# 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.

Operational Definitions  
**Goal**: Long-term three to five year targets based on the required school level goals. Elementary/middle schools must have goals for proficiency, separate academic indicator, achievement gap, and growth. High schools must have goals for proficiency, separate academic indicator, achievement gap, graduation rate, and transition readiness. Long-term targets should be informed by The Needs Assessment for Schools.

**Objective**: Short-term target to be attained by the end of the current academic year. There can be multiple objectives for each goal.

**Strategy**: An approach to systematically address the process, practice, or condition that the school will focus its efforts upon in order to reach its goals or objectives. There can be multiple strategies for each objective. The strategy can be based upon Kentucky’s six (6) Key Core Work Processes listed below or another established improvement approach (i.e. *Six Sigma, Shipley, Baldridge, etc.).*

**Activity**: Actionable steps used to deploy the chosen strategy. There can be multiple activities for each strategy.

**Key Core Work Processes**: A series of processes identified by the Kentucky Department of Education that involve the majority of an organization’s workforce and relate to its core competencies. These are the factors that determine an organization’s success and help it prioritize areas for growth.

| * [KCWP 1: Design and Deploy Standards](https://education.ky.gov/school/csip/Documents/KCWP%201%20Strategic%20Design%20and%20Deploy%20Standards.pdf" \t "_blank) * [KCWP 2: Design and Deliver Instruction](https://education.ky.gov/school/csip/Documents/KCWP%202%20Strategic%20Design%20and%20Deliver%20Instruction.pdf" \t "_blank) * [KCWP 3: Design and Deliver Assessment Literacy](https://education.ky.gov/school/csip/Documents/KCWP%203%20Strategic%20Design%20and%20Deliver%20Assessment%20Literacy.pdf) | * [KCWP 4: Review, Analyze and Apply Data](https://education.ky.gov/school/csip/Documents/KCWP%204%20Strategic%20Review%20Analyze%20and%20Apply%20Data.pdf) * [KCWP 5: Design, Align and Deliver Support](https://education.ky.gov/school/csip/Documents/KCWP%205%20Strategic%20Design%20Align%20Deliver%20Support%20Processes.pdf" \t "_blank) * [KCWP 6: Establishing Learning Culture and Environment](https://education.ky.gov/school/csip/Documents/KCWP%206%20Strategic%20Establish%20Learning%20Culture%20and%20Environment.pdf) |
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**Measure of Success**: Criteria that shows the impact of the work. The **measures** may be quantitative or qualitative, but are observable in some way.

**Progress Monitoring**: Process used to assess the implementation of the plan, the rate of improvement, and the effectiveness of the plan. Should include timelines and responsible individuals.

**Funding**: Local, state, or federal funds/grants used to support (or needed to support) the improvement initiative.

## Requirements for Building an Improvement Plan

* There are six (6) required district goals: proficiency, separate academic indicator, achievement gap, graduation rate, growth, and transition readiness.
* The required school goals include the following:
  + For elementary/middle school, these include: proficiency, separate academic indicator, achievement gap, and, growth.
  + For high school, these include: proficiency, separate academic indicator, achievement gap, graduation rate, and transition readiness.

## Explanations/Directions

| **Goal**: Include long-term three to five year targets based on the required school level goals. Elementary/middle schools must have goals for proficiency, separate academic indicator, achievement gap, and growth. High schools must have goals for proficiency, separate academic indicator, achievement gap, graduation rate, and transition readiness. Long-term targets should be informed by The Needs Assessment for Schools. | | | | | |
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| **Objective** | **Strategy** | **Activities** | **Measure of Success** | **Progress Monitoring** | **Funding** | |
| Include short-term targets to be attained by the end of the current academic year. There can be multiple objectives for each goal. | An approach to systematically address the process, practice, or condition that the school will focus its efforts upon in order to reach its goals or objectives. There can be multiple strategies for each objective. The strategy can be based upon Kentucky’s six (6) Key Core Work Processes listed above or another established improvement approach (i.e. *Six Sigma, Shipley, Baldridge, etc.).* | Include actionable steps used to deploy the chosen strategy. There can be multiple activities for each strategy. | List the criteria that shows the impact of the work. The **measures** may be quantitative or qualitative, but are observable in some way. | Discuss the process used to assess the implementation of the plan, the rate of improvement, and the effectiveness of the plan. Should include timelines and responsible individuals. Progress monitoring ensures that plans are being revisited and an opportunity to determine whether the plan is working. | List the funding source(s) used to support (or needed to support) the improvement initiative. | |

