

Comprehensive School Improvement Plan (CSIP) Mason-Corinth Elementary

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.

Reading and Math Proficiency
Science Proficiency
Special Education Reading and Math Proficiency

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: Design and Deploy Standards, KCWP 2: Design and Deliver Instruction, KCWP 6: Establish Learning Environment and Culture

Indicator Scores

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

Indicator	Status	Change
State Assessment Results in reading and mathematics	39.3	0.6
State Assessment Results in science, social studies and writing	62.5	11.3
English Learner Progress	No minimum N	No minimum N
Quality of School Climate and Safety	70.5	-3.2
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 (State your reading and math goal.):

By the end of the 23-24 school year, MCE will increase proficiency in Reading from 27% to 37%.

By the end of the 23-24 school year, MCE will increase proficiency in Math from 25% to 35%.

By the end of the 26-27 school year, Mason-Corinth Elementary School will increase proficiency in Reading to 55%.

By the end of the 26-27 school year, Mason-Corinth Elementary School will increase proficiency in Math to 50%.

Objective	Strategy	Activities	Measure of Success	Progress Monitoring All progress notes are contained in MCE Action Plan	Funding
Objective 1 Mason- Corinth Elementary will deploy high-quality instructional resources and a K-3 reading diagnostic to ensure student growth in reading as evidenced by the NWEA MAP Reading Fluency diagnostic assessment.	Provide professional learning for all staff regarding Imagine Learning EL Education	Teachers and school leadership participated in professional learning provided by Better Lesson, including Intro to Modules (K-5) and Intro to Skills Block (K-2)	PD Agendas	Intro to Modules training completed on August 8, 2023. Intro to Skills Block training completed on August 9, 2023.	ESSER
		EL Planning – Tracing a Standard Through a Module overview provided by Curriculum Specialist. Grade level teams worked on planning Module 2. – October 2023 Contract Day	Grade Level Team Planning Documents	Grade Level teams reviewed EL Module 2 and traced literacy priority standards throughout the module.	None needed
	Provide on-going planning supports for implementation of Imagine Learning/EL	Curriculum Specialists supports grade level teams with planning for EL implementation on weekly basis. Grade level teams conduct weekly review of the past week’s instruction and update planning documents.	Literacy unit/lesson plans; classroom visits	Planning documents are revisited as needed to revise/update. Classroom visits during literacy instruction conducted both formally and informally by Principal and Curriculum Specialist.	None needed
	Group students according to microphases for focused small group instructional	Administer and analyze the EL Benchmark Assessments	Benchmark Assessment results; PLT agendas	Teachers analyzed BOY Benchmark Assessments and MAP Reading Fluency results to determine	None needed

Goal 1 (State your reading and math goal.):

By the end of the 23-24 school year, MCE will increase proficiency in Reading from 27% to 37%.

By the end of the 23-24 school year, MCE will increase proficiency in Math from 25% to 35%.

By the end of the 26-27 school year, Mason-Corinth Elementary School will increase proficiency in Reading to 55%.

By the end of the 26-27 school year, Mason-Corinth Elementary School will increase proficiency in Math to 50%.

Objective	Strategy	Activities	Measure of Success	Progress Monitoring All progress notes are contained in MCE Action Plan	Funding
	delivery during Skills Block/phonics instruction.			microphase groupings for focused Skills Block instruction (Sept 2023). MOY – December 2023 EOY – April/May 2024	
		Kindergarten and First Grade will group students across microphases for focused instruction	Formal and Informal Instructional visits by Principal and Curriculum Specialist during Skills Block	Kindergarten and First Grade student microphase groups created December 2023. Implementation of K/1 instructional groupings for Skills Block will begin Jan. 2024.	None needed
Objective 2 Mason-Corinth Elementary will use the Grant County Schools Instructional Protocol to ensure equitable high-quality instruction in all classrooms by the end of the 2023-2024 school year as evidenced by Instructional Protocol walkthrough data.	Provide support for instructional delivery for all lessons.	Focus on mini-lesson/think-aloud during instructional delivery of lessons. <ul style="list-style-type: none"> Provide Door Dash PD focused on Mini-lessons/think-aloud 	Instructional Protocol walkthrough positive and growth feedback provided by Curriculum Specialist and Principal	Ongoing feedback conversations with teachers regarding strengths and areas of growth in mini lessons.	
		Focus on Guided Practice during instructional delivery of lessons. <ul style="list-style-type: none"> Provide Door Dash PD focused on guided practice and engagement protocols 		This work will begin in March 2024	

Goal 1 (State your reading and math goal.):

By the end of the 23-24 school year, MCE will increase proficiency in Reading from 27% to 37%.

