

## 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

- o Postsecondary Readiness
- o Graduation Rate

## Explanations/Directions

**Goal:** Schools should determine long-term goals that are three to five year targets for each required school level indicator. Elementary/middle schools must address proficiency, separate academic indicator, achievement gap, and growth. High schools must address proficiency, separate academic indicator, achievement gap, graduation rate, and transition readiness. Long-term targets should be informed by The Needs Assessment for Schools.

Objective	Strategy	Activities	Measure of Success	Progress Monitoring	Funding
<p>Schools should determine short-term objectives to be attained by the end of the current academic year. There can be multiple objectives for each goal.</p>	<p>Describe your approach to systematically address a process, practice, or condition that was identified as a priority during the Needs Assessment for Schools. There can be multiple strategies for each objective. The strategy can be based upon <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 that will occur to deploy the chosen strategy. There can be multiple activities for each strategy.</p>	<p>List the criteria that will gauge the impact of your work. The measures may be quantitative or qualitative but are observable in some way. Consider measures of input as well as outcomes for both staff and students.</p>	<p>Describe the process used to assess the implementation of the plan, the rate of improvement, and the effectiveness of the plan. Your description should include the artifacts to be reviewed, specific timelines, and responsible individuals.</p>	<p>List the specific federal, state, or local funding source(s) used to support each improvement initiative. If your school is a recipient of Title I, Part A funds, your CSIP serves as your annual plan and must indicate how Title I funds are utilized to carry out the planned activities.</p>



**1: State Assessment Results in reading and mathematics**

Goal 1 (State your reading and math goal.): Goal 1 :Goal 1 :By Spring of 2025, the percent of students scoring Proficient/Distinguished in Reading according to the state assessment, will be 60%. By Spring of 2025, the percent of students scoring Proficient/Distinguished in Math according to the State Assessment, will be 45%.

Objective	Strategy	Activities	Measure of Success	Progress Monitoring	Funding
<p>Objective 1 By Spring of 2024, the percent of students scoring Proficient/Distinguished in Reading will move from a 53% in Spring 2023 to a 58% in the Spring of 2024.</p>	<p>KCWP 5: Design, Align and Deliver Support</p>	<p>Reading and Math Intervention-A Reading and Math Interventionist continue to work with small groups of students weekly and/or daily in Tier II and Tier III interventions. The District Literacy Coach/Interventionist also models and mentors teachers in research based best practices.</p>	<p>KSA Anecdotal Records MTSS Data Sheet MAP Fastbridge Assessments</p>	<p>Interventionists, Administration, Special Education and Regular Education Teachers: MAP growth goals Fastbridge screening and assessment growth IEP progress monitoring trends Learning goal formative assessments</p>	<p>Title I Funds District Funding</p>
		<p>Ongoing MTSS structure in Response to Intervention-Teachers will meet every 6 weeks with district school psychologists to discuss ongoing student RTI progress as well as possibly needs for RTI placement based on ongoing academic or behavioral data. Students who continue to need support working toward proficiency will be placed in RTI. This tiered process will involve assessment data collection and research based interventions that are monitored for support of student success.</p>	<p>KSA Anecdotal Records Fastbridge probes District tracking reports MTSS Data Sheet</p>		<p>Title I Funds</p>
		<p>ESPARK Learning programs are used in station rotations as needed to supplement student learning on specific reading objectives for fluency, vocabulary, and/or comprehension.. Students will complete intentionally designated lessons based on their levels measured from MAP and</p>	<p>KSA ESPARK Reports</p>		<p>District Funding Title I Funding</p>

Goal 1 (State your reading and math goal.): Goal 1 :Goal 1 :By Spring of 2025, the percent of students scoring Proficient/Distinguished in Reading according to the state assessment, will be 60%. By Spring of 2025, the percent of students scoring Proficient/Distinguished in Math according to the State Assessment, will be 45%.

