

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.

Priorities and concerns identified from the Needs Assessment include 50% of students with IEPs with accommodations scored below proficiency on the Kentucky Summative Assessment in math and combined writing.

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.

Processes identified to be addressed from the Key Elements include designing and delivering assessment literacy and reviewing, analyzing, and applying data results to produce changes.

Indicator Scores

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

Indicator	Status	Change
State Assessment Results in reading and mathematics	125	64.7
State Assessment Results in science, social studies and writing	83.6	N/A
English Learner Progress	N/A	N/A
Quality of School Climate and Safety	95	11.4
Postsecondary Readiness (high schools and districts only)	N/A	N/A
Graduation Rate (high schools and districts only)	N/A	N/A

Explanations/Directions

Goal: Schools should determine long-term goals that are three- to five-year targets for each required school level indicator. Elementary/middle schools must address state assessment results in reading and mathematics, state assessment results in science, social studies and writing, achievement gap, English learner progress, and quality of school climate and safety. High schools must address state assessment results in reading and mathematics, state assessment results in science, social studies and writing, achievement gap, English learner progress, quality of school climate and safety, postsecondary readiness, and graduation rate. Long-term goals should be informed by The Needs Assessment for Schools.

Objective	Strategy	Activities	Measure of Success	Progress Monitoring	Funding
<p>Schools should determine short-term objectives to be attained by the end of the current academic year. Objectives should address state assessment results and/or aligned formative assessments. There can be multiple objectives for each goal.</p>	<p>Describe your approach to systematically address a process, practice, or condition that was identified as a priority during the Needs Assessment for Schools. There can be multiple strategies for each objective. The strategy can be based upon Kentucky's six (6) Key Core Work Processes 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: By June 2027, East Valley Elementary will increase the combined reading and math indicator score to 128.					
Objective	Strategy	Activities	Measure of Success	Progress Monitoring	Funding
<p>Objective 1:</p> <p>By June 2025, there will be an increase from 81% to 84% of East Valley Elementary students scoring proficient/distinguished in reading.</p>	Design and Deliver Instruction	<p>Ensure that formative assessments are utilized before, during, and after lessons.</p> <p>Ensure that immediate feedback is given and used to make instructional modifications.</p> <p>Ensure that students understand standards through student-friendly learning intentions and success criteria in lessons.</p> <p>Utilize high-yield instructional strategies.</p> <p>Implement engagement strategies.</p> <p>Use formative and summative assessments to drive small group and individual instruction.</p> <p>Ensure that students can self-assess and monitor their own learning.</p> <p>Ensure that targeted students receive additional instruction in reading through Extended School Services.</p>	<p>Lesson plans that include Kentucky Academic Standards, learning intentions, success criteria, high-yield instructional strategies, engagement strategies, formative, and summative assessments.</p> <p>Assessment work samples</p> <p>Rubrics and Scoring Guides</p>	Progress will be monitored by feedback provided to teachers regarding lesson plans and assessments through Google Classroom, agendas, minutes, and sign-ins from monthly Multi-Tiered System of Supports (MTSS) Teams, Professional Learning Communities (PLCs), weekly walkthrough/coaching data, content PLCs, and data analysis of classroom assessments and district Universal Screeners (3 times annually).	<p>Amplify (district funded)</p> <p>i-Ready (district funded)</p> <p>Professional Development (district provided)</p> <p>Extended School Services \$7,279.70</p> <p>Title 1 Teacher Salary \$67,567.95</p> <p>Title IV General Supplies \$2,500.00</p>

Goal 1: By June 2027, East Valley Elementary will increase the combined reading and math indicator score to 128.