## 1: Proficiency Goal

| Goal 1: Proficiency Goal: By May 2023 Rosspoint Elementary School will increase the percentages of students scoring at or above proficiency by16 percentage points in Elementary school combined math and reading scores and 6 percentage points in Middle School combined math and reading scores. | | | | | |
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| **Objective** | **Strategy** | **Activities to Deploy Strategy** | **Measure of Success** | **Progress Monitoring Date & Notes** | **Funding** |
| Objective 1:  By May 2021 66% of Elementary School Students, and 84.0 % of Middle School Students will score at or above Proficiency in reading and math combined score. | KCWP 2: Design and Deliver Instruction  Techers and school staff will ensure their instructional program is intentional and of the highest quality. | PD: Professional Development will be offered and utilized for K-PREP testing accommodations, Math strategies, reading strategies, and best practices. | State Assessment Scores |  | -0- |
| Math Team: Ensure ongoing professional development in the area of best practice/high yield instruction strategies to aid in curricular adjustments when students fail to meet mastery. The math team is receiving intense best practices math instruction professional development from KCM and KDE which will then be shared with all math teachers. | State Assessment Scores, Benchmark assessments, Principal observations, lesson plans, classroom formal and informal assessments, Star Reading, Star Math , Star Early Literacy |  | $9000 MAF Grant, School PD, District PD  Title 1 |
| Reading Recovery Teacher and the Plus one classroom teacher will receive professional development in the area of best practice/high yield instruction strategies to aid in curricular adjustments when students fail to meet mastery. The reading recover teacher and the RTA plus one teacher is receiving intense best practices reading instruction professional development from the Kentucky Reading Project and KVEC which will then be shared with all reading teachers. | State Assessment Scores, Principal observations, lesson plans, classroom formal and informal assessments, Star Reading, Star Math , Star Early Literacy |  | $3000  RTA Grant, School PD, District PD, Title 1 |
| KCWP 1: Design and Deploy Standards  Kentucky Academic Standards and Curriculum Alignment | Monitoring high Fidelity in teaching to the standards: Teachers will use common core, standards, and learning targets to direct lessons and content. This will be monitored by principal observation, peer observations, lesson plans and other classroom data. | State Assessment Scores, Principal observations, lesson plans, classroom formal and informal assessments, Star Reading, Star Math , Star Early Literacy |  | -0- |
|  | KCWP 5: Design, Align and Deliver Support  Resources are aligned to needs of students and regularly monitored to ensure continues improvement. | Universal Screener: A universal screener (STAR Reading, STAR Math and STAR Early Literacy) will be administered 3 times a year to identify low achieving students, and to track growth or lack of growth of students. Lower the student-teacher ratio which would allow for more one-on-one interaction in the areas of reading and math. This data was confirmed by diagnostic data from progress monitoring, specifically STAR reading and math results. | State Assessment Scores, Principal observations, lesson plans, classroom formal and informal assessments, Star Reading, Star Math , Star Early Literacy |  |  |
| RTI: School Intervention Team will analyze student data and discuss students who do not meet school benchmarks and cut scores. RTI team will develop an individual student plan for addressing the needs of those students. | State Assessment Scores, Principal observations, lesson plans, classroom formal and informal assessments, Star Reading, Star Math , Star Early Literacy |  | -0- |
| MIT: Math intervention teacher will provide small group math instruction for below level students in grades Kindergarten – third grade. MIT will focus on individual students needs and teach missing skills and applications of those skills. Low achieving students will be given the AVMR Math test to find gaps in their mathematical skills and concepts. | State Assessment Scores, Principal observations, lesson plans, classroom formal and informal assessments, Star Reading, Star Math , Star Early Literacy, AVMR Assessment, Easy CBM |  | MAF Grant and ADA |
| RTA: The Reading Recovery Teacher will provide one-on-one specialized reading instruction for 1st grade students who have been identified as needing intervention. Lesson will be specialized to each child needs. Small group instruction will be utilized with kindergarten – 2nd grade. | State Assessment Scores, Principal observations, lesson plans, classroom formal and informal assessments, Star Reading, Star Math , Star Early Literacy, Reading Recovery Assessments |  | MAF Grant and ADA |
| Extended School Services: Students who are at risk of falling behind academically will be referred for after school tutoring for additional instruction and homework assistance. | State Assessment Scores, Principal observations, lesson plans, classroom formal and informal assessments, Star Reading, Star Math , Star Early Literacy |  | ESS Funds |
|  |  | Easy CBM: Will be administered 3 times a year to Math intervention student’s to monitor progress being made in the intervention program. | State Assessment Scores, Principal observations, lesson plans, classroom formal and informal assessments, Star Reading, Star Math , Star Early Literacy, Easy CBM |  | -0- |
|  |  | Saxon Phonics will be implemented in K-2 classrooms to increase reading skills. | classroom teachers, resource teachers, principal | State Assessment Scores, Principal observations, lesson plans, classroom formal and informal assessments, Star Reading, Star Early Literacy | Instructional funds |
|  |  | Simple Solutions workbook will be purchased and utilized in 2nd Grade - 5th grade to practice skills and understanding, re-teach skills and test practice. | State Assessment Scores, Principal observations, lesson plans, classroom formal and informal assessments, Star Reading, Star Math , Star Early Literacy, |  | General Fund |
|  |  | Students will receive services from Itinerate Math and Reading teachers, resources coordinators and supervisors. | State Assessment Scores, Principal observations, lesson plans, classroom formal and informal assessments, Star Reading, Star Math , Star Early Literacy, |  |  |
|  |  | Technology will provide PD and assistance for new and current available software programs and hardware: including new state testing initiatives. | State Assessment Scores, Principal observations, lesson plans, classroom formal and informal assessments, Star Reading, Star Math , Star Early Literacy, |  |  |