Objective	Strategy	Activities	Measure of Success	Progress Monitoring	Funding
		<p>classroom progress. These Internet based programs can be accessed at home as well, especially for those who have Wifi access during possible virtual learning.</p>	<p>MAP and Fastbridge Assessments</p>		<p>ESS Daytime Waiver District Funding</p>
		<p>Progress will be monitored weekly using the new Fastbridge assessment program/ probes as well as the MTSS Data sheet that tracks all students in Tier I, Tier, II, and Tier III.</p> <p>School-wide Intervention/Enrichment groups scheduled for grades K-5 five days a week. Students will participate in engaging activities and instruction that are tailored to their instructional levels and needed supports. Targeted scheduling will allow teachers to have one extra support staff in place during these scheduled times to enable smaller group sizes.</p>	<p>Fastbridge Data Analysis Classroom Formative Assessments</p> <p>Scheduled Weekly Success Groups PLC Protocol Agendas Success Group anecdotal records.</p>		<p>District Funding Title I funding</p> <p>No funding Needed</p>
	<p>KCWP1: Design and Deploy Standards KCWP 2: Design and Deliver Instruction KCWP 6: Establish Learning Culture and Environment</p>	<p>Professional Learning-Mrs. Pulliam, the District Literacy Coach/Interventionist; IMSE Certified Educator will mentor and model for teachers best practices and strategies by request, and through scheduled literacy meetings/PLC's. Teachers will continue to participate in</p>	<p>Meeting Minutes KSA Meeting Agendas LETRS Training Log documentation Community of Practice Agendas</p>		<p>District Funding Grant funding</p>

Goal 1 (State your reading and math goal.): Goal 1 :Goal 1 :By Spring of 2025, the percent of students scoring Proficient/Distinguished in Reading according to the state assessment, will be 60%. By Spring of 2025, the percent of students scoring Proficient/Distinguished in Math according to the State Assessment, will be 45%.

Objective	Strategy	Activities	Measure of Success	Progress Monitoring	Funding
		<p>Professional Learning Activities that will focus on research based strategy training in the science of reading that includes the LETRS and Orton Gillingham trainings, data review, instructional strategies, deep dives of the Common Core Standards, and vertical and horizontal alignment of instruction. Weekly PLC's and District PD opportunities will allow scheduling for these activities.</p> <p>Intermediate Reading Teachers as well as the Literacy Specialist, Mrs. Pulliam, will be participating in Morphology training this year to help improve reading skills at the intermediate level which include vocabulary, word recognition, fluency, and comprehension.</p>	<p>Formative and Summative Classroom Assessments MAP KSA</p>		
		<ul style="list-style-type: none"> <li>Professional Learning Communities-This year, Deidra Hightower, KDE Continuous Improvement Coach, will be supporting our teachers with targeted professional development in PLC's reviewing learning intentions, success criteria, assessments, descriptive feedback, and grade level standard deconstruction.</li> </ul>	<p>KSA PLC Protocol agendas/minutes Principal Observations Data Analysis Sheets Grade Level SMART goals Implementation of Learning Intentions/Success Criteria</p>		<p>No Funding Needed</p>

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Objective	Strategy	Activities	Measure of Success	Progress Monitoring	Funding
		<ul style="list-style-type: none"> <li>PLC's are scheduled at least once a week throughout the school year for each grade level, as well as opportunities for District Level PLC's through established PD days. Teachers have the opportunity for data analysis, instruction/assessment alignment, and strategy/resource discussions to best reflect on next steps for promoting student growth.</li> <li>FRYSC-Family Resource Youth Service Center works with school and community members to ensure students have the necessities to be ready for school (ex. School supplies, food, home and family needs, etc,) in order to reach higher levels of academic achievement.</li> <li>Pacing Guides and Unit Planning-Teachers will collaborate vertically and horizontally to complete grade level pacing guides in each content area that will promote equitable and structured pacing in the instruction and</li> </ul>	<p>KSA Advisory Council Minutes Infinite Campus Documentation</p> <p>Completed Grade level unit plans and Pacing Guides that address all grade level standards</p>		<p>FRYSC grant funding</p> <p>No funding needed</p>

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Objective	Strategy	Activities	Measure of Success	Progress Monitoring	Funding
		<p>assessment of the grade level standards</p> <ul style="list-style-type: none"> <li>Leadership PLCs-Building level Leadership team will meet monthly with District Admin in PLC's to discuss ongoing supports and progress that promote success in learning and frontload supports and resources needed for those successes.</li> <li>Literacy Committee Meetings-All grade levels are represented on the school literacy committee to address current resources, supports, and professional development needed to provide an engaging high level curriculum to address grade level literacy instruction. Through this work, South will analyze the progress and pacing of the new reading curriculum that allows for integration of curriculum concepts, differentiation, and appropriate pacing to teach grade level standards. This</li> </ul>	<p>Leadership PLC Protocol agenda and minutes</p> <p>Literacy Committee scheduled meetings Literacy Committee Minutes</p>		<p>No funding needed</p> <p>No funding Needed Title I Funds</p>