Objective	Strategy	Activities	Measure of Success	Progress Monitoring	Funding
		<p>Utilization of Title I funds to decrease the student to teacher ratio to increase overall student achievement.</p> <p>Promote literacy and engagement through Family Literacy Night.</p> <p>Dolly Parton’s Imagination Library will be utilized to promote early literacy.</p>			
	<p>Design and Deliver Assessment Literacy</p>	<p>Monitor and evaluate the validity of assessments.</p> <p>Control bias in assessment delivery.</p> <p>Evaluate student clarity of learning.</p> <p>Provide opportunities for students to receive and offer effective feedback.</p> <p>Implement student self-assessment and goal setting.</p> <p>Utilize assessments to allow students to assess and adjust their own learning.</p> <p>Use assessments to drive instruction, monitor program effectiveness, and drive instruction</p>	<p>Lesson plans/assessment feedback</p> <p>Walkthrough Coaching feedback</p> <p>Evidence of universal screener data assessment results communicated to stakeholders.</p> <p>Student data folders including data and goals tracked by students.</p> <p>Rubrics and Scoring Guides</p>	<p>Weekly data analysis from walkthrough coaching documents and lesson plans/assessment feedback</p> <p>Data analysis from universal screeners (3 times per year)</p>	<p>Amplify (district funded)</p> <p>i-Ready (district funded)</p> <p>Accelerated Reader (district funded)</p> <p>Professional Development (district provided)</p>

Goal 1: By June 2027, East Valley Elementary will increase the combined reading and math indicator score to 128.					
Objective	Strategy	Activities	Measure of Success	Progress Monitoring	Funding
		<p>for small groups and individual students.</p> <p>Evaluate the quality of test items, test tasks, and scoring rubrics.</p>			
		<p>i-Ready and Flocabulary</p> <p>Universal Design for Learning</p> <p>Incorporation of music and arts enrichment to provide a well-rounded educational opportunity.</p>	<p>Lesson plans/feedback</p> <p>Coaching feedback</p> <p>Evidence of universal screener data assessment results communicated to stakeholders.</p> <p>Student data folders including data and goals tracked by students.</p>	<p>Weekly data analysis from walkthrough coaching documents and lesson plans</p> <p>Data analysis from universal screeners (3 times per year)</p>	<p>i-Ready and Flocabulary (District Funded)</p>
<p>Objective 2:</p> <p>By June 2025, there will be an increase from 66% to 70% of East Valley Elementary students scoring proficient/distinguished in math.</p>	<p>Design and Deliver Instruction</p>	<p>Ensure that formative assessments are utilized before, during, and after lessons.</p> <p>Ensure that immediate feedback is given and used to make instructional modifications.</p> <p>Ensure that students understand standards through student-friendly learning intentions and success criteria in lessons.</p>	<p>Lesson plans that include Kentucky Academic Standards, learning intentions, success criteria, high-yield instructional strategies, engagement strategies, formative, and summative assessments.</p> <p>Assessment work samples</p>	<p>Feedback will be provided to teachers regarding the Kentucky Academic Standards during bi-weekly Professional Learning Communities (PLCs), weekly walkthrough/coaching data, bi-weekly content PLCs, and the data analysis of classroom assessments and district Universal Screeners (3 times annually).</p>	<p>Envision (district funded)</p> <p>Title I Family Engagement \$672.32</p>

Goal 1: By June 2027, East Valley Elementary will increase the combined reading and math indicator score to 128.

Objective	Strategy	Activities	Measure of Success	Progress Monitoring	Funding
		<p>Utilize high-yield instructional strategies.</p> <p>Implement engagement strategies.</p> <p>Use formative and summative assessments to drive small group and individual instruction.</p> <p>Ensure that students can self-assess and monitor their own learning.</p> <p>Ensure that targeted students receive additional instruction in reading through Extended School Services.</p> <p>Utilization of Title I funds to decrease the student to teacher ratio to increase overall student achievement.</p> <p>Promote numeracy through Family Math Event and Take-Home Math Kits.</p>	<p>Rubrics and Scoring Guides</p> <p>Walkthrough/coaching data</p> <p>Data from i-Ready diagnostic assessments</p>		
	<p>Design and Deliver Assessment Literacy</p>	<p>Monitor and evaluate the validity of assessments.</p> <p>Control bias in assessment delivery.</p> <p>Evaluate student clarity of learning.</p>	<p>Lesson plans/assessment feedback</p> <p>Walkthrough Coaching feedback</p> <p>Evidence of universal screener data assessment results</p>	<p>Weekly data analysis from walkthrough coaching documents and lesson plans/assessment feedback</p> <p>Data analysis from universal screeners (3 times per year)</p>	<p>Envision (district funded)</p> <p>i-Ready (district funded)</p> <p>PIMSER Math Professional</p>