**2: Separate Academic Indicator**

| Goal 2 By May 2023 Rosspoint Elementary School will increase the percentages of students scoring proficient or distinguished by 10 percent in middle school writing. | | | | | |
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| **Objective** | **Strategy** | **Activities to Deploy Strategy** | **Measure of Success** | **Progress Monitoring Date & Notes** | **Funding** | |
| Objective 1: By May 2021 Rosspoint Elementary School will increase the percentages of students scoring proficient or distinguished by 5 percent in middle school writing. | KCP 4: Review, Analyze and apply data  [KCWP 1: Design and Deploy Standards](https://education.ky.gov/school/csip/Documents/KCWP%201%20Strategic%20Design%20and%20Deploy%20Standards.pdf)  [KCWP 2: Design and Deliver Instruction](https://education.ky.gov/school/csip/Documents/KCWP%202%20Strategic%20Design%20and%20Deploy%20Instruction.pdf) | Monitor and evaluate the validity of assessments, standards, and learning targets. | State Assessment Scores, Principal observations, lesson plans, classroom formal and informal assessments, Star Reading, Star Math , Star Early Literacy |  | -0- | |
| Monitoring high Fidelity in teaching to the standards: Teachers will use common core, standards, and learning targets to direct lessons and content. This will be monitored by principal observation, peer observations, lesson plans and other classroom data. | State Assessment Scores, Principal observations, lesson plans, classroom formal and informal assessments, Star Reading, Star Math , Star Early Literacy |  | -0- | |
| Extended School Services: Students who are at risk of falling behind academically will be referred for after school tutoring for additional instruction and homework assistance. | State Assessment Scores, Principal observations, lesson plans, classroom formal and informal assessments, Star Reading, Star Math |  | -0- | |
| 2nd and 3rd grade will use STAR MATH and STAR READING by weekly to monitor progress and lack of progress of students. They will use reports and data analysis to design and deliver instruction per students’ needs. | State Assessment Scores, Principal observations, lesson plans, classroom formal and informal assessments, Star Reading, Star Math , Star Early Literacy |  | -0- | |
| Teachers will use implement a writing curriculum Being a writer in K-5 | State Assessment Scores, Principal observations, lesson plans, classroom formal and informal assessments, Star Reading, Star Math , Star Early Literacy |  |  | |

