

# 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, 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: Goal 1:					
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: By 2023, FCES will increase the combined (reading and mathematics) percentage of Proficient/Distinguished students from 31.75% to 44.15%.

Objective	Strategy	Activities	Measure of Success	Progress Monitoring	Funding
<p><b>Objective 1:</b> FCES will increase the overall combined Reading and Mathematics Proficiency score by May 2021 as measured by the state assessment from 31.75% to 37.95%.</p> <p><b>Objective 2:</b> FCES will increase the Reading Proficiency score by May 2021 as measured by the state assessment from 32.9% to 39%.</p> <p><b>Objective 3:</b> FCES will increase the Math Proficiency score by May 2021 as measured by the state assessment from 30.6% to 36.9%.</p>	(KCWP 1) 1. A protocol will be developed to ensure the current curriculum is valid for both reading and math (e.g., aligned to KY Academic Standards, components that support the instruction and assessment, paced with accuracy).	<p><b>1a. Pacing Guides/Curriculum Maps: (IP 1.3, 2.5)</b> Teachers will review and revise Reading and Math curricula utilizing KAS standards to identify gaps and make necessary adjustments to Pacing Guides/Curriculum Maps based on NTI and COVID. (throughout the year during PLCs and in the summer - 1 day for reading &amp; 1 day for math)</p> <p>Teachers will keep up-to-date records of their reading unit and math chapter tests on their electronic data notebooks.</p>	<p>All K-4 Curriculum Maps completed and uploaded into shared Google Docs and teachers using them for classroom instruction.</p> <p>Teacher's electronic data notebooks with recorded reading unit and chapter math tests are up-to-date and on target with pacing guides/curriculum maps.</p>	Curriculum Maps reviewed and monitored each 6 to 9 weeks by teachers and administrators evidenced by the Instructional Calendar/Turn Around Plan/Electronic Data Notebooks, and PLC notes.	School Allocations District SIF – stipends for PD
		<p><b>1b. Standards Based Report Card (K-2): (IP 2.5)</b> Administration will upload K-2 standards-based report cards for primary students in the infinite campus. K-2 teachers will review and revise Standards Based Report cards at the end of the 20/21 school year.</p>	K-2 Standards Based Report card uploaded into infinite campus and ready for use by 2 <sup>nd</sup> 9 weeks.	K-2 faculty review and revise standards-based report card at the end of the 20/21 school year.	School Allocations
		<p><b>1c. Power Standards: (IP 2.5)</b> Teachers will review and revise reading, math and writing power standards for each grade level. They will then hold their students accountable to those standards and communicate the level of completion</p>	K-4 power standards for reading, math and writing created and monitored by teachers and administrators in electronic data notebooks.	Individual and class progress monitor power standards data in which it is reviewed each nine weeks by teachers and administrators as evidenced by their Electronic Data Notebooks/Data Analysis Progress Monitoring Matrix and parent communication reports.	School Allocations FRYSC

		to administration and parents. Teachers will document student progress of standards in their electronic data notebooks.			
		<p><b>1d. Reading Resources: (IP 2.5)</b> 2<sup>nd</sup> grade teachers will use Saxon Phonics to complete their reading program and to aid in a strong primary foundation K-2.</p>	K-2 phonics structure completed for a strong primary foundation in Phonics, Phonemic Awareness, Vocabulary, Fluency and Reading Comprehension as evidenced by iReady results.	Saxon Phonics monitored through daily formative assessments, weekly summative assessments and through iReady progress monitoring.	School Allocations  Purchase Saxon Phonics Curriculum for grade 2 - 21/22 school year
		<p><b>1e. Standards Mastery Professional Learning: (IP2.5)</b> Teachers and administration will participate in professional learning as well as a book study “Clarity for Learning” during faculty meetings/professional learning communities. District Admin. and HS staff will facilitate some PL, and HS classrooms will be visited by ES staff to see learning intentions and success criteria in action.</p>	Teachers will develop learning intentions and success criteria collaboratively during PLC time. Teachers will implement learning intentions and success criteria in their classrooms and with their students as documented by the content walkthrough instrument and teacher lesson plans.	Teachers and Administration will begin book study “Clarity for Learning” in January 2020. Each month, during faculty meetings or PLCs, staff will participate in reflection activities. Starting the 21/22 school year, staff will implement and utilize learning intentions and success criteria with their students. Plan for “Clarity for Learning” is noted in the instructional calendar.	
(KCWP 2)	2. Processes & protocols will be established to ensure Tier I Instruction and assessments meet the intent of the standards.	<p><b>2. Professional Learning Communities: (IP 3.1)</b> Teachers will use common planning to work collaboratively to focus on the following areas monthly: Standards Mastery, Assessment Protocol, Data Analysis Protocol, &amp; Instructional Process embedded PD (RtI, iReady, TPTs, PDSA, etc.).</p>	Professional Learning Communities meet weekly as evidenced by agendas, minutes and use of protocols.  Eventually, teacher-led PLCs.	Teachers/administrators monitor, and revise PLC meetings weekly using protocol tools and walk through data. PLCs - Administer led 1 <sup>st</sup> half of 20/21 school year and Teacher led 2 <sup>nd</sup> half of 20/21 school year.	School Allocations
(KCWP 2)	3. Job embedded professional development will be provided to address Tier I instruction and assessments in	<p><b>3. Professional Development: (IP 2.5)</b> Teachers will attend and implement professional learning from the following mini-PD sessions: (K-4) <i>Go</i></p>	Professional Development measured by PD attendance documentation, lesson plans, walkthroughs,	Teachers and administrators will monitor PD effects during benchmark data analysis after each iReady administration, learning check	School Allocations Title I Title II  <i>GO Math PD</i>