Goal 1: By June 2027, East Valley Elementary will increase the combined reading and math indicator score to 128.

Objective	Strategy	Activities	Measure of Success	Progress Monitoring	Funding
		<p>Provide opportunities for students to receive and offer effective feedback.</p> <p>Implement student self-assessment and goal setting.</p> <p>Utilize assessments to allow students to assess and adjust their own learning.</p> <p>Use assessments to drive instruction, monitor program effectiveness, and drive instruction for small groups and individual students.</p> <p>Evaluate the quality of test items, test tasks, and scoring rubrics.</p>	<p>communicated to stakeholders.</p> <p>Student data folders including data and goals tracked by students.</p> <p>Rubrics and Scoring Guides</p>		<p>Development (district provided)</p> <p>KCM Professional Development (district provided)</p>
		<p>i-Ready and Flocabulary</p> <p>Universal Design for Learning</p>	<p>Evidence of universal screener data assessment results communicated to stakeholders</p>	<p>Data analysis from walkthrough coaching documents, and lesson plans</p>	<p>i-Ready and Flocabulary (district funded)</p> <p>PIMSER Math Professional Development (district provided)</p>

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

Goal 2: By June 2027, East Valley Elementary will increase the combined separate academic indicator (science, social studies, writing) to 86.					
Objective	Strategy	Activities	Measure of Success	Progress Monitoring	Funding
<p>Objective 1:</p> <p>By June 2025, there will be an increase from 62% to 66% of East Valley Elementary’s fifth grade students scoring proficient/distinguished in science.</p>	Design and Deliver Instruction	<p>Ensure that formative assessments are utilized before, during, and after lessons.</p> <p>Ensure that immediate feedback is given and used to make instructional modifications.</p> <p>Ensure that students understand standards through student-friendly learning intentions and success criteria in lessons.</p> <p>Utilize high-yield instructional strategies.</p> <p>Implement engagement strategies.</p> <p>Use formative and summative assessments to drive small group and individual instruction.</p> <p>Ensure that students can self-assess and monitor their own learning.</p> <p>Promote scientific thinking through Family Science Event.</p>	<p>Lesson plans that include Kentucky Academic Standards, learning intentions, success criteria, high-yield instructional strategies, engagement strategies, formative, and summative assessments.</p> <p>Assessment work samples</p> <p>Rubrics and Scoring Guides</p> <p>Walkthrough/coaching data</p>	<p>Feedback will be provided to teachers regarding the Kentucky Academic Standards during bi-weekly Professional Learning Communities (PLCs), weekly walkthrough/coaching data, bi-weekly content PLCs, and the data analysis of classroom assessments.</p>	<p>Amplify (district funded)</p> <p>PIMSER Science Professional Development (district provided)</p> <p>Title I Family Engagement \$672.32</p>
	Design and Deliver Assessment Literacy	<p>Monitor and evaluate the validity of assessments.</p> <p>Control bias in assessment delivery.</p>	<p>Lesson plans/assessment feedback</p> <p>Walkthrough Coaching feedback</p>	<p>Weekly data analysis from walkthrough coaching documents and lesson plans/assessment feedback</p>	<p>Amplify (district funded)</p> <p>PIMSER Science Professional</p>

Goal 2: By June 2027, East Valley Elementary will increase the combined separate academic indicator (science, social studies, writing) to 86.

