

Comprehensive School Improvement Plan (CSIP)

Rationale

School improvement efforts are a collaborative process involving multiple stakeholders. Through the improvement planning process, leaders focus on priority needs, funding, and closing achievement gaps among identified subgroups of students. When implemented with fidelity, the Comprehensive School Improvement Plan (CSIP) cultivates an environment that promotes student growth and achievement.

While the focus of continuous improvement is student performance, the work must be guided by the aspects of teaching and learning that affect performance. An effective improvement process should address the contributing factors creating the learning environment (inputs) and the performance data (outcomes). Through the Needs Assessment for Schools, priorities were identified and processes, practices, and/or conditions were chosen for focus. This goal building template will assist your improvement team to address those priorities and outline your targets and the activities intended to produce the desired changes. Progress monitoring details will ensure that your plan is being reviewed regularly to determine the success of each strategy.

Please note that the objectives (short-term targets) set by your school under the Achievement Gap section of this planning template will be used by the district's superintendent to determine whether or not your school met its targets to reduce the gap in student achievement for any student group for two consecutive years as required by KRS 158.649. Likewise, operational definitions for each required planning component can be found on page 2 of the planning template.

For those schools operating a Title I Schoolwide Program, this plan meets the requirements of Section 1114 of the Every Student Succeeds Act as well as state requirements under 703 KAR 5:225. **No separate Schoolwide Program Plan is required.**

Requirements for Building an Improvement Plan

- The required goals for **elementary/middle schools** include the following:
 - State Assessment Results in reading and mathematics
 - State Assessment Results in science, social studies and writing
 - Achievement Gap
 - English Learner Progress
 - Quality of School Climate and Safety
- The required goals for **high schools** include the following:
 - State Assessment Results in reading and mathematics
 - State Assessment Results in science, social studies and writing
 - Achievement Gap
 - English Learner Progress
 - Quality of School Climate and Safety
 - Postsecondary Readiness
 - Graduation Rate

Alignment to Needs:

Results of the Phase Two needs assessment process should inform the development of the comprehensive school improvement plan. List the identified priorities below to be addressed in order to build staff capacity and increase student achievement.

Priorities/Concerns from Needs Assessment for Schools

List two or three of the greatest areas of weakness identified in question #5 of the Needs Assessment for Schools that will be thoroughly addressed in the strategies and activities outlined in this template.

One large area of concern is the observed regression in the district wide assessment data for the fall testing window. The following drops were made in proficiency in a year time span in math: 3rd: 3% decrease, 4th: 8% decrease, 5th: 5% decrease. The following drops were made in proficiency in a year time span in reading: 3rd: 9% decrease, 4th: 14% decrease. We have assessed this data, thoroughly, and found some holes within our current practice and disruptions that assisted in the low performance. It is our priority to bridge those gaps and clear up any misconceptions to promote growth on the winter assessment that will continue to the spring.

Processes, Practices, or Conditions to be Addressed from Key Elements Template

List two or three of the processes, practices, or conditions identified on the School Key Elements Template that the school will focus its resources and efforts upon and thoroughly address in the strategies and activities outlined in this template.

KCWP 2, 4, and 5

Indicator Scores

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

| Indicator | Status | Change |
|---|-----------------|---|
| State Assessment Results in reading and mathematics | 37% proficiency | Increase from 26.5% proficiency 2021-22 |
| State Assessment Results in science, social studies and writing | 36% proficiency | |
| English Learner Progress | NA | NA |
| Quality of School Climate and Safety | 75.45% | Increase from 72.5% proficiency 2021-22 |
| Postsecondary Readiness (high schools and districts only) | NA | NA |
| Graduation Rate (high schools and districts only) | NA | NA |