	order to meet the intent of the standards.	<p><i>Math</i> - virtual ½ day refresher, (K-4)  <i>Reading Street</i> - virtual ½ day refresher, (K-1) <i>Saxon Phonics</i> – ½ day w/ in-house rep. refresher, (2) <i>Saxon Phonics</i> - virtual ½ day, (K-4) vocabulary strategies and consistency with reading &amp; math vocabulary from the standards (faculty meetings/PLCs) &amp; (K-4) iReady w/ Rep. or virtual- full day.</p>	electronic data notebooks & iReady/Learning Check benchmark assessments.	administration and evaluate PD opportunities and needs in May of 2021.	<p><i>Reading Street</i> PD</p> <p>K/1 <i>Saxon Phonics</i> PD</p> <p><i>Saxon Phonics</i> PD with rep. for 2<sup>nd</sup> grade teachers</p> <p>SIF – iReady PD with rep.</p>
	(KCWP 3) 4. School leadership and teachers will ensure the appropriate assessment design is used that will best evaluate the level of student learning.	<p><b>4a. Test Prep Strategies: (IP 1.3, 2.5, 3.1)</b>  Teachers will utilize agreed upon test prep strategies: (i.e. RACE for Reading, CUBES for math, consistency with reading and math vocabulary K-12 – language from the standards, KDE rubrics for short answer &amp; extended response questions, practice strategies with SA/ERs, KDE Blueprint, on-line practice, Timed Tests, and Writing Organizers). K-1 grades will utilize CUBES/RACE strategies through exposure and the whole group. 2- 4 grades will implement CUBES/RACE strategies with daily assignments as well as with unit/chapter tests.</p>	Teachers and administrators will review and analyze Learning Checks and assessments through PLCs (Assessment Protocol/Data Analysis Protocols).	Teachers and administrators will review assessments monthly and Learning Checks quarterly during PLC meetings, faculty meetings and district data meetings.	None
		<p><b>4b. Learning Checks: (IP 1.3, 2.5, 3.1)</b>  3<sup>rd</sup> - 4<sup>th</sup> grade teachers will utilize KPREP assessment format utilizing the KDE Blueprint and Learning Checks created by ER staff from CASE, coach books and other testing sights. 3<sup>rd</sup>/4<sup>th</sup> grades will participate in 3 scaffolded learning checks for reading and math. K-2<sup>nd</sup> grades will participate in 2 scaffolded learning checks for reading and math (starts in January). Teachers will continue to</p>	Teachers and administrators will review and analyze K-4 math and reading learning checks during PLC meetings, document data in electronic data notebooks, chart proficiency/growth and complete the PDSA process.	Teachers and administrators review K-4 reading and math Learning Checks at least three times a year (Fall/Winter/Spring) during PLC meetings, faculty meetings and district data meetings.	School Allocations