3: Achievement Gap

| Goal 3: By May 2023 Rosspoint Elementary School will increase the number of elementary economically disadvantaged students scoring proficient in Math by 20% , and will decrease the number of Middle school economically disadvantaged students scoring novice in Math by 20%. | | | | | |
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| **Objective** | **Strategy** | **Activities to Deploy Strategy** | **Measure of Success** | **Progress Monitoring Date & Notes** | **Funding** | |
| Objective 1: By May 2021 Rosspoint Elementary School will increase the number of elementary economically disadvantaged students scoring proficient in Math by 7%.  Objective 2: By May 2021 Rosspoint Elementary School will decrease the number of Middle school economically disadvantaged students scoring novice in Math by 7%. | KCWP 5: Design, Align and Deliver Support  Resources are aligned to needs of students and regularly monitored to ensure continues improvement. | ESS: After School tutoring in math and reading will include extra instruction and practice to move students to proficiency in lacking areas. | State Assessment Scores, Principal observations, lesson plans, classroom formal and informal assessments, |  | ESS Funds | |
| Technology: students will utilize Study Island, IXL, brain pop, and accelerated reader to enhance instruction and practice skills and topics. | State Assessment Scores, Principal observations, lesson plans, classroom formal and informal assessments, Star Reading, Star Math |  | General fund, title 1, and instructional monies | |
| Universal Screener: A universal screener (STAR Reading, STAR Math and STAR Early Literacy) will be administered 3 times a year to identify low achieving students, and to track growth or lack of growth of students. | State Assessment Scores, Principal observations, lesson plans, classroom formal and informal assessments, Star Reading, Star Math , Star Early Literacy, |  |  | |
| RTI: School Intervention Team will analyze student data and discuss students who do not meet school benchmarks and cut scores. RTI team will develop an individual student plan for addressing the needs of those students. | State Assessment Scores, Principal observations, lesson plans, classroom formal and informal assessments, Star Reading, Star Math , Star Early Literacy, Easy CBM |  | MAF Grant and ADA | |
| MIT: Math intervention teacher will provide small group math instruction for below level students in grades Kindergarten – third grade. MIT will focus on individual students needs and teach missing skills and applications of those skills. | State Assessment Scores, Principal observations, lesson plans, classroom formal and informal assessments, Star Reading, Star Math , Star Early Literacy, Easy CBM |  | MAF Grant and ADA | |
| KCWP 2: Design and Deliver Instruction  Techers and school staff will ensure their instructional program is intentional and of the highest quality. | RTA: The Reading Recovery Teacher will provide one-on-one specialized reading instruction for 1st grade students who have been identified as needing intervention. Lesson will be specialized to each child needs. Small group instruction will be utilized with kindergarten – 2nd grade. | State Assessment Scores, Principal observations, lesson plans, classroom formal and informal assessments, Star Reading, Star Math , Star Early Literacy, |  | RTA Grant | |
| PD: Professional Development will be offered and utilized for K-PREP testing accommodations, Math strategies, reading strategies, and best practices. | State Assessment Scores, Principal observations, lesson plans, classroom formal and informal assessments, Star Reading, Star Math , Star Early Literacy, |  | -0- | |
| Simple Solutions workbook will be purchased and utilized in 2nd Grade - 5th grade to practice skills and understanding, re-teach skills and test practice. | State Assessment Scores, Principal observations, lesson plans, classroom formal and informal assessments, Star Reading, Star Math , Star Early Literacy, |  | General Fund | |
| PD: Achievement Gap: Teachers will provide information on the Gaps in 18-19 test data. And discuss strategies and how to implement strategies for closing the gaps pertaining to individuals’ students. | State Assessment Scores, Principal observations, lesson plans, classroom formal and informal assessments, Star Reading, Star Math , Star Early Literacy, |  |  | |
| 2nd and 3rd grade will use STAR MATH and STAR READING bi-weekly to monitor progress and lack of progress of students. They will use reports and data analysis to design and deliver instruction per student’s needs. | State Assessment Scores, Principal observations, lesson plans, classroom formal and informal assessments, Star Reading, Star Math , Star Early Literacy, |  |  | |