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Objective	Strategy	Activities	Measure of Success	Progress Monitoring	Funding
		<p>ongoing work with the new curriculum is discussed monthly in PLC meetings.</p> <ul style="list-style-type: none"> <li>Reading Success Groups (Intervention Groups)-School wide intervention time is built into the schedule that addresses all student learning levels. Classroom and MAP data is used to identify small groups and the instruction level for specific instruction in targeted areas. Targeted resources will be used to address differentiated learning needs.</li> <li>Scheduled Instructional Assistant training to support small group instruction in the area of reading with consistent vocabulary and skill building strategies. Instructional assistants will receive a three day training this year with the literacy specialist to review and complete activities focused on Orton Gillingham and LETRS practices.</li> </ul>	<p>MAP/Fastbridge Anecdotal Records KSA Classroom formative and summative assessments</p> <p>Formative Assessments KSA Fastbridge/MAP Anecdotal Records</p>		<p>Title I</p> <p>District funding</p>

Goal 1 (State your reading and math goal.): Goal 1 :Goal 1 :By Spring of 2025, the percent of students scoring Proficient/Distinguished in Reading according to the state assessment, will be 60%. By Spring of 2025, the percent of students scoring Proficient/Distinguished in Math according to the State Assessment, will be 45%.

Objective	Strategy	Activities	Measure of Success	Progress Monitoring	Funding
<p>Objective 2</p> <p>By the Spring of 2024 the percent of students scoring Proficient/Distinguished in Math will move from a 37% in Spring 2023 to a 40% in the Spring of 2024.</p>	<p>KCWP 5: Design, Align and Deliver Support</p>	<p>Math Intervention-Mr. Swihart, our certified math interventionist will be completing targeted math interventions with identified students in Tier II and Tier III. Interventions will take place daily and weekly in the classroom in small groups. An instructional assistant has been assigned to support math interventions and weekly assessment input.</p>	<p>KSA/Fastbridge Assessments Anecdotal Records MAP MTSS Data Sheet</p>	<p>Interventionists, Administration, Special Education and Regular Education Teachers: MAP growth goals Fastbridge screening and assessment growth IEP progress monitoring trends Learning goal formative assessments</p>	<p>Board funding Title I Funds</p>
		<p>Response to Intervention-Students who continue to need supports working toward proficiency will be placed in RTI. This tiered process will involve assessment data collection and research based interventions that are monitored for support of student success. Progress will be monitored using weekly AIMS WEB probes, as well as through the MTSS data sheet.</p>	<p>KSA/Fastbridge Assessments Anecdotal Records ESpark data MTSS Data Sheet</p>		<p>Title I Funds</p>
		<p>Students will be scheduled by the classroom teachers to utilize the online ESPARK Learning program. Students will complete intentionally</p>	<p>KSA ESPARK Reports MAP data/Fastbridge Data</p>		<p>District Funding Title I funds</p>



Goal 1 (State your reading and math goal.): Goal 1 :Goal 1 :By Spring of 2025, the percent of students scoring Proficient/Distinguished in Reading according to the state assessment, will be 60%. By Spring of 2025, the percent of students scoring Proficient/Distinguished in Math according to the State Assessment, will be 45%.

Objective	Strategy	Activities	Measure of Success	Progress Monitoring	Funding
		<p>highly specialized knowledge in Math Recovery® content, assessment, and teaching.”</p> <ul style="list-style-type: none"> <li>Teachers will participate in Professional Learning Activities that will focus on Assessment rubrics, targeted instruction, data, instructional strategies, deep dives and deconstruction of the Common Core Math Standards, and vertical and horizontal alignment of instruction. Weekly PLC’s and District PD opportunities will allow scheduling for these activities. <p>Much of the direct instruction in the PLC professional learning will be led by the principal. This training allows our Gap Coordinator to align our mathematical instructional beliefs and provide a more consistent, and higher level, instructional practice.</p> </li></ul>			
		<p>Professional Learning Communities-PLC’s will be scheduled at least once a week throughout the school year for each</p>	<p>KSA PLC Protocol agendas/minutes</p>		<p>No Funding Needed</p>

Goal 1 (State your reading and math goal.): Goal 1 :Goal 1 :By Spring of 2025, the percent of students scoring Proficient/Distinguished in Reading according to the state assessment, will be 60%. By Spring of 2025, the percent of students scoring Proficient/Distinguished in Math according to the State Assessment, will be 45%.

