

# Comprehensive School Improvement Plan (CSIP) for Kenwood Station Elementary 2020-21

## 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, Baldrige, 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](#)
- [KCWP 2: Design and Deliver Instruction](#)
- [KCWP 3: Design and Deliver Assessment Literacy](#)
- [KCWP 4: Review, Analyze and Apply Data](#)
- [KCWP 5: Design, Align and Deliver Support](#)
- [KCWP 6: Establishing Learning Culture and Environment](#)

**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.

Objective	Strategy	Activities	Measure of Success	Progress Monitoring	Funding
<p>Include short-term targets to be attained by the end of the current academic year. There can be multiple objectives for each goal.</p>	<p>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. <i>Six Sigma, Shipley, Baldrige, etc.</i>).</p>	<p>Include actionable steps used to deploy the chosen strategy. There can be multiple activities for each strategy.</p>	<p>List the criteria that shows the impact of the work. The <b>measures</b> may be quantitative or qualitative, but are observable in some way.</p>	<p>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.</p>	<p>List the funding source(s) used to support (or needed to support) the improvement initiative.</p>

## 1: Proficiency Goal

Goal 1 (State your proficiency goal.):

Increase proficiency rate in reading from 68.2% in 2019 to 80% in 2024.

Increase proficiency rate in math from 66.2% in 2019 to 80% in 2024.

Objective	Strategy	Activities	Measure of Success	Progress Monitoring	Funding
Objective 1  Improve the percentage of students at proficiency in reading from 68.2% to 72.92% by June 2021. (2.36% per year)	<b>KCWP 1- Design and Deploy Standards</b>  -What monitoring systems are in place to ensure the curriculum(s) is taught at a high level of fidelity (e.g., complete document is consistently used by all staff, the intent of the standard is preserved)?  - What processes do teachers use to create clear and precise learning targets for students?  -Describe your processes for ensuring vertical curriculum work includes Introduction, Development, and Mastery of Standards?	Implementation of Lucy Calkins Reading Units in classrooms K-5	DRA	This progress monitoring section will be updated after completion of task in spring 2021.  (No KPREP data 2020)	No funding needed.
		Monthly instructional faculty meetings will focus on deepening our knowledge and understanding of the components of a strong workshop with maximum independent student work time.	Running Records Data	This progress monitoring section will be updated after completion of task in spring 2021.  (No KPREP data 2020)	\$3,000 from PD funds
	<b>KCWP 2- Design and Deliver Instruction</b>  What is the assurance the current curriculum(s) is valid (e.g., aligned to state/essential standards, components that support the	Staff learning walks to offer feedback to teammates and ensure calibration on teams for equity across classrooms	MAP	This progress monitoring section will be updated after completion of task in spring 2021.  (No KPREP data 2020)	\$2400 from discretionary funds
			Progress monitoring for IEP goals	This progress monitoring section will be updated after completion of task in spring 2021.	No funding needed.

	<p>instruction and assessment, paced with accuracy)?</p> <p>What monitoring systems are in place to ensure the curriculum(s) is taught at a high level of fidelity (e.g., complete document is consistently used by all staff, the intent of the standard is preserved)?</p> <p>What systems are in place for teachers to readjust the curriculum (content and pacing) to meet student needs based on assessment results (formative and summative)?</p>			(No KPREP data 2020)	
	<p><b>KCWP 4- Review, Analyze and Apply Data</b></p> <p>What systems are in place to ensure that student data is collected, analyzed, and being used to drive classroom instruction?</p> <p>How does a principal/district leader use all of the data and information to improve instruction and reduce the number of students scoring novice?</p>	<p>Increase the volume of reading in each classroom</p>			
		<p>Utilizing digital literacies to increase student access to texts</p>			\$3,597 from technology funds
		<p>Put system in place to purchase new texts and weed through current libraries to maximize student interest in reading.</p>			