## 4: Growth

| Goal 4: By May 2023 Rosspoint Elementary School will maintain our high score rating of the growth indicator score in elementary and middle school. | | | | | |
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| **Objective** | **Strategy** | **Activities to Deploy Strategy** | **Measure of Success** | **Progress Monitoring Date & Notes** | **Funding** | |
| Objective 1: By May 2021: 50.3% of Elementary School Students and 72.9 % of Middle School Students will score at or above Proficiency in reading.  Objective 2: By May 2021: 37.8% of Elementary School Students and 56.7 % of Middle School Students will score at or above Proficiency in math. | KCWP 2: Design and Deliver Instruction  Techers and school staff will ensure their instructional program is intentional and of the highest quality. | PD: Professional Development will be offered and utilized for K-PREP testing accommodations, Math strategies, reading strategies, and best practices. | State Assessment Scores, Principal observations, lesson plans, classroom formal and informal assessments, Star Reading, Star Math , Star Early Literacy, |  | -0- | |
| Math Team: Ensure ongoing professional development in the area of best practice/high yield instruction strategies to aid in curricular adjustments when students fail to meet mastery. The math team is receiving intense best practices math instruction professional development from KCM and KDE which will then be shared with all math teachers. | State Assessment Scores, Principal observations, lesson plans, classroom formal and informal assessments, Star Reading, Star Math , Star Early Literacy, Easy CBM |  | $9000 MAF Grant, School PD, District PD  Title 1 | |
| Reading Recovery Teacher and the Plus one classroom teacher will receive professional development in the area of best practice/high yield instruction strategies to aid in curricular adjustments when students fail to meet mastery. The reading recover teacher and the RTA plus one teacher is receiving intense best practices reading instruction professional development from the Kentucky Reading Project and KVEC which will then be shared with all math teachers. | State Assessment Scores, Principal observations, lesson plans, classroom formal and informal assessments, Star Reading, Star Math , Star Early Literacy, |  | $3000  RTA Grant, School PD, District PD, Title 1 | |
| KCWP 1: Design and Deploy Standards  Kentucky Academic Standards and Curriculum Alignment | Monitoring high Fidelity in teaching to the standards: Teachers will use common core, standards, and learning targets to direct lessons and content. This will be monitored by principal observation, peer observations, lesson plans and other classroom data. | State Assessment Scores, Principal observations, lesson plans, classroom formal and informal assessments, Star Reading, Star Math , Star Early Literacy, |  | -0- | |
| KCWP 5: Design, Align and Deliver Support  Resources are aligned to needs of students and regularly monitored to ensure continues improvement. | PD: Technology: Teachers will attend professional development for several different technological educational programs. | State Assessment Scores, Principal observations, lesson plans, classroom formal and informal assessments, Star Reading, Star Math , Star Early Literacy, |  |  | |
| Universal Screener: A universal screener (STAR Reading, STAR Math and STAR Early Literacy) will be administered 3 times a year to identify low achieving students, and to track growth or lack of growth of students. | State Assessment Scores, Principal observations, lesson plans, classroom formal and informal assessments, Star Reading, Star Math , Star Early Literacy, |  |  | |
|  | RTI: School Intervention Team will analyze student data and discuss students who do not meet school benchmarks and cut scores. RTI team will develop an individual student plan for addressing the needs of those students. | State Assessment Scores, Principal observations, lesson plans, classroom formal and informal assessments, Star Reading, Star Math , Star Early Literacy |  | -0- | |
| MIT: Math intervention teacher will provide small group math instruction for below level students in grades Kindergarten – third grade. MIT will focus on individual students needs and teach missing skills and applications of those skills. Low achieving students will be given the AVMR Math test to find gaps in their mathematical skills and concepts. | State Assessment Scores, Principal observations, lesson plans, classroom formal and informal assessments, Star Reading, Star Math , Star Early Literacy |  | MAF Grant and ADA | |
| RTA: The Reading Recovery Teacher will provide one-on-one specialized reading instruction for 1st grade students who have been identified as needing intervention. Lesson will be specialized to each child needs. Small group instruction will be utilized with kindergarten – 2nd grade. | State Assessment Scores, Principal observations, lesson plans, classroom formal and informal assessments, Star Reading, Star Math , Star Early Literacy |  | MAF Grant and ADA | |
| Extended School Services: Students who are at risk of falling behind academically will be referred for after school tutoring for additional instruction and homework assistance. | State Assessment Scores, Principal observations, lesson plans, classroom formal and informal assessments, Star Reading, Star Math , Star Early Literacy |  | ESS Funds | |
|  |  | Saxon Phonics will be implemented in K-2 classrooms to increase reading skills. | State Assessment Scores, Principal observations, lesson plans, classroom formal and informal assessments, Star Reading, Star Early Literacy |  | Instructional funds | |
|  |  | Simple Solutions workbook will be purchased and utilized in 2nd Grade - 5th grade to practice skills and understanding, re-teach skills and test practice. | State Assessment Scores, Principal observations, lesson plans, classroom formal and informal assessments, Star Reading, Star Math , Star Early Literacy, |  | General Fund | |