By the end of the 23-24 school year, MCE will increase proficiency in Math from 25% to 35%.

By the end of the 26-27 school year, Mason-Corinth Elementary School will increase proficiency in Reading to 55%.

By the end of the 26-27 school year, Mason-Corinth Elementary School will increase proficiency in Math to 50%.

Objective	Strategy	Activities	Measure of Success	Progress Monitoring All progress notes are contained in MCE Action Plan	Funding	
Objective 3 Mason-Corinth Elementary will fully implement the PLC process and all supporting structures (including RtI) by the end of the 2023-2024 school year as evidenced by the Grant County Schools Professional Learning Community rubric, common reading and math end-of-unit assessments, and RtI data.	Provide professional learning in PLC at Work process	Principal and Curriculum Specialist attend Solution Tree PLC at Work Institute in October 2023	Self-reflection using PLC rubric	November 2023 PD Day – Focus on professional learning activities from Solution Tree training	ESSER	
		Door Dash PD provided to staff based on team roles within professional learning teams	PD Agendas PLC System	Door Dash PD provided in October 2023	None Needed	
		School Leadership will attend Solution Tree’s RtI at Work Institute in March 2024	MTSS System PD Agendas	Debrief with staff upon return	ESSER	
	Establish protocols for data analysis for priority standards		Assessment tracker established and utilized for all grade levels.	PLT agendas and minutes	Curriculum Specialist and Principal attend PLTs and monitor assessment tracker.	None Needed
			Develop and utilize decision making tree to strengthen use of data for instructional decisions.	PLC System	Curriculum Specialist and Principal attend PLTs and assist with data analysis as needed.	None needed
	School leadership will expand understanding Response to Interventions		Principal and Curriculum Specialist participate in districtwide leadership book study of Solution Tree’s <u>Taking Action: RtI at Work</u> .	MTSS System	Established “Whole Child PLCs” to determine intervention needs.	None needed

Goal 1 (State your reading and math goal.):

By the end of the 23-24 school year, MCE will increase proficiency in Reading from 27% to 37%.

By the end of the 23-24 school year, MCE will increase proficiency in Math from 25% to 35%.

By the end of the 26-27 school year, Mason-Corinth Elementary School will increase proficiency in Reading to 55%.

By the end of the 26-27 school year, Mason-Corinth Elementary School will increase proficiency in Math to 50%.

Objective	Strategy	Activities	Measure of Success	Progress Monitoring All progress notes are contained in MCE Action Plan	Funding
	Group students according to microphases for focused small group instructional delivery during Skills Block/phonics instruction.	Administer and analyze the EL Benchmark & MAP Reading Fluency Assessments	EL Benchmark Assessments and MAP Reading Fluency results; PLT agendas	Teachers analyzed BOY Benchmark Assessments and MAP Reading Fluency results to determine microphase groupings for focused Skills Block instruction (Sept 2023). MOY – December 2023 EOY – April/May 2024	None needed
		Kindergarten and First Grade will group students across microphases for focused instruction	Formal and Informal Instructional visits by Principal and Curriculum Specialist during Skills Block PLT Agendas & Minutes	Kindergarten and First Grade student microphase groups created December 2023. Implementation of K/1 instructional groupings for Skills Block will begin Jan. 2024.	None needed