<p>Objective 2</p> <p>Improve the percentage of students at proficiency in math from 66.2% to 71.72% by June 2021. (2.76% per year)</p>	<p><b>KCWP 1- Design and Deploy Standards</b></p> <p>-What monitoring systems are in place to ensure the curriculum(s) is taught at a high level of fidelity (e.g., complete document is consistently used by all staff, the intent of the standard is preserved)?</p> <p>- What processes do teachers use to create clear and precise learning targets for students?</p> <p>-Describe your processes for ensuring vertical curriculum work includes Introduction, Development, and Mastery of Standards?</p>	<p>Action research in math to determine best groupings for students to maximize growth.</p>	<p>Data meeting student analysis</p>	<p>This progress monitoring section will be updated after completion of task in spring 2021.</p>	<p>No funding needed.</p>
		<p>2-year, in depth Book Study on Math in Practice</p>	<p>MAP</p>	<p>This progress monitoring section will be updated after completion of task in spring 2021.</p>	<p>No funding needed.</p>
	<p><b>KCWP 2- Design and Deliver Instruction</b></p> <p>What is the assurance the current curriculum(s) is valid (e.g., aligned to state/essential standards, components that support the instruction and assessment, paced with accuracy)?</p> <p>What monitoring systems are in place to ensure the curriculum(s) is taught at a high level of fidelity (e.g.,</p>	<p>Responsive teaching using formative data and PLC conversations.</p>	<p>Formative and summative math data</p>	<p>This progress monitoring section will be updated after completion of task in spring 2021.</p>	<p>No funding needed.</p>
				<p>This progress monitoring section will be updated after completion of task in spring 2021.</p>	<p>No funding needed.</p>

	<p>complete document is consistently used by all staff, the intent of the standard is preserved)?</p> <p>What systems are in place for teachers to readjust the curriculum (content and pacing) to meet student needs based on assessment results (formative and summative)?</p>				
	<p><b>KCWP 4- Review, Analyze and Apply Data</b></p> <p>How do teachers use these different types of assessment to ensure a balanced approach: Formative Summative Interim</p> <p>How do school/district leadership ensure that assessments are of high quality and aligned to the rigor of the standards, resulting in quality data?</p> <p>What questions do school/district leadership want teachers to answer with the data that they collect?</p> <p>What systems are in place to ensure that student data is collected, analyzed, and</p>	<p>Assessment rigor analysis in PLCs</p>			

	being used to drive classroom instruction?				
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## 2: Separate Academic Indicator

Goal 2 (State your separate academic indicator goal.):

Increase proficiency rate in social studies from 77.2% in 2019 to 85% in 2024.

Increase proficiency rate in writing from 55.9% in 2019 to 80% in 2024.

Increase proficiency rate in science from 32.2% in 2019 to 80% in 2024.

Objective	Strategy	Activities	Measure of Success	Progress Monitoring	Funding
Objective 1 Improve the percentage of students at proficiency in social studies from 77.2% to 80.32% by June 2021. (1.56% per year)	<p><b>KCWP 1- Design and Deploy Standards</b></p> <p>What is the assurance the current curriculum(s) is valid (e.g., aligned to state/essential standards, components that support the instruction and assessment, paced with accuracy)?</p> <p>What processes do teachers use to create clear and precise learning targets for students?</p> <p>What is the established protocol for reviewing and revising the curriculum beyond pacing (e.g., how often, who, what is completed)?</p>	<p>New social studies curriculum implementation K-5 will support inquiry-based social studies.</p> <p>District level Social Studies committee with 2 members from our school will help guide the transition.</p>	<p>K-5 Formative and summative assessment scores</p> <p>KPREP Scores</p>	<p>This progress monitoring section will be updated after completion of task in spring 2021.</p> <p>This progress monitoring section will be updated after completion of task in spring 2021.</p>	<p>No funding needed.</p> <p>No funding needed.</p>

	<p><b>KCWP 2- Design and Deliver Instruction</b></p> <p>-How do school/district leadership ensure teachers determine the most appropriate and effective high yield strategies to implement in order to ensure congruency to the intent of the learning target?</p>	<p>Content embedded in the literacy workshop will help support the use of non-fiction texts and continued growth in social studies.</p>		<p>This progress monitoring section will be updated after completion of task in spring 2021.</p>	<p>No funding needed.</p>
		<p>Additional books for social studies content to increase opportunities for non-fiction reading in the SS classroom.</p>		<p>This progress monitoring section will be updated after completion of task in spring 2021.</p>	<p>\$10,000 funds from district</p>
	<p><b>KCWP 4- Review, Analyze and Apply Data</b></p> <p>How do teachers use these different types of assessment to ensure a balanced approach: Formative Summative Interim</p> <p>How do school/district leadership ensure that assessments are of high quality and aligned to the rigor of the standards, resulting in quality data?</p> <p>What questions do school/district leadership want teachers to answer with the data that they collect?</p> <p>What systems are in place to ensure that student data is</p>				