Objective	Strategy	Activities	Measure of Success	Progress Monitoring	Funding
		<p>Evaluate student clarity of learning.</p> <p>Provide opportunities for students to receive and offer effective feedback.</p> <p>Implement student self-assessment and goal setting.</p> <p>Utilize assessments to allow students to assess and adjust their own learning.</p> <p>Use assessments to drive instruction, monitor program effectiveness, and drive instruction for small groups and individual students.</p> <p>Evaluate the quality of test items, test tasks, and scoring rubrics.</p> <p>i-Ready, Nearpod, and Flocabulary Universal Design for Learning</p>	<p>Evidence of universal screener data assessment results communicated to stakeholders.</p> <p>Student data folders including data and goals tracked by students.</p> <p>Rubrics and Scoring Guides</p>		<p>Development (district provided)</p>
<p>Objective 2:</p> <p>By June 2025, there will be an increase from 66% to 70% of East Valley Elementary’s</p>	<p>Design and Deliver Instruction</p>	<p>Ensure that formative assessments are utilized before, during, and after lessons.</p>	<p>Lesson plans that include Kentucky Academic Standards, learning intentions, success criteria, high-yield instructional strategies,</p>	<p>Feedback will be provided to teachers regarding the Kentucky Academic Standards during bi-weekly Professional Learning Communities (PLCs), weekly walkthrough/coaching data, bi-weekly</p>	<p>SAVVAS Social Studies (district funded)</p> <p>PD (district funded)</p>

Goal 2: By June 2027, East Valley Elementary will increase the combined separate academic indicator (science, social studies, writing) to 86.

Objective	Strategy	Activities	Measure of Success	Progress Monitoring	Funding
fifth grade students scoring proficient/distinguished in social studies.		<p>Ensure that immediate feedback is given and used to make instructional modifications.</p> <p>Ensure that students understand standards through student-friendly learning intentions and success criteria in lessons.</p> <p>Utilize high-yield instructional strategies.</p> <p>Implement engagement strategies.</p> <p>Use formative and summative assessments to drive small group and individual instruction.</p> <p>Ensure that students can self-assess and monitor their own learning.</p>	<p>engagement strategies, formative, and summative assessments.</p> <p>Assessment work samples</p> <p>Rubrics and Scoring Guides</p> <p>Walkthrough/coaching data</p>	content PLCs, and the data analysis of classroom assessments.	
	Design and Deliver Assessment Literacy	<p>Monitor and evaluate the validity of assessments.</p> <p>Control bias in assessment delivery.</p> <p>Evaluate student clarity of learning.</p> <p>Provide opportunities for students to receive and offer effective feedback.</p>	<p>Lesson plans/assessment feedback</p> <p>Walkthrough Coaching feedback</p> <p>Evidence of universal screener data assessment results communicated to stakeholders.</p>	Weekly data analysis from walkthrough coaching documents and lesson plans/assessment feedback	<p>SAVVAS (district funded)</p> <p>Social Studies Professional Development (district provided)</p>

Goal 2: By June 2027, East Valley Elementary will increase the combined separate academic indicator (science, social studies, writing) to 86.

Objective	Strategy	Activities	Measure of Success	Progress Monitoring	Funding
		<p>Implement student self-assessment and goal setting.</p> <p>Utilize assessments to allow students to assess and adjust their own learning.</p> <p>Use assessments to drive instruction, monitor program effectiveness, and drive instruction for small groups and individual students.</p> <p>Evaluate the quality of test items, test tasks, and scoring rubrics.</p> <p>i-Ready and Flocabulary</p> <p>Universal Design for Learning</p>	<p>Rubrics and Scoring Guides</p>		

Goal 2: By June 2027, East Valley Elementary will increase the combined separate academic indicator (science, social studies, writing) to 86.