Explanations/Directions

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

| Objective | Strategy | Activities | Measure of Success | Progress Monitoring | Funding |
|--|---|--|---|---|---|
| <p>Schools should determine short-term objectives to be attained by the end of the current academic year. Objectives should address state assessment results and/or aligned formative assessments. There can be multiple objectives for each goal.</p> | <p>Describe your approach to systematically address a process, practice, or condition that was identified as a priority during the Needs Assessment for Schools. There can be multiple strategies for each objective. The strategy can be based upon Kentucky's six (6) Key Core Work Processes or another established improvement approach (i.e. <i>Six Sigma, Shipley, Baldrige, etc.</i>).</p> | <p>Describe the actionable steps the school will take to deploy the chosen strategy. There can be multiple activities for each strategy.</p> | <p>List the criteria that will gauge the impact of your work. The measures may be quantitative or qualitative but are observable in some way. Consider measures of input as well as outcomes for both staff and students.</p> | <p>Describe the process used to assess the implementation of the plan, the rate of improvement, and the effectiveness of the plan. Your description should include the artifacts to be reviewed, specific timelines, and responsible individuals.</p> | <p>List the specific federal, state, or local funding source(s) used to support each improvement initiative. If your school is a recipient of Title I, Part A funds, your CSIP serves as your annual plan and must indicate how Title I funds are utilized to carry out the planned activities.</p> |

1: State Assessment Results in Reading and Mathematics

| Goal 1 (State your reading and math goal.): By 2025, 70% of all students will be proficient in reading and math | | | | | |
|---|--|---|--|--|----------------------|
| Objective | Strategy | Activities | Measure of Success | Progress Monitoring | Funding |
| Objective 1: By 2024, 56% of all students will be proficient in reading. | KCWP 1 Ensure that vertical curriculum mapping is occurring to identify instructional gaps, including planning for the introduction of the standard, development and gradual release phases at standards mastery. | Implementation of new pacing guides and curriculum that align with Kentucky standards. | Common district assessments and screening and diagnostic assessments data. | Monitored in weekly PLC meetings by teachers, instructional coach, other certified staff, and principal. | \$30,000 ESSR (2023) |
| | | Students in grades 3-5 will have departmentalized instruction with each teacher responsible for specific content/standards. | Common district assessments and screening and diagnostic assessments data. | Monitored in weekly PLC meetings by teachers, instructional coach, other certified staff, and principal. | \$0 |
| | KCWP 6 Establishing learning culture and environment to ensure behaviors are monitored and modeled among staff, faculty, and students. | Highly qualified teachers in grades K-5 will meet in vertical teams to revise priority standards through the PLC process. | Common district assessments and screening and diagnostic assessments data. | Monitored in weekly PLC meetings by teachers, instructional coach, other certified staff, and principal. | \$0 |
| | | ELA Cohort Meetings occur monthly, allowing teachers to discuss the new pacing guides and create alignment between both elementary schools. | Common district assessments and screening and diagnostic assessments data. | Monitored in weekly PLC meetings by teachers, instructional coach, other certified staff, and principal. | \$0 |
| | KCWP 2 Design and deliver instruction: Addressing the process will ensure that students receive best practice instruction. | Revision of master schedule to allow ample time in content area classes and minimize disruption throughout the day. | Common district assessments and screening and diagnostic assessments data. | Monitored in weekly PLC meetings by teachers, instructional coach, other certified staff, and principal. | \$0 |
| | | Classroom walkthroughs by Supervisor of Instruction, with consultation to follow. | Common district assessments and screening and diagnostic assessments data. | Monitored in weekly PLC meetings by teachers, instructional coach, other certified staff, and principal. | \$0 |