		score short answers and extended responses after each learning check as an elementary team. Data analysis with an intentional action plan will follow-up after each learning check during PLC meetings (PDSA). Data analysis with an intentional action plan will follow-up after each learning check during PLC meetings (PDSA).			
		<p><b>4c. Short Answer/Extended Response Writing with Reading and Math Assessments: (IP 1.3, 2.5, 3.1)</b></p> <p>4<sup>th</sup> grade teachers will utilize short answer and extended response assessment questions with summative assessments. 2<sup>nd</sup>/3<sup>rd</sup> grade teachers will do the same with short answer responses. K-1 grade teachers will expose their students' whole group to short answer responses.</p>	Students will show an increase in reading and math scores with short answer responses based on 2 <sup>nd</sup> /3 <sup>rd</sup> grade learning checks and increase in reading and math scores with short answers and extended responses based on 4 <sup>th</sup> grade learning checks utilizing the KDE SA/ER rubrics and <i>Reading Street</i> unit assessments and <i>Go Math</i> chapter tests.	2 <sup>nd</sup> /3 <sup>rd</sup> grade students reading and math short answer responses and 4 <sup>th</sup> grade students reading and math short answers and extended responses will be monitored through the longitudinal data excel sheet, electronic data notebooks, and action plans will follow based on remediation, celebration and goal setting (PDSA).	

## 2: Separate Academic Indicator

Goal 2: FCES will increase the Separate Academic Indicator proficiency score in science from 12.5% to 28.4% by 2023.

Objective	Strategy	Activities	Measure of Success	Progress Monitoring	Funding
<p><b>Objective 1:</b> FCES will increase the proficiency score in science by May 2021 as measured by the state assessment from 12.5% to 20.5%.</p>	<p>(KCWP 1) 1. A protocol will be developed to ensure the current curriculum is valid for both science and social studies (e.g., aligned to KY Academic Standards, components that support the instruction and assessment, paced with accuracy.</p>	<p><b>1a. Pacing Guides/Curriculum Maps: (IP 1.3, 2.5)</b> Teachers will continue to develop Science and Social Studies curricula utilizing the newest KAS standards to identify gaps and make necessary adjustments to Pacing Guides/ Curriculum Maps. (1 day for SS &amp; 1 day for science – K- 2<sup>nd</sup> grade teachers and 1 day for SS – 3<sup>rd</sup>/4<sup>th</sup> SS teachers &amp; 1 day for science – 3<sup>rd</sup>/4<sup>th</sup> science teachers)</p>	<p>K-4 Science and Social Studies foundational curriculum maps will be further developed and uploaded into Google Docs. Teachers will use them for classroom instruction.</p>	<p>Curriculum Maps reviewed and monitored each 6 to 9 weeks by teachers and administrators evidenced by the Instructional Calendar/Turn Around Plan and PLC notes.</p>	<p>School Allocations District SIF – stipends for PD</p>
		<p><b>1b. Resources for Science and Social Studies: (IP 2.5)</b> Teachers will continue to implement science resources that align to NGSS. (i.e., <i>Amplify Science</i> Curriculum, KDE TCTs - 4<sup>th</sup> grade, and science experiment materials) Teachers will continue to implement the social studies curriculum (<i>Teacher Created Materials - Exploring Social Studies</i>) which aligns to the new SS KAS.</p>	<p>Teachers will document resources in lesson plans and TCTs will be evaluated for learner effectiveness. Teachers will produce congruent lessons and assessments aligned to the KAS standards through <i>Amplify Science</i> and <i>Teacher Created Materials - Exploring Social Studies</i> evidenced based curricula.</p>	<p>Resources will be shared at faculty meetings quarterly. TCTs will be monitored at the end of the year. 3rd/4th grade summative assessments created from <i>Amplify Science</i> and <i>Teacher Created Materials - Exploring Social Studies</i> will be monitored each 9 weeks using the Assessment Protocol and Data Analysis Protocol (PDSA). Teachers will inventory Amplify resources in April and complete a materials order form for the following year to be given to the principal.</p>	<p>School Allocations Title I District SIF – Purchase more Amplify Science Kits (3-4)</p>
		<p><b>2. Professional Development: (IP 2.5)</b> Teachers will attend professional learning from the following PD sessions: Science PIMSER PD 3-4, <i>Amplify Science</i> Curriculum PD (½ day - virtual), <i>Teacher Created Materials – Exploring Social Studies</i></p>	<p>Professional Development measured by PD attendance documentation, lesson plans, walkthroughs &amp; science learning check assessments.</p>	<p>Teachers and administrators will monitor PD based on walk through data analysis for coaching/mentoring purposes, analyze science learning checks through data analysis and evaluate PD opportunities and needs in May 2020.</p>	<p>School Allocations Title I Title II District SIF – PD <i>Amplify Science</i> Curriculum (K-4) – mini virtual session and virtual field trip to</p>