	collected, analyzed, and being used to drive classroom instruction?				
<p>Objective 2</p> <p>Improve the percentage of students at proficiency in writing from 55.9% to 65.54% by June 2021. (4.82% per year)</p>	<p><b>KCWP 1- Design and Deploy Standards</b></p> <p>-What monitoring systems are in place to ensure the curriculum(s) is taught at a high level of fidelity (e.g., complete document is consistently used by all staff, the intent of the standard is preserved)?</p> <p>- What processes do teachers use to create clear and precise learning targets for students?</p> <p>-Describe your processes for ensuring vertical curriculum work includes Introduction, Development, and Mastery of Standards?</p>	<p>K-5 scoring calibration will occur to align expectations and ensure equity across classrooms as well as vertically.</p> <p>Student goal setting (WIG tracking) will push students to work toward necessary growth areas in an individualized way.</p>	<p>Cold Write Scores (data sheet)</p> <p>Individual student goal sheets</p>	<p>This progress monitoring section will be updated after completion of task in spring 2021.</p> <p>This progress monitoring section will be updated after completion of task in spring 2021.</p>	<p>No funding needed.</p> <p>No funding needed.</p>
	<p><b>KCWP 2- Design and Deliver Instruction</b></p> <p>What is the assurance the current curriculum(s) is valid (e.g., aligned to state/essential standards, components that support the instruction and assessment, paced with accuracy)?</p>	<p>Purchase Lucy writing kits for any teachers who don't currently have them.</p>	<p>KPREP Scores</p>	<p>This progress monitoring section will be updated after completion of task in spring 2021.</p>	<p>\$3,000 from discretionary funds</p>

	<p>What monitoring systems are in place to ensure the curriculum(s) is taught at a high level of fidelity (e.g., complete document is consistently used by all staff, the intent of the standard is preserved)?</p> <p>What systems are in place for teachers to readjust the curriculum (content and pacing) to meet student needs based on assessment results (formative and summative)?</p>				
	<p><b>KCWP 4- Review, Analyze and Apply Data</b></p> <p>How do teachers use these different types of assessment to ensure a balanced approach: Formative Summative Interim</p> <p>How do school/district leadership ensure that assessments are of high quality and aligned to the rigor of the standards, resulting in quality data?</p> <p>What questions do school/district leadership want teachers to answer with the data that they collect?</p>				

	What systems are in place to ensure that student data is collected, analyzed, and being used to drive classroom instruction?				
<p>Objective 3</p> <p>Improve the percentage of students at proficiency in science from 32.2% to 70.28% by June 2021. (9.56% per year)</p>	<p><b>KCWP 1- Design and Deploy Standards</b></p> <p>-What monitoring systems are in place to ensure the curriculum(s) is taught at a high level of fidelity (e.g., complete document is consistently used by all staff, the intent of the standard is preserved)?</p> <p>- What processes do teachers use to create clear and precise learning targets for students?</p> <p>-Describe your processes for ensuring vertical curriculum work includes Introduction, Development, and Mastery of Standards?</p>	<p>Teachers will increase problem solving and inquiry based opportunities in science.</p>	<p>Formative and Summative Assessments in Science</p>	<p>This progress monitoring section will be updated after completion of task in spring 2021.</p>	<p>No funding needed.</p>
		<p>More rigorous transfer task opportunities will be offered to students: Inquiry and data analysis versus content delivery.</p>	<p>Through Course Tasks in Science</p>	<p>This progress monitoring section will be updated after completion of task in spring 2021.</p>	<p>No funding needed.</p>
	<p><b>KCWP 2- Design and Deliver Instruction</b></p> <p>What is the assurance the current curriculum(s) is valid (e.g., aligned to state/essential standards, components that support the instruction and assessment, paced with accuracy)?</p>	<p>Teachers will complete action research in multiple models of science instruction and make a collaborative decision on what is best for Kenwood students.</p>	<p>KPREP Scores</p>	<p>This progress monitoring section will be updated after completion of task in spring 2021.</p>	<p>No funding needed. (Related Arts teaching position being utilized)</p>
				<p>This progress monitoring section will be updated after completion of task in spring 2021.</p>	<p>No funding needed.</p>