Objective	Strategy	Activities	Measure of Success	Progress Monitoring	Funding
		<p>grade level, as well as opportunities for District Level PLC’s through established PD days. Teachers will have the opportunity for data analysis, instruction/assessment alignment, and strategy/resource discussions to best reflect on next steps for promoting student growth.</p>	<p><b>Principal Observations</b></p>		
		<p>FRYSC-Family Resource Youth Service Center works with school and community members to ensure students have the necessities to be ready for school (ex. School supplies, food, home and family needs, etc,) in order to reach higher levels of academic achievement.</p> <p>Schedules Instructional Assistant training to support small group instruction in the area of math with consistent vocabulary and skill building strategies.</p>	<p>MAP Anecdotal Records KPREP Classroom formative and summative assessments</p> <p>Formative Assessments KSA Fastbridge/MAP Anecdotal Records</p>		<p>Title I funding FRYSC grant</p> <p>No funding needed</p>

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

Goal 2 (State your science, social studies, and writing goal.): By Spring of 2025, the percent of students scoring Proficient/Distinguished in Science according to the State Assessment will be 45%; By Spring of 2025 the percent of students scoring Proficient Distinguished in Combined Writing according to the State Assessment will be 65%; By Spring of 2025, the percent of students scoring Proficient/Distinguished in Social Studies according to the state assessment will be 48%.

Objective	Strategy	Activities	Measure of Success	Progress Monitoring	Funding
<p>Objective 1 By the Spring of 2024, the percent of students scoring Proficient /Distinguished in Science will move from a 38% in Spring 2023 to a 42% in the Spring of 2024.</p>	<p>KCWP1: Design and Deploy Standards KCWP 2: Design and Deliver Instruction KCWP 6: Establish Learning Culture and Environment</p>	<p>Specifically designed resources in the area of science will be used as support for grade level instruction. These resources and specifically designed instruction will be targeted in PLC’s and science content meetings.</p>	<p>KSA MAP Formative Assessments</p>	<p>Interventionists, Administration, Special Education and Regular Education Teachers: MAP growth goals Fastbridge screening and assessment growth IEP progress monitoring trends Learning goal formative assessments</p>	<p>Title I</p>
		<p>Grade Level Pacing guides will be developed to promote equitable and engaging instruction in the area of science</p>	<p>Completed Pacing Guides Ongoing formative and summative classroom assessments</p>		<p>No funding needed</p>
		<p>Mrs. Tindle continues to participate in a state science cohort for specific training and collaboration on selecting supportive and effective science resources for student engagement and learning.</p>	<p>MAP assessment KSA</p>		<p>Title I</p>
		<p>The District has purchased science curriculum grades K-5 that will improve vertical alignment and implementation of grade level science standards. Teachers will have professional development with the science curriculum developers to better understand the curriculum</p>	<p>Ongoing formative and summative assessments KSA MAP</p>		<p>District funding</p>

Goal 2 (State your science, social studies, and writing goal.): By Spring of 2025, the percent of students scoring Proficient/Distinguished in Science according to the State Assessment will be 45%; By Spring of 2025 the percent of students scoring Proficient Distinguished in Combined Writing according to the State Assessment will be 65%; By Spring of 2025, the percent of students scoring Proficient/Distinguished in Social Studies according to the state assessment will be 48%.

Objective	Strategy	Activities	Measure of Success	Progress Monitoring	Funding
		and how to implement it in the most efficient way in the classroom.			
<p>Objective 2 The Spring 2023 Goal was to move the percent of students scoring Proficient/Distinguished in Combined Writing from a 40.5% in Spring 2022 to a 50% in the Spring of 2023. Students achieved 59% proficient/distinguished in Spring 2023. The Spring 2024 goal will be to move the percent of Proficient/Distinguished in Combined Writing from a 59% in Spring 2023 to a Combined Writing Proficient/Distinguished score of 60%</p>	<p>KCWP1: Design and Deploy Standards KCWP 2: Design and Deliver Instruction KCWP 6: Establish Learning Culture and Environment</p>	<p>Mrs. Gaynor, a retired certified teacher, will be assisting in mentoring teachers in their writing instruction development, as well as the school writing plan development. Specifically designed training and support in the area of writing will be targeted in PLC's as well as in content meetings. Writing development and implementation of the school writing plan and processes will be developed with teachers to ensure a vertical alignment and scaffolding of essential writing elements according to the writing standards.</p>	<p>KSA Grade level student writing samples Grade Level writing analysis</p>		<p>Title I Daytime ESS Waiver</p>
		<p>Implementation of researched based and data proven resources will be utilized in vertical grade level instruction to ensure best practices, graduated writing organization, and vocabulary implementation.</p>	<p>KSA Grade level student writing samples</p>		<p>Title I RTA Grant</p>
		<p>PLC collaborative assessments-Vertical writing assessment analysis at least once a</p>	<p>KPREP Grade Level writing samples</p>		<p>No funding needed</p>

Goal 2 (State your science, social studies, and writing goal.): By Spring of 2025, the percent of students scoring Proficient/Distinguished in Science according to the State Assessment will be 45%; By Spring of 2025 the percent of students scoring Proficient Distinguished in Combined Writing according to the State Assessment will be 65%; By Spring of 2025, the percent of students scoring Proficient/Distinguished in Social Studies according to the state assessment will be 48%.