		Curriculum PD (½ day - virtual), & Social Studies networking – modules K-4. Teachers will also participate in virtual field trips to view successful schools/classrooms implementing <i>Amplify Science</i> .			view successful schools  <i>PD Teacher Created Materials - Exploring Social Studies Curriculum (K-4) – mini virtual session</i>  District SIF – PIMSER PD
(KCWP 3) 3. School leadership and teachers will ensure the appropriate assessment design is used that will best evaluate the level of student learning.	<b>3a. Test Prep Strategies: (IP 1.3, 2.5, 3.1)</b> Teachers will utilize agreed upon test prep strategies: (i.e. RACE for Reading, CUBES for math, consistency with reading and math vocabulary K-12 – language from the standards, KDE rubrics for short answer & extended response questions, practice strategies with SA/ERs, KDE Blueprint, on-line practice, Timed Tests, and Writing Organizers). K-1 grades will utilize CUBES/RACE strategies through exposure and the whole group. 2- 4 grades will implement CUBES/RACE strategies with daily assignments as well as with unit/chapter tests.	Teachers and administrators will review and analyze Learning Checks and assessments through PLCS (Assessment Protocol/Data Analysis Protocols).	Teachers and administrators will review assessments monthly and Learning Checks quarterly during PLC meetings, faculty meetings and district data meetings.	None	
	<b>3b. Learning Checks: (IP 1.3, 2.5, 3.1)</b> 4 <sup>th</sup> grade teachers will utilize KPREP 4 <sup>th</sup> grade science assessment format utilizing the KDE Blueprint and PIMSER test banks. Teachers will continue to score short answers and extended responses after each learning check as an elementary team. Thorough data analysis with an intentional action plan will follow-up after each learning check during PLC meetings (PDSA).	Teachers and administrators will review and analyze 4 <sup>th</sup> grade science learning checks during PLC meetings, document data in electronic data notebooks, and chart proficiency/growth and complete the PDSA process.	Teachers and administrators review 4 <sup>th</sup> grade Science Learning Checks at least twice a year (Winter/Spring) during PLC meetings, faculty meetings and district data meetings.	School Allocations	



		<p><b>3c. Writing Folders: (IP 2.5)</b> Administration will review and revise the current FCES writing plan with staff. Teachers will then utilize the writing plan and matrix to guide writing instruction encompassing power standards, language standards &amp; composition standards.</p>	<p>Individual student writing folders and report cards will document student growth with the three types of writing standards.</p>	<p>Individual student writing folders will be monitored each semester</p>	<p>FRYSC</p>
		<p><b>3d. Short Answer/Extended Response Writing with Science Assessments: (IP 1.3, 2.5, 3.1)</b> 4<sup>th</sup> grade teachers will utilize short answer and extended response assessment questions with summative assessments. 2<sup>nd</sup>/3<sup>rd</sup> grade teachers will do the same with short answer responses. K -1 grade teachers will expose their students' whole group to short answer responses.</p>	<p>Students will show an increase in scores with short answers and extended responses based on 4<sup>th</sup> grade science learning checks utilizing the KDE SA/ER rubrics and <i>Amplify Science</i> Unit assessments.</p>	<p>4<sup>th</sup> grade student's science short answers and extended responses will be monitored through the longitudinal data excel sheet, electronic data notebooks, and action plans will follow based on remediation, celebration, and goal setting (PDSA).</p>	<p>None</p>

### 3: Achievement Gap

Goal 3: FCES will increase the average combined Reading and Mathematics Proficiency rates for all students in the GAP Group (Consolidated Student Group) from 11.25% to 44.15% by 2023.