	<p>What monitoring systems are in place to ensure the curriculum(s) is taught at a high level of fidelity (e.g., complete document is consistently used by all staff, the intent of the standard is preserved)?</p> <p>What systems are in place for teachers to readjust the curriculum (content and pacing) to meet student needs based on assessment results (formative and summative)?</p>				
	<p><b>KCWP 4- Review, Analyze and Apply Data</b></p> <p>How do teachers use these different types of assessment to ensure a balanced approach: Formative Summative Interim</p> <p>How do school/district leadership ensure that assessments are of high quality and aligned to the rigor of the standards, resulting in quality data?</p> <p>What questions do school/district leadership want teachers to answer with the data that they collect?</p>				

	What systems are in place to ensure that student data is collected, analyzed, and being used to drive classroom instruction?				
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### 3: Achievement Gap

Goal 3 (State your achievement gap goal.):

Close the achievement gap in reading by increasing the percentage of students with disabilities scoring P/D from 41.9 in 2019 to 70 in 2024.

Close the achievement gap in math by increasing the percentage of students with disabilities scoring P/D from 38.7 in 2019 to 70 in 2024.

Objective	Strategy	Activities	Measure of Success	Progress Monitoring	Funding
Objective 1  Decrease the reading gap by increasing proficiency for students in the disability category from 41.9 to 53.14 by June 2021. (5.62% per year)	<b>KCWP 5- Design, Align, and Deliver Support</b>  How do school/district leadership positively reinforce desired behaviors and encourage teachers to do the same?  What system or processes are in place to ensure appropriate academic interventions are taking place to meet the needs of all students?  What data is monitored and evaluated to ensure high levels of teacher	Utilize multi-sensory instruction when appropriate	DRA scores	This progress monitoring section will be updated after completion of task in spring 2021.	No funding needed.
		Increase use of differentiated texts with ECE students.	MAP Scores	This progress monitoring section will be updated after completion of task in spring 2021.	No funding needed.

	effectiveness and student learning?				
	<p><b>KCWP 1- Design and Deploy Standards</b></p> <p>-What monitoring systems are in place to ensure the curriculum(s) is taught at a high level of fidelity (e.g., complete document is consistently used by all staff, the intent of the standard is preserved)?</p> <p>- What processes do teachers use to create clear and precise learning targets for students?</p> <p>-Describe your processes for ensuring vertical curriculum work includes Introduction, Development, and Mastery of Standards?</p>	<p>Increase use of specific reading comprehension strategies such as: Annotation, substitution, context clues, prefixes, suffixes, and roots, process of elimination and offer explicit instruction in these areas.</p> <p>Complete a pilot study of assistive technology reading supports (Co-Writer, Snap Read)</p>	<p>IEP Progress monitoring scores</p> <p>Formative and Summative Assessment Scores</p>	<p>This progress monitoring section will be updated after completion of task in spring 2021.</p> <p>This progress monitoring section will be updated after completion of task in spring 2021.</p>	<p>No funding needed.</p> <p>No funding needed.</p>
	<p><b>KCWP 2- Design and Deliver Instruction</b></p> <p>What is the assurance the current curriculum(s) is valid (e.g., aligned to state/essential standards, components that support the instruction and assessment, paced with accuracy)?</p>	<p>Organize schedules so collaborative teacher time is maximized and ECE teachers can co-teach for a longer stretch of the day (e.g. an entire workshop block).</p>	<p>KPREP</p>	<p>This progress monitoring section will be updated after completion of task in spring 2021.</p>	<p>No funding needed.</p>

	<p>What monitoring systems are in place to ensure the curriculum(s) is taught at a high level of fidelity (e.g., complete document is consistently used by all staff, the intent of the standard is preserved)?</p> <p>What systems are in place for teachers to readjust the curriculum (content and pacing) to meet student needs based on assessment results (formative and summative)?</p>				
<p>Objective 2</p> <p>Decrease the math gap by increasing proficiency for students in the disability category from 38.7 to 51.22 by June 2021. (6.26% per year)</p>	<p><b>KCWP 1- Design and Deploy Standards</b></p> <p>-What monitoring systems are in place to ensure the curriculum(s) is taught at a high level of fidelity (e.g., complete document is consistently used by all staff, the intent of the standard is preserved)?</p> <p>- What processes do teachers use to create clear and precise learning targets for students?</p> <p>-Describe your processes for ensuring vertical curriculum work includes Introduction,</p>	<p>Action research in math to determine best groupings for students to maximize growth.</p> <p>ECE team added instructional strategies to team meeting discussion to encourage development of teammates during instructional discussions.</p>	<p>MAP Scores</p> <p>IEP Progress monitoring scores</p>	<p>This progress monitoring section will be updated after completion of task in spring 2021.</p> <p>This progress monitoring section will be updated after completion of task in spring 2021.</p>	<p>No funding needed.</p> <p>No funding needed.</p>