Objective	Strategy	Activities	Measure of Success	Progress Monitoring	Funding
<p>Objective 3:</p> <p>By June 2025, there will be an increase from 71% to 74% of East Valley Elementary’s fifth grade students scoring proficient/distinguished in combined writing (on-demand and editing/mechanics)</p>	<p>Design and Deliver Instruction</p>	<p>Ensure that formative assessments are utilized before, during, and after lessons.</p> <p>Ensure that immediate feedback is given and used to make instructional modifications.</p> <p>Ensure that students understand standards through student-friendly learning intentions and success criteria in lessons.</p> <p>Utilize high-yield instructional strategies.</p> <p>Implement engagement strategies.</p> <p>Use formative and summative assessments to drive small group and individual instruction.</p> <p>Ensure that students can self-assess and monitor their own learning.</p>	<p>Lesson plans that include Kentucky Academic Standards, learning intentions, success criteria, high-yield instructional strategies, engagement strategies, formative, and summative assessments.</p> <p>Assessment work samples</p> <p>Rubrics and Scoring Guides</p> <p>Walkthrough/coaching data</p>	<p>Feedback will be provided to teachers regarding the Kentucky Academic Standards during bi-weekly Professional Learning Communities (PLCs), weekly walkthrough/coaching data, bi-weekly content PLCs, and the data analysis of classroom assessments.</p>	<p>PD (district funded)</p>
	<p>Design and Deliver Assessment Literacy</p>	<p>Monitor and evaluate the validity of assessments.</p> <p>Control bias in assessment delivery.</p>	<p>Lesson plans/assessment feedback</p> <p>Walkthrough Coaching feedback</p>	<p>Weekly data analysis from walkthrough coaching documents and lesson plans/assessment feedback</p>	<p>PD (district funded)</p>

Goal 2: By June 2027, East Valley Elementary will increase the combined separate academic indicator (science, social studies, writing) to 86.

Objective	Strategy	Activities	Measure of Success	Progress Monitoring	Funding
		<p>Evaluate student clarity of learning.</p> <p>Provide opportunities for students to receive and offer effective feedback.</p> <p>Implement student self-assessment and goal setting.</p> <p>Utilize assessments to allow students to assess and adjust their own learning.</p> <p>Use assessments to drive instruction, monitor program effectiveness, and drive instruction for small groups and individual students.</p> <p>Evaluate the quality of test items, test tasks, and scoring rubrics.</p> <p>i-Ready and Flocabulary</p> <p>Universal Design for Learning</p>	<p>Evidence of universal screener data assessment results communicated to stakeholders.</p> <p>Rubrics and Scoring Guides</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:</p> <p>By June 2025, the percentage of students in the Economically Disadvantaged Category scoring at the proficient/distinguished level in math will increase from 62% to 64%.</p>	<p>Design and Deliver Instruction</p>	<p>Ensure that formative assessments are utilized before, during, and after lessons.</p> <p>Ensure that immediate feedback is given and used to make instructional modifications.</p> <p>Ensure that students understand standards through student-friendly learning intentions and success criteria in lessons.</p> <p>Utilize high-yield instructional strategies.</p> <p>Implement engagement strategies.</p> <p>Use formative and summative assessments to drive small group and individual instruction.</p> <p>Ensure that students can self-assess and monitor their own learning.</p>	<p>Lesson plans that include Kentucky Academic Standards, learning intentions, success criteria, high-yield instructional strategies, engagement strategies, formative, and summative assessments.</p> <p>Assessment work samples</p> <p>Rubrics and Scoring Guides</p> <p>Walkthrough/coaching data</p>	<p>Feedback will be provided to teachers regarding the Kentucky Academic Standards during bi-weekly Professional Learning Communities (PLCs), weekly walkthrough/coaching data, bi-weekly content PLCs, and the data analysis of classroom assessments.</p>	<p>No funding needed.</p>
	<p>Design and Deliver Assessment Literacy</p>	<p>Monitor and evaluate the validity of assessments.</p> <p>Control bias in assessment delivery.</p>	<p>Lesson plans/assessment feedback</p>	<p>Weekly data analysis from walkthrough coaching documents and lesson plans/assessment feedback</p>	<p>PD (District funded)</p>