Objective	Strategy	Activities	Measure of Success	Progress Monitoring	Funding
<p><b>Objective 1:</b> FCES will increase the average combined Reading and Mathematics Proficiency rates for all students in the GAP Group (Consolidated Student Group) by May 2021 as measured by the state assessment from 11.25% to 37.95%.</p> <p><b>Objective 2:</b> FCES will increase the Reading Proficiency rates for all students in the GAP Group (Consolidated Student Group) by May 2021 as measured by the state assessment from 15% to 39%.</p> <p><b>Objective 3:</b> FCES will increase the Math Proficiency rates for all students in the GAP Group (Consolidated Student Group) by May 2021 as measured by the state assessment from 7.5% to 36.9%.</p>	<p>(KCWP 2) 1. A system will be reviewed and revised to ensure Tier1, Tier II and Tier III instructional needs are met and next steps for improvement are identified.</p>	<p><b>1a. RtI or WIN System: (IP 1.3)</b> Administration and staff reviewed, evaluated, and revised WIN Program based on Intervention effectiveness. Program took on a new look with a direct focus on interventions (enrichment and remediation) to meet each student’s individual learning needs.</p> <p>New Plan: 1) Master schedule revamped to include math and reading WIN time 30 min. plus daily, 2) 4 groupings – teacher group/interventionist group and 2 iReady computer groups, 3) chrome book computers and mobile lab for iReady interventions (2<sup>nd</sup> – 4<sup>th</sup> grade one-to-one with technology and k/1 one-to-two with technology), 4) K-1 15 minute daily rotation – weekly rotation and 2-4 30 minute daily rotation – bimonthly rotation, 5) WIN lesson plan template, 6) Intervention walk through schedule, 7) Intervention walk through instrument, and 8) Interventionist PLC group formed.</p> <p><b>1b. Interventions/new lesson plan template: (IP 1.3)</b> K-1 Teachers will utilize <i>Saxon Phonics/Reading Street</i> and <i>Go Math</i> interventions, 2 – 4 Teachers will utilize <i>Reading Street</i> and <i>Go Math</i> interventions. Interventionists will</p>	<p>Electronic Data Notebooks and longitudinal data google sheet intervention groups will reflect a decrease in Tier III grouping and an increase in Tier II and I groupings.</p> <p>iReady Benchmark Assessments and Learning Checks will show an increase in proficiency and an increase in growth.</p> <p>Intervention walk through instrument will show multiple opportunities to respond during WIN time.</p>	<p>Administration and teachers will examine reading and math data from iReady benchmark assessments and learning checks three times a year. Data from both will be shared with the District admin team. (Tentative dates: Fall - iReady benchmark assessment #1- August/LC #1 – Sept., Winter – iReady benchmark assessment #2 – Dec./LC #2 – Jan., and Spring – iReady benchmark assessment #3 – April/LC #3 – March.)</p> <p>Teachers will conference individually with administration after each benchmark assessment reading and math as well as update data boards and intervention groups.</p>	<p>School Allocations Title I</p> <p>District SIF - Purchase K-2 grades Barron Coach books and 3-4 grades Triumph Coach books</p>

		<p>use iReady interventions and supplemental material from the iReady teacher toolbox. Also, both groups will utilize the Barron Coach books (K-2 grades) and Triumph Coach books (3/4 grades) as additional supplemental resources for mini intervention lessons. iReady computer-based program will also be utilized to meet individual student needs (enrichment/remediation).</p> <p>Interventionists and grade level teachers will complete a weekly intervention lesson plan with differentiated instruction for each of their four groups (template shared in google docs.). Grade level teachers will make a copy of intervention LPs on Mondays, and it will be displayed outside their classroom door.</p>	<p>Students will show an increase in proficiency based on iReady individual student learning plans.</p> <p>Intervention lesson plans will be filled out weekly on schedule by both the interventionist and grade level teacher documented in google docs and by the intervention walkthrough instrument. Also, differentiation with lessons will be noted on LPs.</p>	<p>Teachers will conference individually with each student after each benchmark assessment reading and math with a direct focus on strengths, weaknesses, and goal setting.</p> <p>iReady student usage K-4 and percentage proficient will be posted weekly in the FCES Pilot Newsletter.</p> <p>Data checks will take place every 6 weeks with intervention walk through schedule (trends and patterns with intervention lesson plans will be noted).</p>	
		<p><b>1c. Electronic Data Notebooks: (IP 1.3)</b> Teachers will document the following scores in their electronic data notebooks: iReady scores (3x), learning check scores (2 to 3x), fluency checks, power standards (R, W,M), <i>Reading Street</i> unit tests and <i>Go Math</i> chapter tests. Teachers will conference with students about growth/proficiency and establish new goals after each iReady benchmark assessment administration for both reading and math.</p>	<p>Teachers will update electronic data notebooks after each oral and/or written tests or check for understanding. Students will establish new iReady benchmark assessment goals after each testing period.</p>	<p>Teacher electronic data notebooks will be monitored by administration each nine weeks to ensure up-to-date scores and to check pacing with pacing guides/curriculum maps during professional learning communities.</p>	
		<p><b>1d. Mentoring Program:(IP 1.3/2.5)</b> K-1 is partnering with high school students to work with/mentor students.</p>	<p>Mentoring students will show progress as noted on teacher electronic data notebooks (i.e,</p>	<p>K-1 teachers will give an update on the HS Mentoring Program each nine weeks to administration during PLC time.</p>	<p>School Allocations FRYSC</p>