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

<p>Goal 2 (State your science, social studies, and writing goal.):</p> <p>By the end of the 23-24 school year, Mason-Corinth Elementary School will increase proficiency in Science from 22% to 32%</p> <p>By the end of the 23-24 school year, Mason-Corinth Elementary School will increase proficiency in Social Studies from 44% to 54%.</p> <p>By the end of the 23-24 school year, Mason-Corinth Elementary School will increase proficiency in Writing from 63% to 68%.</p> <p>By the end of the 26-27 school year, Mason-Corinth Elementary School will increase proficiency in Science to 48%.</p> <p>By the end of the 26-27 school year, Mason-Corinth Elementary School will have 70% proficiency in Social Studies.</p> <p>By the end of the 26-27 school year, Mason-Corinth Elementary School will increase proficiency in Writing to 80%.</p>					
Objective	Strategy	Activities	Measure of Success	Progress Monitoring All progress notes are contained in MCE Action Plan	Funding
Objective 1 Mason-Corinth Elementary will use the Grant County Schools Instructional Protocol to ensure equitable high-quality instruction in all classrooms by the end of the 2023-2024 school year as evidenced by Instructional Protocol walkthrough data.	Provide support for instructional delivery for all lessons.	Focus on mini-lesson/think-aloud during instructional delivery of lessons. <ul style="list-style-type: none"> Provide Door Dash PD focused on Mini-lessons/think-aloud 	Instructional Protocol walkthrough positive and growth feedback provided by Curriculum Specialist and Principal	Ongoing feedback conversations with teachers regarding strengths and areas of growth in mini lessons.	None needed
		Focus on Guided Practice during instructional delivery of lessons. <ul style="list-style-type: none"> Provide Door Dash PD focused on guided practice and engagement protocols 		This work will begin in March 2024	None Needed
Objective 2 Mason-Corinth Elementary will fully implement the PLC process and all supporting structures (including RtI) by the end of the 2023-2024 school year as evidenced by the Grant County Schools Professional Learning Community rubric, common	Provide professional learning in PLC at Work process	Principal and Curriculum Specialist attend Solution Tree PLC at Work Institute in October 2023	Self-reflection using PLC rubric	November 2023 PD Day – Focus on professional learning activities from Solution Tree training	ESSER
		Door Dash PD provided to staff based on team roles within professional learning teams	PD Agendas PLC System	Door Dash PD provided in October 2023	None needed
		School Leadership will attend Solution Tree’s RtI at Work Institute in March 2024	MTSS System PD Agendas	Debrief with staff upon return	ESSER

Goal 2 (State your science, social studies, and writing goal.):
 By the end of the 23-24 school year, Mason-Corinth Elementary School will increase proficiency in Science from 22% to 32%
 By the end of the 23-24 school year, Mason-Corinth Elementary School will increase proficiency in Social Studies from 44% to 54%.
 By the end of the 23-24 school year, Mason-Corinth Elementary School will increase proficiency in Writing from 63% to 68%.
 By the end of the 26-27 school year, Mason-Corinth Elementary School will increase proficiency in Science to 48%.
 By the end of the 26-27 school year, Mason-Corinth Elementary School will have 70% proficiency in Social Studies.
 By the end of the 26-27 school year, Mason-Corinth Elementary School will increase proficiency in Writing to 80%.

Objective	Strategy	Activities	Measure of Success	Progress Monitoring All progress notes are contained in MCE Action Plan	Funding
reading and math end-of-unit assessments, and RtI data.	Establish protocols for data analysis for priority standards	Assessment tracker established and utilized for all grade levels.	PLT agendas and minutes PLC System	Curriculum Specialist and Principal attend PLTs and monitor assessment tracker.	None needed
		Develop and utilize decision making tree to strengthen use of data for instructional decisions.	PLC System	Curriculum Specialist and Principal attend PLTs and assist with data analysis as needed.	None needed

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 All progress notes are contained in MCE Action Plan	Funding
<p>Objective 1 Mason- Corinth Elementary will deploy high-quality instructional resources and a K-3 reading diagnostic to ensure student growth in reading as evidenced by the NWEA MAP Reading Fluency diagnostic assessment.</p>	<p>Provide professional learning for all staff regarding Imagine Learning EL Education</p>	<p>Teachers and school leadership participated in professional learning provided by Better Lesson, including Intro to Modules (K-5) and Intro to Skills Block (K-2)</p>	<p>PD Agendas</p>	<p>Intro to Modules training completed on August 8, 2023. Intro to Skills Block training completed on August 9, 2023.</p>	<p>ESSER</p>
		<p>EL Planning – Tracing a Standard Through a Module overview provided by Curriculum Specialist. Grade level teams worked on planning Module 2. – October 2023 Contract Day</p>	<p>Grade Level Team Planning Documents</p>	<p>Grade Level teams reviewed EL Module 2 and traced literacy priority standards throughout the module.</p>	<p>None needed</p>
	<p>Provide on-going planning supports for implementation of Imagine Learning/EL</p>	<p>Curriculum Specialists supports grade level teams with planning for EL implementation on weekly basis. Grade level teams conduct weekly review of the past week’s instruction and update planning documents.</p>	<p>Literacy unit/lesson plans; classroom visits</p>	<p>Planning documents are revisited as needed to revise/update. Classroom visits during literacy instruction conducted both formally and informally by Principal and Curriculum Specialist.</p>	<p>None needed</p>
	<p>Group students according to microphases for focused small group instructional</p>	<p>Administer and analyze the EL Benchmark Assessments and MAP Reading Fluency</p>	<p>Benchmark Assessment and MAP Reading Fluency results; PLT agendas</p>	<p>Teachers analyzed BOY Benchmark Assessments and MAP Reading Fluency results to determine</p>	<p>None needed</p>