Objective	Strategy	Activities	Measure of Success	Progress Monitoring	Funding
		<p>year. These assessments will help calibrate grade level writing expectations, graphic organizers, and published writing pieces.</p>	<p>Writing curriculum maps</p>		
		<p>Response to Intervention-Students not meeting proficiency level in writing may be placed in the RTI process. This process includes a three tiered researched based intervention process that is monitored weekly through AIMSWEB probes.</p>	<p>KSA Fastbridge probes Anecdotal records</p>		<p>No funding needed</p>
		<p>Documented School level writing plan and writing process to allow for both vertical and horizontal alignment in the instructional area of writing.</p>	<p>Completed school level writing plan</p>		<p>Title I ESS Daytime Waiver Funds</p>
		<p>Utilizing certified teacher to support interventions and instruction in writing for students grades 2-5 with Mrs. Jackson and Mrs. Gaynor;</p> <p>Continued implementation of LETRS and IMSE Orton Gillingham strategies to better support students with the literacy links between reading and writing.</p>	<p>KSA Formative Writing Assessments Published writing pieces</p> <p>Literacy Specialist Continued training and updates in OG/LETRS</p>		<p>ESS Daytime Waiver</p> <p>Reading Grant District Funding</p>

Goal 2 (State your science, social studies, and writing goal.): By Spring of 2025, the percent of students scoring Proficient/Distinguished in Science according to the State Assessment will be 45%; By Spring of 2025 the percent of students scoring Proficient Distinguished in Combined Writing according to the State Assessment will be 65%; By Spring of 2025, the percent of students scoring Proficient/Distinguished in Social Studies according to the state assessment will be 48%.

Objective	Strategy	Activities	Measure of Success	Progress Monitoring	Funding
<p>Objective 3 By the Spring of 2023, the percent of students scoring Proficient/Distinguished in Social Studies according to the state assessment will move from 41% in 2023 to 44% in 2024.</p>	<p>KCWP1: Design and Deploy Standards KCWP 2: Design and Deliver Instruction KCWP 6: Establish Learning Culture and Environment</p>	<p>Specific resources will be utilized to support the social studies instruction at each grade level. This includes implementation of Social Studies Weekly at 4th/5th grade.</p> <p>Grade level pacing guides will be developed to outline the instruction and development of each grade level standard. These maps will highlight concept development, vocabulary, and assessment developed over time.</p> <p>Continuing utilizing new Social Studies curriculum K-5 to build consistent integration of social studies topics and concepts in daily instruction, build vocabulary, and provide standard based connections in the area of social studies. This includes professional development for teachers with the new social studies curriculum and access to online resources.</p>	<p>KSA; Classroom formative and summative assessments</p> <p>KSA; Classroom formative and summative assessments</p> <p>KSA; Classroom formative and summative assessments</p>	<p>Interventionists, Administration, Special Education and Regular Education Teachers: MAP growth goals Fastbridge screening and assessment growth IEP progress monitoring trends Learning goal formative assessments</p>	<p>Title I</p> <p>No funding needed</p> <p>District Funding Title I</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>Objective 1 By Spring of 2024, the the percent of Special Education students scoring Proficient/Distinguished in Reading in KSA will move from a 36% in Spring 2023 to a 40% in 2024; and in math in KSA will move from a 14% in the Spring of 2023 to a 20% in the Spring of 2024.</p> <p>The Spring of 2023 goal was for the percent of Special Education students scoring Proficient/Distinguished in Reading in KSA will move from a 20% in Spring 2022 to a 25% in 2023; and in math in KSA will move from a 10% in the Spring of 2022 to a 20% in the Spring of 2023.</p>	<p>KCWP1: Design and Deploy Standards KCWP2: Design and Deliver Instruction KCWP 5: Design, Align, and Deliver Support</p>	<p>One of our Special Education teachers will be participate in the math specialist training through Math Recovery. All grade level math teachers will participate in AVMR training through math recovery. This training provides intensive professional development that develops intervention teaching experience and specialized knowledge in Math Recovery® content, assessment, and teaching. Math Intervention: Our certified math interventionist will work in small intervention groups with students identified as at-risk. Mr. Swihart will provide direct and small group instruction to students based on their specific needs in math. Math Recovery strategies will be used that will support the Bridges curriculum instruction and move students forward. This includes collaboration with the</p>	<p>KSA Student Work Samples Literacy/Math Assessments Anecdotal Records Fastbridge probes MAP data PLC targeted analysis of student data MTSS data sheet IEP goal progress</p>	<p>Interventionists, Administration, Special Education and Regular Education Teachers: MAP growth goals Fastbridge screening and assessment growth IEP progress monitoring trends Learning goal formative assessments</p>	<p>Title I funding District funding Math grant</p>