			fluency checks, power standards, recognition of letters and sounds, and Reading Street unit tests).		
		<p><b>1e. Interventionist (pullout program): (IP 1.3/2.5)</b> An interventionist has been hired for K-1 to support essential reading skills (phonics, phonemic awareness, fluency, vocabulary and comprehension).</p>	All students will show progress as noted on teacher electronic data notebooks (i.e, fluency checks, power standards, recognition of letters and sounds, and Reading Street unit tests).	Interventionists will give a report on student progress each nine weeks to administration and K-1 teachers during PLC time.	COVID Relief
		<p><b>1f. Intervention Walk Through Instrument and Schedule: (IP 1.3/2.5)</b> An Interventionist walk through instrument will be created to monitor WIN time weekly to ensure an effective intervention schedule.</p>	Intervention walk through instrument will show multiple opportunities to respond during WIN time.	Data checks will take place every 6 weeks with intervention walk through schedules (trends and patterns with intervention lesson plans and opportunities to respond will be noted).	
		<p><b>1g. Interventionist Professional Learning Community: (IP 1.3/2.5)</b> An Interventionist PLC time will be created for interventionists to share data, iReady teacher toolbox supplemental material and resources with each other and administration.</p>	iReady benchmark assessments will show a decrease in Tier III and an increase in Tier I and II.	Administration and teachers will examine reading and math data from iReady benchmark assessments three times a year.	
		<p><b>1h. Intervention Tutoring Services: (IP 1.3/2.5)</b> Students qualifying for Tier III services will be requested to participate in after school tutoring services .</p>	iReady benchmark assessments will show a decrease in Tier III and an increase in Tier I and II.	Plus/delta each month the program and follow through with action plans of deltas to ensure program success.	District SIF - Tutoring Services
	(KCWP 3) 2. School leadership and teachers will analyze the data to identify priorities and implement actionable steps that impact instruction/student learning.	<p><b>2. Benchmark Assessments: (IP 1.3/2.5)</b> K-4 Teachers will administer reading and math iReady benchmark assessments three times a year.</p>	iReady Benchmark Assessment and Learning Checks will show an increase in proficiency and an increase in growth.	Administration and teachers will examine reading and math data from iReady benchmark assessments and learning checks three times a year. Data from both will be shared with the District admin team. (Tentative dates: Fall - iReady benchmark assessment #1-	School Allocations Title I

		K-2 teachers will administer reading and math learning checks two times a year, and 3-4 teachers will administer reading and math learning checks three times a year.		August/LC #1 – Sept., Winter – iReady benchmark assessment #2 – Dec./LC #2 – Jan., and Spring – iReady benchmark assessment #3 – April/LC #3 – March.)	
	(KCWP 2) 3. Job embedded professional development will be provided to address GAP needs with Tier I instruction.	<b>3. Professional Development: (IP 3.1)</b> Teachers will attend and implement professional learning from the following PD sessions: co-teaching models (Dec. 2020 – 4 sessions), and Ruby Payne poverty training (summer 2021).	Professional Development measured by PD attendance documentation, lesson plans, walkthroughs, and learning check assessments with a direct focus on GAP scores.	Teachers and administrators will monitor PD during Learning Check data analysis administration and evaluate PD opportunities and needs in May of 2021.	Title II IDEA