## 5: Transition Readiness

| Goal 5 By May 2021: 54.3% of Elementary School Students and 76.9 % of Middle School Students will score at or above Proficiency in reading; and 41.8% of Elementary School Students and 60.7 % of Middle School Students will score at or above Proficiency in math. | | | | | |
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| **Objective** | **Strategy** | **Activities to Deploy Strategy** | **Measure of Success** | **Progress Monitoring Date & Notes** | **Funding** | |
| Objective 1: By May 2021: 50.3% of Elementary School Students and 72.9 % of Middle School Students will score at or above Proficiency in reading.  Objective 2: By May 2021: 37.8% of Elementary School Students and 56.7 % of Middle School Students will score at or above Proficiency in math. | KCWP 2: Design and Deliver Instruction  Techers and school staff will ensure their instructional program is intentional and of the highest quality.    KCWP 1: Design and Deploy Standards  Kentucky Academic Standards and Curriculum Alignment | PD: Professional Development will be offered and utilized for K-PREP testing accommodations, Math strategies, reading strategies, and best practices. | State Assessment Scores, Principal observations, lesson plans, classroom formal and informal assessments, Star Reading, Star Math , Star Early Literacy |  |  | |
| Extended School Services: Students who are at risk of falling behind academically will be referred for after school tutoring for additional instruction and homework assistance. |  |  | ESS Funds | |
| Math Team: Ensure ongoing professional development in the area of best practice/high yield instruction strategies to aid in curricular adjustments when students fail to meet mastery. The math team is receiving intense best practices math instruction professional development from KCM and KDE which will then be shared with all math teachers. | State Assessment Scores, Principal observations, lesson plans, classroom formal and informal assessments, Star Reading, Star Math , Star Early Literacy |  | $9000 MAF Grant, School PD, District PD  Title 1 | |
| Reading Recovery Teacher and the Plus one classroom teacher will receive professional development in the area of best practice/high yield instruction strategies to aid in curricular adjustments when students fail to meet mastery. The reading recover teacher and the RTA plus one teacher is receiving intense best practices reading instruction professional development from the Kentucky Reading Project and KVEC which will then be shared with all math teachers. | State Assessment Scores, Principal observations, lesson plans, classroom formal and informal assessments, Star Reading, Star Math , Star Early Literacy |  | $3000  RTA Grant, School PD, District PD, Title 1 | |
| Monitoring high Fidelity in teaching to the standards: Teachers will use common core, standards, and learning targets to direct lessons and content. This will be monitored by principal observation, peer observations, lesson plans and other classroom data. | State Assessment Scores, Principal observations, lesson plans, classroom formal and informal assessments, Star Reading, Star Math , Star Early Literacy |  |  | |
| KCWP 5: Design, Align and Deliver Support  Resources are aligned to needs of students and regularly monitored to ensure continues improvement. | PD: Technology: Teachers will attend professional development for several different technological educational programs: included google classroom. | State Assessment Scores, Principal observations, lesson plans, classroom formal and informal assessments, Star Reading, Star Math , Star Early Literacy |  |  | |
| Universal Screener: using technology the universals screener (STAR Reading, STAR Math and STAR Early Literacy) will be administered 3 times a year to identify low achieving students, and to track growth or lack of growth of students. | State Assessment Scores, Principal observations, lesson plans, classroom formal and informal assessments, Star Reading, Star Math , Star Early Literacy |  |  | |
|  | RTI: School Intervention Team will analyze student data and discuss students who do not meet school benchmarks and cut scores. RTI team will develop an individual student plan for addressing the needs of those students. | State Assessment Scores, Principal observations, lesson plans, classroom formal and informal assessments, Star Reading, Star Math , Star Early Literacy |  |  | |
| MIT: Math intervention teacher will provide small group math instruction for below level students in grades Kindergarten – third grade. MIT will focus on individual students needs and teach missing skills and applications of those skills. Low achieving students will be given the AVMR Math test to find gaps in their mathematical skills and concepts. | State Assessment Scores, Principal observations, lesson plans, classroom formal and informal assessments, Star Reading, Star Math , Star Early Literacy |  | MAF Grant Funds | |
| RTA: The Reading Recovery Teacher will provide one-on-one specialized reading instruction for 1st grade students who have been identified as needing intervention. Lesson will be specialized to each child needs. Small group instruction will be utilized with kindergarten – 2nd grade. | State Assessment Scores, Principal observations, lesson plans, classroom formal and informal assessments, Star Reading, Star Math , Star Early Literacy |  | RTA Grant Funds | |