Objective	Strategy	Activities	Measure of Success	Progress Monitoring	Funding
		teachers to discuss current instruction pacing and assessments.			
		Response to Intervention –Students not meeting proficiency are placed in the RTI process. This process includes three tiers of researched based interventions. And progress is monitored by Fastbridge probes.	KSA Fastbridge data Anecdotal Records MAP data MTSS Data sheet		No funding Needed
		ESPARK -Students will be scheduled by the classroom teachers to work daily to weekly in the ESPARK online learning program. Students will be assigned specific lessons to complete that align with needed growth areas based on MAP assessments. ESPARK programs can be assessed at home as well for further enrichment and/or intervention opportunities	KPREP Compass reports MAP data Classroom formative and summative assessments		District Funding
		Targeted Professional Learning Community meetings-Special Ed team will meet once a week to discuss instructional strategies and individual student goals/growth to create focused instruction and assessment of student knowledge and skills. Special ed. Teachers will have the opportunity to participate in grade level PLC’s once a month to discuss student progress and intervention/strategy/assessment opportunities	PLC meeting agenda/minutes KSA data MAP data		No Funding needed
		Co-Teaching: Special Education teachers, the Literacy Specialist, and	Pacing guide		District Funding

Objective	Strategy	Activities	Measure of Success	Progress Monitoring	Funding
		<p>the Principal will collaborate with Classroom teachers in a co-teaching environment to address student instructional needs in small group settings.</p> <p>-All special education teachers, Mrs. Carmon and Mrs. Payne are participating in a year long training along with administration through GRREC. They attend the trainings and complete follow up work with their grade level co-teachers. These trainings address specially designed instruction and co-teaching in the classroom. These trainings will allow for increased awareness of planning and implementation of specially designed instruction, as well as continued data analysis for instructional planning.</p>	<p>Weekly Lesson Schedules Once a month Sped/Reg. Ed PLC agendas GRREC Training Agendas Co-teaching walk-thru forms</p>		
		<p>Reading Intervention: Our District Literacy Specialist will work in small intervention groups with students identified as at-risk for certain skills based on Fastbridge and Orton Gillingham assessments. She will provide direct and small group instruction to students based on their specific needs in reading. These small groups in the classroom may include general ed and special education students. LETRS and Orton Gillingham strategies and resources will be used that will</p>	<p>KSA Student Work Samples Literacy Assessments Anecdotal Records Fastbridge probes MAP data PLC targeted analysis of student data MTSS data sheet GRREC Training Agendas Co-teaching walk-thru forms</p>		<p>District Funding Title I</p>

Objective	Strategy	Activities	Measure of Success	Progress Monitoring	Funding
		<p>support the reading and writing instruction and move students forward. This includes collaboration with the teachers to discuss current instruction pacing and assessments. -All special education teachers, Mrs. Carmon and Mrs. Payne are participating in a year long training along with administration through GRREC. They attend the trainings and complete follow up work with their grade level co-teachers. These trainings address specially designed instruction and co-teaching in the classroom. These trainings will allow for increased awareness of planning and implementation of specially designed instruction, as well as continued data analysis for instructional planning.</p>			