	Development, and Mastery of Standards?				
	<b>KCWP 2- Design and Deliver Instruction</b>	Responsive teaching using formative data and PLC conversations.	Formative and Summative Assessment Scores	This progress monitoring section will be updated after completion of task in spring 2021.	No funding needed.
	What is the assurance the current curriculum(s) is valid (e.g., aligned to state/essential standards, components that support the instruction and assessment, paced with accuracy)?  What monitoring systems are in place to ensure the curriculum(s) is taught at a high level of fidelity (e.g., complete document is consistently used by all staff, the intent of the standard is preserved)?  What systems are in place for teachers to readjust the curriculum (content and pacing) to meet student needs based on assessment results (formative and summative)?	PD on rigorous math tasks	ECE PLC Agendas and Minutes	This progress monitoring section will be updated after completion of task in spring 2021.	No funding needed.
	<b>KCWP 5- Design, Align, and Deliver Support</b>	Evaluate the amount of time a student has spent in intervention without making substantial progress before moving to referral	MTSS Agenda and Minutes	This progress monitoring section will be updated after completion of task in spring 2021.	No funding needed.
	What processes are currently in place that ensure behavioral interventions are taking place and monitored	Combine the ECE and RTI as PLC to discuss instructional strategies they are using	KPREP	This progress monitoring section will be updated after completion of task in spring 2021.	No funding needed.



	<p>to meet the needs of all students?</p> <p>What system or processes are in place to ensure appropriate academic interventions are taking place to meet the needs of all students?</p> <p>What data is monitored and evaluated to ensure high levels of teacher effectiveness and student learning?</p> <p>What system is in place to involve multiple stakeholders (e.g., teachers, staff members, parents, students, community partners) in CSIP/CDIP planning and measuring of progress toward attaining the goals?</p>				
				<p>This progress monitoring section will be updated after completion of task in spring 2021.</p>	<p>No funding needed.</p>

#### 4: Growth

Goal 4 (State your growth goal.):

Increase the MAP conditional growth rate of minority students and students of poverty in reading and math to 50% or higher by 2024.

Objective	Strategy	Activities	Measure of Success	Progress Monitoring	Funding
<p>Objective 1</p> <p>Increase the conditional growth rate of hispanic students in reading from 41% to 44% in June 2021. (3% per year)</p> <p>Increase the conditional growth rate of students of 2 or more races in reading 37% to 41.33% in June 2021. (4.33% per year)</p>	<p><b>KCWP 1- Design and Deploy Standards</b></p> <p>-What monitoring systems are in place to ensure the curriculum(s) is taught at a high level of fidelity (e.g., complete document is consistently used by all staff, the intent of the standard is preserved)?</p> <p>- What processes do teachers use to create clear and precise learning targets for students?</p> <p>-Describe your processes for ensuring vertical curriculum work includes Introduction, Development, and Mastery of Standards?</p>	<p>Utilize enrichment coordinator to support outliers in the classroom, offering the opportunity to extend their learning above and beyond grade level.</p>	MAP growth	This progress monitoring section will be updated after completion of task in spring 2021.	@\$7,000 (yearly .3 salary)
		<p>Teachers will complete Data Sheets for each student. Goals are set in the fall and percentage of success is determined at the end of the school year. Mid-way through the year, check-in is completed to determine percentage on track.</p>	Data sheets (YOG goals set in fall)	This progress monitoring section will be updated after completion of task in spring 2021.	No funding needed.
	<p><b>KCWP 2- Design and Deliver Instruction</b></p> <p>What is the assurance the current curriculum(s) is valid (e.g., aligned to state/essential standards, components that support the</p>	<p>Conduct monthly data meetings to support progress monitoring and instructional changes as necessary.</p>	DRA growth	This progress monitoring section will be updated after completion of task in spring 2021.	No funding needed.
		<p>Utilize individual student goal setting to support a year or more of growth for all students.</p>	KPREP	This progress monitoring section will be updated after completion of task in spring 2021.	No funding needed.