Objective	Strategy	Activities	Measure of Success	Progress Monitoring	Funding
		<p>Evaluate student clarity of learning.</p> <p>Provide opportunities for students to receive and offer effective feedback.</p> <p>Implement student self-assessment and goal setting.</p> <p>Utilize assessments to allow students to assess and adjust their own learning.</p> <p>Use assessments to drive instruction, monitor program effectiveness, and drive instruction for small groups and individual students.</p> <p>Evaluate the quality of test items, test tasks, and scoring rubrics.</p> <p>i-Ready and Flocabulary</p> <p>Universal Design for Learning</p>	<p>Walkthrough Coaching feedback</p> <p>Evidence of universal screener data assessment results communicated to stakeholders.</p> <p>Rubrics and Scoring Guides</p>		
<p>Objective 2:</p> <p>By June 2025, the percentage of students in the Disability-With IEP Accommodations Category scoring proficient/distinguished in</p>	<p>Design and Deliver Instruction</p>	<p>Ensure that formative assessments are utilized before, during, and after lessons.</p> <p>Ensure that immediate feedback is given and used to make instructional modifications.</p> <p>Ensure that students understand standards through student-friendly</p>	<p>Lesson plans that include Kentucky Academic Standards, learning intentions, success criteria, high-yield instructional strategies, engagement strategies, formative, and summative assessments.</p>	<p>Feedback will be provided to teachers regarding the Kentucky Academic Standards during bi-weekly Professional Learning Communities (PLCs), weekly walkthrough/coaching data, bi-weekly content PLCs, and the data analysis of classroom assessments.</p>	<p>No funding needed.</p>

Objective	Strategy	Activities	Measure of Success	Progress Monitoring	Funding
<p>reading will increase from 80% to 83%</p>		<p>learning intentions and success criteria in lessons.</p> <p>Utilize high-yield instructional strategies.</p> <p>Implement engagement strategies.</p> <p>Use formative and summative assessments to drive small group and individual instruction.</p> <p>Ensure that students can self-assess and monitor their own learning.</p>	<p>Assessment work samples</p> <p>Rubrics and Scoring Guides</p> <p>Walkthrough/coaching data</p>		
	<p>Design and Deliver Assessment Literacy</p>	<p>Monitor and evaluate the validity of assessments.</p> <p>Control bias in assessment delivery.</p> <p>Evaluate student clarity of learning.</p> <p>Provide opportunities for students to receive and offer effective feedback.</p> <p>Implement student self-assessment and goal setting.</p> <p>Utilize assessments to allow students to assess and adjust their own learning.</p> <p>Use assessments to drive instruction, monitor program effectiveness, and drive instruction</p>	<p>Lesson plans/assessment feedback</p> <p>Walkthrough Coaching feedback</p> <p>Evidence of universal screener data assessment results communicated to stakeholders.</p> <p>Rubrics and Scoring Guides</p> <p>Response to Intervention (RTI) data analysis with evidence of student growth</p> <p>Data from Positive Behavioral Instructional Supports (PBIS)</p>	<p>Weekly data analysis from walkthrough coaching documents and lesson plans/assessment feedback</p> <p>Parent Contact Logs reflecting contact regarding necessary intervention and support, progress reports, individual student data sheets with evidence of progress towards individual goals during RTI.</p> <p>Positive Behavioral Instructional Supports (PBIS) Plan and discipline referral reports reflected on Infinite Campus</p>	<p>Per Pupil \$1,500.00</p>

