator will review assessment schedule and completion	

5: Quality of School Climate and Safety

Goal 5 (State your climate and safety goal.): By 2024, the overall index of the FCES School Climate and Safety survey will increase from 72.0 to 75.0. (Orange to Yellow)					
Objective	Strategy	Activities	Measure of Success	Progress Monitoring	Funding
Objective 1 By 2024, the KSA Quality of School Climate and Safety Survey will reflect an increase in lowest respondent area from 31.4 to 45.4.	(KCWP 2) 1. A system will be reviewed and revised to ensure Tier1, Tier II and Tier III instructional needs are met and next steps for improvement are identified.	<b>SEL Instruction:</b> Master Schedule reflects monthly Second Steps lessons along with other School Counselor and faculty identified curriculum to meet the social emotional needs of students.	Mindful Morning Check in data along with semester SEL student surveys will be used to monitor overall student perceptions and needs	School Counselor and Principal review data quarterly with PBIS committee	School Allocations
		SEL Curriculum: Implementation of The Leader in Me (K-5) to include the Seven Habits of Successful Children, Individual and School Goals (WIGS), and Student-Led Conferences	Mindful Morning Check in data along with semester SEL student surveys will be used to monitor overall student perceptions and needs	School Counselor and Principal review data quarterly with PBIS committee	Stronger Connections Grant
	(KCWP 3) 2. School leadership and teachers will analyze the data to identify priorities and implement actionable steps that impact instruction/student learning.	<b>Family and Student Engagement:</b> Opportunities for student and family leadership, cooperation and collaboration including Student Council, Student Delegates, Baking Club, Fitness Club, Reading Club, Family Reading Nights, Family Math Night, Reading Room Volunteers, PTSO	Number of student and parent participation in school activities monitored through sign in sheets and survey data.	School Counselor and Principal review data each semester with PBIS committee	Title I FRSYC School Allocations
Objective 2 By May 2024, the number of behavioral incidents in Infinite Campus will reduce	(KCWP 3) 2. School leadership and teachers will analyze the data to identify priorities and implement actionable	<b>PBIS:</b> PBIS expectations and lesson plans for classrooms, cafeteria, hallways, buses, playground, and gym reviewed and revised by staff located in	Faculty and staff complete Behavior Referral Form for documentation into Infinite Campus to be	School Counselor and Principal review data each month with PBIS committee	School Allocations FRYSC

Goal 5 (State your climate and safety goal.): By 2024, the overall index of the FCES School Climate and Safety survey will increase from 72.0 to 75.0. (Orange to Yellow)					
Objective	Strategy	Activities	Measure of Success	Progress Monitoring	Funding
from 92 incidents in 2023 to 75 incidents in 2024.	steps that impact instruction/student learning.	Shared Google Drive to be taught at the beginning of each semester and reviewed regularly.	used for Tier II and Tier III identification and interventions		
		<b>Professional Learning:</b> School counselor and classroom teacher attend SEL professional learning sessions offered by WKEC, online and district led initiatives	Professional learning logs and certificates along with professional learning surveys	Administrators and teachers complete professional learning staff each year along with professional learning needs assessment	School Allocations Title II Stronger Connections

### **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:

<p><b>Components of Turnaround Leadership Development and Support:</b></p>
<p><b>Consider:</b> How will you ensure that school leadership has or develops the skills and disposition to achieve accelerated, meaningful, and sustainable increases in student achievement for underperforming subgroups?</p> <p><b>Response:</b> School leaders meet monthly during Executive Leadership Team (ELT) meetings and Pilot Power Team (PPT) meeting to review data, monitor programs and revise practices. Leadership schedules district PLC meeting each quarter for vertical alignment. In addition, each school schedules PLC meetings for staff to focus on the school's CSIP, analyze assessment data, discuss instructional practices and monitor student progress. School leaders participate in WKEC professional learning opportunities along with district programming.</p>
<p><b>Identification of Critical Resources Inequities:</b></p>
<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> Allocation of resources (people, time and money) are determined after the review of both cognitive (assessment) and non-cognitive (attendance, behavior, surveys) data by each school council and by the board of educations.</p>
<p><b>Additional Actions That Address the Causes of Consistently Underperforming Subgroups of Students</b></p>
<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.</p> <p><b>Response:</b> A needs assessment for the school is conducted each year and monitored/ revised to determine if the CSIP is addressing the needs of the school. Analysis of student, parents, staff and community surveys along with continued monitoring of formative and summative assessment data determine the actions needed to assist underperforming subgroups of students.</p>
<p><b>Targeted Subgroups and Evidence-Based Interventions:</b></p>
<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?</p> <p><b>Response:</b> Sixty-four percent (64%) of students in the TSI group scored at the novice level in reading on the KSA and fifty percent (50%) of students in the TSI group scored novice in math on the KSA.</p> <ul style="list-style-type: none"> <li>• Weekly PLC meetings to monitor and revise RTI groups and instructional practices</li> </ul>

- Math and reading RTI groupings
- Implementation of HQIR for mathematics and reading – *My View* and *EnVision Mathematics*, Savvas
- Co-Teaching in fifth grade mathematics
- Engagement Strategies

**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
Teacher Clarity	Hattie, J. (2009). Visible Learning: a synthesis of over 800 meta-analyses relating to achievement. Routledge: New York, NY.	<input checked="" type="checkbox"/>
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