Objective	Strategy	Activities	Measure of Success	Progress Monitoring All progress notes are contained in MCE Action Plan	Funding
	delivery during Skills Block/phonics instruction.	Kindergarten and First Grade will group students across microphases for focused instruction	Formal and Informal Instructional visits by Principal and Curriculum Specialist during Skills Block	Kindergarten and First Grade student microphase groups created December 2023. Implementation of K/1 instructional groupings for Skills Block will begin Jan. 2024.	None needed
Objective 2 Mason-Corinth Elementary will use the Grant County Schools Instructional Protocol to ensure equitable high-quality instruction in all classrooms by the end of the 2023-2024 school year as evidenced by Instructional Protocol walkthrough data.	Provide support for instructional delivery for all lessons.	Focus on mini-lesson/think-aloud during instructional delivery of lessons. <ul style="list-style-type: none"> Provide Door Dash PD focused on Mini-lessons/think-aloud 	Instructional Protocol walkthrough positive and growth feedback provided by Curriculum Specialist and Principal	Ongoing feedback conversations with teachers regarding strengths and areas of growth in mini lessons.	None needed
		Focus on Guided Practice during instructional delivery of lessons. <ul style="list-style-type: none"> Provide Door Dash PD focused on guided practice and engagement protocols 		This work will begin in March 2024	None needed
Objective 3 Mason-Corinth Elementary will fully implement the PLC process and all supporting structures (including RtI) by the end of the 2023-2024 school year as evidenced by the Grant County Schools Professional Learning Community rubric, common reading and math end-of-unit assessments, and RtI data.	Provide professional learning in PLC at Work process	Principal and Curriculum Specialist attend Solution Tree PLC at Work Institute in October 2023	Self-reflection using PLC rubric	November 2023 PD Day – Focus on professional learning activities from Solution Tree training	ESSER
		Door Dash PD provided to staff based on team roles within professional learning teams	PD Agendas PLC System	Door Dash PD provided in October 2023	None needed
		School Leadership will attend Solution Tree’s RtI at Work Institute in March 2024	MTSS System PD Agendas	Debrief with staff upon return	ESSER
		Assessment tracker established and utilized for all grade levels.	PLT agendas and minutes PLC System	Curriculum Specialist and Principal attend PLTs and monitor assessment tracker.	None needed

Objective	Strategy	Activities	Measure of Success	Progress Monitoring All progress notes are contained in MCE Action Plan	Funding
		Develop and utilize decision making tree to strengthen use of data for instructional decisions.	PLC System	Curriculum Specialist and Principal attend PLTs and assist with data analysis as needed.	None needed
	School leadership will participate in professional learning regarding Response to Interventions	Principal and Curriculum Specialist participate in districtwide leadership book study of Solution Tree’s <u>Taking Action: Rtl at Work</u> .	MTSS System	Established “Whole Child PLCs” to determine intervention needs.	None needed
		Principal, School Counselor and special education teachers attend Defiant Behavior Conference	MTSS System	Revise Tier 2 and Tier 3 interventions for behavior	None needed
	Group students according to microphases for focused small group instructional delivery during Skills Block/phonics instruction.	Administer and analyze the EL Benchmark Assessments and MAP Reading Fluency	EL Benchmark Assessments and MAP Reading Fluency results; PLT agendas	Teachers analyzed BOY Benchmark Assessments and MAP Reading Fluency results to determine microphase groupings for focused Skills Block instruction (Sept 2023). MOY – December 2023 EOY – April/May 2024	None needed
		Kindergarten and First Grade will group students across microphases for focused instruction	Formal and Informal Instructional visits by Principal and Curriculum Specialist during Skills Block PLT Agendas & Minutes	Kindergarten and First Grade student microphase groups created December 2023. Implementation of K/1 instructional groupings for Skills Block will begin Jan. 2024.	None needed