Objective	Strategy	Activities	Measure of Success	Progress Monitoring	Funding
<p>Objective 2 By the Spring of 2023, the percent of socio-economically disadvantaged students in grades 3-5 scoring Proficient/Distinguished in Reading KSA will move from a 41% in Spring 2023 to a 45% in Spring 2024; and from a 25% P/D in math Spring of 2023 to a 30% in the Spring of 2024.</p>	<p>KCWP1: Design and Deploy Standards KCWP2: Design and Deliver Instruction KCWP 5: Design, Align, and Deliver Support KCWP 6: Esablishing Learning Culture and Environment</p>	<p>Reading Intervention: The District Literacy Specialist will provide reading interventions to targeted students daily or weekly. They will work with students identified as at-risk or at the Tier II or Tier III level. They will provide direct and small group instruction to students based on their specific needs in reading. LETRS and Orton Gillingham strategies and resources will be used that will support the reading and writing instruction and move students forward. This includes collaboration with the teachers to discuss current instruction pacing and assessments.</p>	<p>KSA Work Samples Literacy/Math Assessments Anecdotal Records Fastbridge probes/Assessments MAP data PLC targeted analysis of student data MTSS Data Sheet</p>	<p>Interventionists, Administration, Special Education and Regular Education Teachers: MAP growth goals Fastbridge screening and assessment growth IEP progress monitoring trends Learning goal formative assessments</p>	<p>Title I Funding Board Funding</p>
		<p>Response to Intervention –Grade level teachers are meeting with district school psychologists to review school-wide intervention data as well as student data that may be considered for intervention or even enrichment. Students not meeting proficiency are placed in the RTI process. This process includes three tiers of researched based interventions. And progress is monitored by AIMSWEB probes. All teachers will be trained in the revised District RTI process which includes the MTSS Data Sheet for record analysis.</p>	<p>KSA Fastbridge data Anecdotal Records MAP data MTSS data sheet</p>		<p>No funding needed</p>

Objective	Strategy	Activities	Measure of Success	Progress Monitoring	Funding
		<p>ESPARK Learning-Students will be scheduled by the classroom teachers to work daily/weekly in the Compass program. Students will be assigned specific lessons to complete that align with needed growth areas based on MAP assessments. Espark programs can be assessed at home as well for further enrichment and/or intervention opportunities</p>	<p>KSA ESPARK reports MAP data Continuous classroom summative and formative assessments</p>		<p>District Funding Title I ESS Daytime Waiver RTA Grant</p>
		<p>All intermediate teachers are completing Morphology training to support literacy skill instruction and to bridge the gaps in vocabulary and comprehension in all content areas. -FRYSC-Family Resource Youth Service Center works with school and community members to ensure students have the necessities to be ready for school (ex. School supplies, food, home and family needs, etc.) in order to reach higher levels of academic achievement. Our FRC Coordinator, Jamie Stephens, stays in contact with our Administrator, Guidance Counselor, and teachers to ensure that students are receiving supports necessary to help alleviate barriers in learning. -Our Afterschool Director, Dee Carter, structures a program that allows students to work on</p>			<p>Afterschool budget FRC grant Title I District Funds</p>

Objective	Strategy	Activities	Measure of Success	Progress Monitoring	Funding
		<p>homework after school as well as participate in various clubs of interest. These opportunities allow students to have experiences that support their learning. Dee offers scholarship opportunities to attend as needed in collaboration with the FRC.</p> <p>-Students participate in academic related field trips that allow for various learning experiences for all students that support their learning as well as the opportunities to make connections with learning.</p> <p>-All student participate under the MTSS framework and PBIS structure. This allows for structured processes that lead expectations and positive recognition for all students. All teachers are trained in PBIS concepts and the MTSS core team meets monthly to review school wide academic and behavioral data. This data is shared with staff to see trends over time and how to better support the needs of our students to achieve academic growth.</p>			
Objective 3					

Objective	Strategy	Activities	Measure of Success	Progress Monitoring	Funding

**4: English Learner Progress**

Goal 4 (State your English Learner goal.): NA					
Objective	Strategy	Activities	Measure of Success	Progress Monitoring	Funding
Objective 2					

**5: Quality of School Climate and Safety**

Goal 5 (State your climate and safety goal.): South Hancock Elementary will improve their climate and school safety goal from an Indicator score of 79.3 STATUS score, and 81.4 CHANGE score in Spring of 2023 to an Indicator Score of 85 in 2025....