#### 4: Growth

Goal 4: FCES will increase the percentage of student scoring growth points (50 or higher) in combined reading and mathematics scores from 44.35% to 100% by 2022.					
Objective	Strategy	Activities	Measure of Success	Progress Monitoring	Funding
<b>Objective 1:</b> FCES will increase the percentage of students scoring growth points (50 or higher) in combined reading and mathematics scores by May 2020 as measured by the state assessment from 44.35% to 75%.	(KCWP 2) 1. School leadership will ensure teachers implement and utilize the most appropriate and effective high yield strategies congruent to the intent of the learning target/standards.	<b>1a. Walk Through Instrument: (IP 1.3/2.5)</b> Administration and ER staff will continue to use a content walk through instrument focusing on standards, engagement and checking for understanding and will note trend data as well as establish goal setting with the teachers.	Walk Through Instrument utilized weekly in each classroom for data collections and tabulated for trends and goal setting.	Administrator and ER staff will analyze walk through data every 6 weeks according to walk through schedule. After that data review, the administration will share celebrations, concerns and goal setting with staff at the following faculty meeting as noted on the instructional calendar.	Title I
<b>Objective 2:</b> FCES will increase the percentage of students scoring growth points (50 or higher) in	(KCWP 2) 2. Job embedded professional development will be provided to ensure instructional strategies foster	<b>2a. Professional Development: (IP 3.1)</b> Teachers and administration will continue to participate in professional learning from the book “Total Participation Techniques”	Opportunities to Respond or TPT techniques (both in-house and virtual) implemented into daily	Administrator and ER staff will analyze walk through data every 6 weeks according to walk through schedule. After that data review, the administration will share celebrations,	School Allocations

<p>reading scores by May 2020 as measured by the state assessment from 42.5% to 75%.</p> <p><b>Objective 3:</b> FCES will increase the percentage of students scoring growth points (50 or higher) in mathematic scores by May 2020 as measured by the state assessment from 46.2% to 75%.</p>	<p>cognitive engagement and active participation.</p>	<p>during faculty meetings/professional learning communities until engagement/participation strategies become an ingrained part of daily instruction.</p> <p>Teachers and administration will participate in virtual learning engagement strategies for professional learning during faculty meetings/professional learning communities. (i.e., Flipgrid, KAHOOT, waterfall chat, etc.)</p>	<p>instruction to increase active student participation and cognitive engagement will be noted in lesson plans as well as documented through the walk-through instruments.</p>	<p>concerns and goal setting (specifically looking at in-house as well as virtual “opportunities to respond” or TPT strategies) with staff at the following faculty meeting as noted on the instructional calendar.</p>	
	<p>(KCWP 3) 3. Job embedded professional development will be provided to ensure learning continues even during a Pandemic (COVID-19).</p>	<p><b>2b. Professional Development: (IP 3.1))</b>  Teachers and administration will continue to participate in mini virtual learning professional development during faculty meetings and PLCs. (i.e., google classrooms, zoom meetings, google meets, screencastify,etc.)</p> <p>Additional chrome books and carts have been ordered and will be received by January 2021. If schools are closed at the beginning of the year, a plan will be put in place to disperse chrome books to all students for ALL to have equal access to technology.</p>	<p>Teachers (100%) and students (50%) participate in virtual learning daily during NTI times or when school is closed.</p> <p>If school is closed for a period, each student (K-4) will have access to a chrome book (100% one to one) at home for virtual learning purposes.</p>	<p>Administration and teachers will reflect after each school closure (or every two weeks) with a plus/delta in regard to virtual learning to celebrate success and share with others and to address concerns in an immediate manner with an action plan.</p> <p>Administration and teachers will monitor student use of technology by logins and participation in google meets, zoom meetings and/or google classroom work. Students not in attendance for virtual learning will receive a phone call and/or home visit to rectify the situation.</p>	<p>District SIF – additional chrome books and carts</p>
	<p>(KCWP 2)  2. Processes &amp; protocols will be provided to ensure teachers/school leadership create and revise valid, congruent assessments (formative/summative) as well as analyze data to create and implement actionable next steps.</p>	<p><b>3a. PLC Protocols:(IP 1.3/2.5)</b>  Teachers will continue to utilize Assessment Protocols &amp; Data Analysis Protocols during professional learning communities with summative assessments and learning checks.</p>	<p>Teachers and administrators will review assessments and data analysis protocols during PLCs noting growth with writing balanced assessments and follow up with next steps from data analysis as noted in lesson plans and PLC minutes.</p>	<p>Teachers and administrators will review assessments and data analysis protocols monthly during PLC meetings.</p>	<p>Title I  Title II  School Allocations</p>

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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:

**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"/>
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**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
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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