4: English Learner Progress

<p>Goal 4 (State your English Learner goal.): By the end of the 23-24 school year, Mason-Corinth Elementary School will increase ACCESS scores by .5 points By the end of the 26-27 school year, Mason-Corinth Elementary School will increase ACCESS scores by 1.5 points or move to monitoring status.</p>					
Objective	Strategy	Activities	Measure of Success	Progress Monitoring All progress notes are contained in MCE Action Plan	Funding
Objective 1 Implement EL Program with fidelity	Ensure all training and screening takes place at the beginning of the year. (KCWP 5)	Complete back-to-school trainings.	Increase in ACCESS scores	These trainings have been completed.	None needed
	Create a monitoring plan for students who exited EL status. (KCWP 5)	Create individualized plans for students who have exited and communicate with families about plan.		Individual student plans have been created and communicated with families.	None needed
	Conduct newcomer classes with students who are new to the United States. (KCWP 5)	Create schedule that provides pull-out instruction for newcomers several times per week.		Newcomer students meet daily with the EL teacher as part of the EL support plan.	None needed
		Communicate with newcomer families to ensure clarity in EL program and services provided.		EL teachers regularly communicate with families to determine needs.	None needed
	Collaborate with classroom teachers to ensure support is provided in core classes. (KCWP 5)	Meet at least monthly with newcomers' classroom teachers to ensure needs are being met.		Verbal communication has taken place several times between newcomers' classroom teachers and the EL teacher.	None needed

5: Quality of School Climate and Safety

Goal 5 (State your climate and safety goal.): By the end of the 23-24 school year, Mason-Corinth Elementary School will increase QSCS scores from 70.5 to 75%. By the end of the 26-27 school year, Mason-Corinth Elementary School will increase QSCS scores to 85%.					
Objective	Strategy	Activities	Measure of Success	Progress Monitoring All progress notes are contained in MCE Action Plan	Funding
Objective 1 Mason-Corinth Elementary will implement SUCCEED plan (Profile of a Learner) to ensure students are prepared for middle school as evidenced by documentation of the SUCCEED plan for grades K -12.	Review/Revise PBIS school-wide expectations	Revise PBIS expectations to use "ROAR" and show how it relates to GCS Succeed (Profile of a Learner)	PD Agendas ROAR matrix PBIS data	Schoolwide expectations revised; new signage posted; expectations to be taught to all students	None needed
	Celebrate student success for PBIS rewards	Classroom and schoolwide awards implemented based on PBIS points	PBIS data Golden Fork Classroom rewards	Ongoing review of PBIS data and implementation of student rewards	None needed
	Review/revise classroom expectations	Teachers will review/revise classroom expectations to ensure congruence with "ROAR"	Classroom expectations	This work will begin in April 2024	None needed

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					

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

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					

Addendum for Schools Identified for Targeted or Comprehensive Support

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

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

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

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

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

TSI/ATSI Evidence-based Practices

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

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

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

Evidence-based Activity	Evidence Citation	Uploaded in CIP
Train staff to implement inductive teaching strategies.	Hattie, J. (2009). Visible Learning: a synthesis of over 800 meta-analyses relating to achievement. Routledge: New York, NY.	<input checked="" type="checkbox"/>
		<input type="checkbox"/>
		<input type="checkbox"/>
		<input type="checkbox"/>
		<input type="checkbox"/>

Special Considerations for Comprehensive Support and Improvement (CSI) Schools

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

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

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

CSI Evidence-based Practices

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

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

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

Evidence-based Activity	Evidence Citation	Uploaded in CIP
Train staff to implement inductive teaching strategies.	Hattie, J. (2009). Visible Learning: a synthesis of over 800 meta-analyses relating to achievement. Routledge: New York, NY.	<input checked="" type="checkbox"/>
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