Objective	Strategy	Activities	Measure of Success	Progress Monitoring	Funding
<p>Objective 1 By Spring of 2024, the Indicator score will increase from 79.3 to 82.</p>		<p>The guidance counselor will implement review of safety expectations and protocol with students during guidance lessons once a quarter. The reasoning for these protocols will be discussed.</p>			<p>No funding needed</p>
		<p>The school principal will continue daily review of school-wide expectations with students during morning messages.</p>			<p>No funding needed</p>
		<p>Students are recognized with positive behavior intervention supports that allow for reteaching of expectations and safe behavior to ensure understanding and follow repeated behavior.</p>			<p>No funding needed</p>
		<p>Students have a voice in the climate and school safety expectations through a quarterly survey given during guidance that allows them to express concerns for areas of needed growth or to compliment areas of strength in the school climate and safety procedures.</p>			<p>No funding needed</p>
		<p>Monthly PBIS/MTSS meetings with the school MTSS/PBIS Core team-Creating of Incremental Reward System/School-Wide Expectations, Matrix, and Behavior Flowchart; These processes will help contribute to the</p>	<p>MTSS agendas/minutes PBIS flowchart PBIS matrix PBIS reward system</p>		<p>Board Funding Title I funding</p>

Goal 5 (State your climate and safety goal.): South Hancock Elementary will improve their climate and school safety goal from an Indicator score of 79.3 STATUS score, and 81.4 CHANGE score in Spring of 2023 to an Indicator Score of 85 in 2025....

Objective	Strategy	Activities	Measure of Success	Progress Monitoring	Funding
		safety and overall growth of our students academically, socially, and emotionally as we work toward common goals and establish high expectations for our students	PBIS data review		
		Requested Professional Development including that which addresses PBIS initiative concepts will be offered to staff to better understand the systems that promote a positive culture and academic growth with students.  Safety audits with the Kentucky Center for School Safety, as well as District Safety meetings will allow us better reflective opportunities to organize and produce and a safe and progressive learning environment for students and staff.			Title I SBDM  Board Funding
Objective 2					

**6: Postsecondary Readiness (high school only)**

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

**7: Graduation Rate (high school only)**

Goal 7 (State your graduation goal.):					
Objective	Strategy	Activities	Measure of Success	Progress Monitoring	Funding
Objective 1					
Objective 2					

**8: Other (Optional)**

Goal 8 (State your separate goal.):					
Objective	Strategy	Activities	Measure of Success	Progress Monitoring	Funding
Objective 1					
Objective 2					

**Special Considerations for Targeted Support and Improvement (TSI) including Additional Targeted Support and Improvement (ATSI) Schools**

TSI schools (including ATSI schools) must embed their subgroup(s) plan for improvement within their CSIPs. TSI stakeholders, including the principal and other school leaders, teachers, and parents, should carefully consider what must be done to ensure the subgroup(s) perform(s) at high levels in the state accountability system. In addition to identifying strategies and activities within the CSIP that address the specific needs of underperforming groups, provide narrative information regarding the additional requirements for TSI schools in the following chart:

<b>Components of Turnaround Leadership Development and Support:</b>
<p><b>Consider:</b> How will you ensure that school leadership has or develops the skills and disposition to achieve accelerated, meaningful, and sustainable increases in student achievement for underperforming subgroups?  <b>Response:</b></p>
<b>Identification of Critical Resources Inequities:</b>
<p><b>Consider:</b> Describe the process used to review the allocation and use of resources (people, time, and money), any resource inequities that were identified that may contribute to underperformance, and how identified resource inequities will be addressed.  <b>Response:</b></p>
<b>Additional Actions That Address the Causes of Consistently Underperforming Subgroups of Students</b>
<p><b>Consider:</b> Describe the process used to review the learning culture related to your targeted subgroup(s) and any additional actions that were determined to address the causes of underperformance.  <b>Response:</b></p>
<b>Targeted Subgroups and Evidence-Based Interventions:</b>
<p><b>Consider:</b> Identify the areas of need revealed by the analysis of academic and non-academic data that will be addressed through CSIP activities for your targeted subgroup(s). What evidence-based practice(s) will the school incorporate that specifically targets the subgroup(s) achievement that contributed to the TSI identification? How will we monitor the evidence-based practice to ensure it is implemented with fidelity?  <b>Response:</b></p>
<p><b>Complete the table below to document the evidence that supports the Activities outlined in this plan. Additional rows may be added to accommodate additional pieces of evidence.</b></p>

**TSI/ATSI Evidence-based Practices**

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

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

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

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

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

<b>Turnaround Team:</b>
<p><b>Consider:</b> Provide a comprehensive list of persons and entities involved in the turnaround efforts and the specific roles each shall play in the school’s turnaround process</p> <p><b>Response:</b></p>
<b>Identification of Critical Resources Inequities:</b>
<p><b>Consider:</b> Describe the process used to review the allocation and use of resources (people, time, and money), any resource inequities that were identified that may contribute to underperformance, and how identified resource inequities will be addressed.</p> <p><b>Response:</b></p>

**Evidence-based Practices**

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

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

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