Objective	Strategy	Activities	Measure of Success	Progress Monitoring	Funding
		<p>for small groups and individual students.</p> <p>Evaluate the quality of test items, test tasks, and scoring rubrics.</p> <p>i-Ready and Flocabulary</p> <p>Universal Design for Learning</p>			
<p>Objective 3:</p> <p>By June 2025, the percentage of students in the Disability-With IEP Accommodations Category scoring proficient/distinguished in math will increase from 60% to 63%.</p>	<p>Design and Deliver Instruction</p>	<p>Ensure that formative assessments are utilized before, during, and after lessons.</p> <p>Ensure that immediate feedback is given and used to make instructional modifications.</p> <p>Ensure that students understand standards through student-friendly learning intentions and success criteria in lessons.</p> <p>Utilize high-yield instructional strategies.</p> <p>Implement engagement strategies.</p> <p>Use formative and summative assessments to drive small group and individual instruction.</p> <p>Ensure that students can self-assess and monitor their own learning.</p>	<p>Lesson plans that include Kentucky Academic Standards, learning intentions, success criteria, high-yield instructional strategies, engagement strategies, formative, and summative assessments.</p> <p>Assessment work samples</p> <p>Rubrics and Scoring Guides</p> <p>Walkthrough/coaching data</p>	<p>Feedback will be provided to teachers regarding the Kentucky Academic Standards during bi-weekly Professional Learning Communities (PLCs), weekly walkthrough/coaching data, bi-weekly content PLCs, and the data analysis of classroom assessments.</p>	<p>District funded</p>
	<p>Design and Deliver Assessment Literacy</p>	<p>Implement the District MTSS Framework with fidelity through checklists and documentation tools.</p>	<p>Formative and Summative Assessment Data drives instruction,</p>	<p>Agendas, minutes, and sign-in sheets from bi-weekly Professional Learning Communities (PLCs), monthly Multi-Tiered System of Supports (MTSS)</p>	<p>Per pupil \$1,500.00</p>

Objective	Strategy	Activities	Measure of Success	Progress Monitoring	Funding
		Utilize i-Ready to ensure validity and congruence of assessments for standards/target skills/ goals for individuals. ESS	which leads to student success	Team meetings, bi-weekly Student Data Meetings, and data from District MTSS Monitoring Visits	

5: Quality of School Climate and Safety

Goal 5: By June 2027, East Valley Elementary will increase the Combined Climate Index and Student Safety Index for an increased Indicator Score of the Quality of School Climate and Safety to 97.

Objective	Strategy	Activities	Measure of Success	Progress Monitoring	Funding
<p>Objective 1:</p> <p>By June 2025, East Valley Elementary will increase the Climate Index from 90.7 to 92.</p>	Establishing Learning Culture and Environment	Ensure that classroom teachers promote leadership opportunities among students to create a culture of shared ownership and student self-regulation by implementing social-emotional learning (SEL) curriculum, Positive Behavioral Instructional Supports (PBIS) Plan, Trauma Care Plan Calming Kits, and Positive Actions	Decreased office referrals. Decrease in low and high incidence behaviors. Individual Student Infractions	Agendas, minutes, and sign-in sheets from bi-weekly Professional Learning Communities (PLCs) and monthly Multi-Tiered System of Supports (MTSS) Team meetings and lesson plans	District Funded
<p>Objective 2:</p> <p>By June 2025, East Valley Elementary will increase the Safety Index from 87.8 to 90.</p>	Establishing Learning Culture and Environment	Ensure that processes are in place to help students develop a self-awareness of how their behavior affects others to help them act responsibly by implementing social-emotional learning (SEL) curriculum, Positive Behavioral Instructional Supports (PBIS) Plan, Trauma Care Plan Calming Kits, and Positive Actions	Decreased office referrals. Decrease in low and high incidence behaviors. Individual Student Infractions	Agendas, minutes, and sign-in sheets from bi-weekly Professional Learning Communities (PLCs) and monthly Multi-Tiered System of Supports (MTSS) Team meetings and lesson plans	District Funded

Goal 5: By June 2027, East Valley Elementary will increase the Combined Climate Index and Student Safety Index for an increased Indicator Score of the Quality of School Climate and Safety to 97.

Objective	Strategy	Activities	Measure of Success	Progress Monitoring	Funding
		Promote positive behaviors through programs/assemblies for K-5.			