## 6: Graduation Rate

| Goal 6 (State your graduation rate goal.): N/A | | | | | |
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| **Objective** | **Strategy** | **Activities** | **Measure of Success** | **Progress Monitoring** | **Funding** | |
| Objective 1 |  |  |  |  |  | |
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| Objective 2 |  |  |  |  |  | |
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## 7: Other (Optional)

| Goal 7 (State your separate goal.): | | | | | |
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| **Objective** | **Strategy** | **Activities** | **Measure of Success** | **Progress Monitoring** | **Funding** | |
| Objective 1 |  |  |  |  |  | |
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| Objective 2 |  |  |  |  |  | |
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## Special Considerations for Targeted Support and Improvement (TSI) Schools

TSI 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:** |
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| **Consider:** How will you ensure that school leadership has or develops the skills and disposition to achieve accelerated, meaningful, and sustainable increases in student achievement for underperforming subgroups?  **Response:** |
| **Identification Of Critical Resources Inequities:** |
| **Consider:** Describe the process used to review the allocation and use of resources (people, time, and money), any resource inequities that were identified that may contribute to underperformance, and how identified resource inequities will be addressed.  **Response:** |

| **Targeted Subgroups and Evidence-Based Interventions:** |
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| **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? 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.  **Response:**   | **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. |  | |  |  |  | |  |  |  | |  |  |  | |  |  |  | |

| **Additional Actions That Address The Causes Of Consistently Underperforming Subgroups Of Students** |
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| **Consider:** Describe the process used to review the learning culture related to your targeted subgroup(s) and any additional actions that were determined to address the causes of underperformance.  **Response:** |

## 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.

## 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](https://education.ky.gov/school/evidence/Pages/default.aspx). While evidence documentation in the CSIP is only required for schools identified for Targeted Support and Improvement (TSI) 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 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 “[Documenting Evidence under ESSA](https://education.ky.gov/school/evidence/Documents/Documenting%20Evidence%20Under%20ESSA.pdf)” resource available on KDE’s [Evidence-based Practices website](https://education.ky.gov/school/evidence/Pages/default.aspx).

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. |  |
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