	<p>instruction and assessment, paced with accuracy)?</p> <p>What monitoring systems are in place to ensure the curriculum(s) is taught at a high level of fidelity (e.g., complete document is consistently used by all staff, the intent of the standard is preserved)?</p> <p>What systems are in place for teachers to readjust the curriculum (content and pacing) to meet student needs based on assessment results (formative and summative)?</p>				
	<p><b>KCWP 4- Review, Analyze and Apply Data</b></p> <p>How do teachers use these different types of assessment to ensure a balanced approach: Formative Summative Interim</p> <p>How do school/district leadership ensure that assessments are of high quality and aligned to the rigor of the standards, resulting in quality data?</p> <p>What questions do school/district leadership</p>				

	<p>want teachers to answer with the data that they collect?</p> <p>What systems are in place to ensure that student data is collected, analyzed, and being used to drive classroom instruction?</p>				
<p>Objective 2</p> <p>Increase the conditional growth rate of students of poverty in math from 22% to 31.33% in June 2021. (9.33% per year)</p> <p>Increase the conditional growth rate of African American students in math from 39% to 42.66% in June 2021. (3.66% per year)</p>	<p><b>KCWP 1- Design and Deploy Standards</b></p> <p>-What monitoring systems are in place to ensure the curriculum(s) is taught at a high level of fidelity (e.g., complete document is consistently used by all staff, the intent of the standard is preserved)?</p> <p>- What processes do teachers use to create clear and precise learning targets for students?</p> <p>-Describe your processes for ensuring vertical curriculum work includes Introduction, Development, and Mastery of Standards?</p>	<p>Teachers will complete Data Sheets for each student. Goals are set in the fall and percentage of success is determined at the end of the school year. Mid-way through the year, check-in is completed to determine percentage on track.</p>	MAP growth	This progress monitoring section will be updated after completion of task in spring 2021.	No funding needed.
		<p>Conduct monthly data meetings to support progress monitoring and instructional changes as necessary.</p>	Data sheets (YOG goals set in fall)	This progress monitoring section will be updated after completion of task in spring 2021.	No funding needed.
	<p><b>KCWP 2- Design and Deliver Instruction</b></p> <p>What is the assurance the current curriculum(s) is valid (e.g., aligned to state/essential standards,</p>	<p>Utilize individual student goal setting to support a year or more of growth for all students.</p>	DRA growth	This progress monitoring section will be updated after completion of task in spring 2021.	No funding needed.
		<p>Conduct research in conceptual based math practices to increase student growth. Utilize the Math in</p>	KPREP	This progress monitoring section will be updated after completion of task in spring 2021.	Title 2 funds- Math in Practice Texts

	<p>components that support the instruction and assessment, paced with accuracy)?</p> <p>What monitoring systems are in place to ensure the curriculum(s) is taught at a high level of fidelity (e.g., complete document is consistently used by all staff, the intent of the standard is preserved)?</p> <p>What systems are in place for teachers to readjust the curriculum (content and pacing) to meet student needs based on assessment results (formative and summative)?</p>	<p>Practice book to support teacher modules for aligned instruction.</p>			
	<p><b>KCWP 4- Review, Analyze and Apply Data</b></p> <p>How do teachers use these different types of assessment to ensure a balanced approach: Formative Summative Interim</p> <p>How do school/district leadership ensure that assessments are of high quality and aligned to the rigor of the standards, resulting in quality data?</p>				

	<p>What questions do school/district leadership want teachers to answer with the data that they collect?</p> <p>What systems are in place to ensure that student data is collected, analyzed, and being used to drive classroom instruction?</p>				

**5: Transition Readiness**

Goal 5 (State your transition readiness goal.):					
Objective	Strategy	Activities	Measure of Success	Progress Monitoring	Funding
Objective 1					
Objective 2					

## 6: Graduation Rate

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

**7: Other (Optional)**

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



## Special Considerations for Targeted Support and Improvement (TSI) 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:

**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:**

**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.	<input checked="" type="checkbox"/>
		<input type="checkbox"/>
		<input type="checkbox"/>
		<input type="checkbox"/>
		<input type="checkbox"/>

**Additional Actions That Address The Causes Of Consistently Underperforming Subgroups Of Students**

**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](#). 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”](#) resource available on KDE’s [Evidence-based Practices website](#).

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

Evidence-based Activity	Evidence Citation	Uploaded in eProve
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