| Goal 1 (State your reading and math goal.): By 2025, 70% of all students will be proficient in reading and math | | | | | |
|---|--|--|--|--|----------------------|
| Objective | Strategy | Activities | Measure of Success | Progress Monitoring | Funding |
| Objective 2: By 2024, 54% of all students will be proficient in math. | KCWP 1 Ensure that vertical curriculum mapping is occurring to identify instructional gaps, including planning for the introduction of the standard, development and gradual release phases at standards mastery. | Classroom walkthroughs by Supervisor of Instruction, with consultation to follow. | Common district assessments and screening and diagnostic assessments data. | Monitored in weekly PLC meetings by teachers, instructional coach, other certified staff, and principal. | \$0 |
| | | Implementation of new pacing guides and curriculum that align with Kentucky standards. | Common district assessments and screening and diagnostic assessments data. | Monitored in weekly PLC meetings by teachers, instructional coach, other certified staff, and principal. | \$30,000 ESSR (2023) |
| | KCWP 6 Establishing learning culture and environment to ensure behaviors are monitored and modeled among staff, faculty, and students. | Students in grades 3-5 will have departmentalized instruction with each teacher responsible for specific content/standards. | Common district assessments and screening and diagnostic assessments data. | Monitored in weekly PLC meetings by teachers, instructional coach, other certified staff, and principal. | \$0 |
| | | Highly qualified teachers in grades K-5 will meet in vertical teams to revise priority standards through the PLC process. | Common district assessments and screening and diagnostic assessments data. | Monitored in weekly PLC meetings by teachers, instructional coach, other certified staff, and principal. | \$0 |
| | KCWP 2 Design and deliver instruction: Addressing the process will ensure that students receive best practice instruction. | Math Cohort Meetings occur monthly, allowing teachers to discuss the new pacing guides and create alignment between both elementary schools. | Common district assessments and screening and diagnostic assessments data. | Monitored in weekly PLC meetings by teachers, instructional coach, other certified staff, and principal. | \$0 |
| | | Revision of master schedule to allow ample time in content area classes and minimize disruption throughout the day. | Common district assessments and screening and diagnostic assessments data. | Monitored in weekly PLC meetings by teachers, instructional coach, other certified staff, and principal. | \$0 |

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

| Goal 2 (State your science, social studies, and writing goal.): By 2025, 70% of all students will be proficient in science, social studies, and writing. | | | | | |
|--|---|---|--|---|---------|
| Objective | Strategy | Activities | Measure of Success | Progress Monitoring | Funding |
| Objective 1: By 2024, 49% of all students will be proficient in science. | KCWP 2 Design and deliver instruction: Addressing this process will ensure that students receive best practice instruction. | Through the PLC process teachers will work with an instructional coach to analyze best practices strategies to implement to increase proficiency. | Common district assessments and screening and diagnostic assessments data. | Monitored in weekly PLC meetings by teachers, instructional coach, other certified staff, and principal. | \$0 |
| | | Students in grades 3-5 will have departmentalized instruction with each teacher responsible for specific content/standards. | Common district assessments and screening and diagnostic assessments data. | Monitored in weekly PLC meetings by teachers, instructional coach, other certified staff, and principal. | \$0 |
| | KCWP 6 Establishing learning culture and environment to ensure behaviors are monitored and modeled among staff, faculty, and students. | Students will have access to an after-school instructional support program to improve access for students and to improve the learning culture. | Common district assessments and screening and diagnostic assessments data. | Monitored in weekly PLC meetings by teachers, instructional coach, other certified staff, and principal. | \$0 |
| | | Teacher attendance at WKEC co-op meetings to dive deeper into KY standards, student application, and assessment. | Common district assessments and screening and diagnostic assessments data. | Monitored in weekly PLC meetings by teachers, instructional coach, other certified staff, and principal. | \$100 |
| | | Implementation of 4H practices into the science classroom to increase student participation and involvement. | Common district assessments and screening and diagnostic assessments data. | Monitored in weekly PLC meetings by teachers, instructional coach, other certified staff, and principal. | \$0 |
| | | Computer programs that measure student growth and success, with a diagnostic for standards needing attention. | Common district assessments and screening and diagnostic assessments data. | IXL. Monitored in weekly PLC meetings by teachers, instructional coach, other certified staff, and principal. | \$3,000 |

| Goal 2 (State your science, social studies, and writing goal.): By 2025, 70% of all students will be proficient in science, social studies, and writing. | | | | | |
|--|---|---|--|---|---------|
| Objective | Strategy | Activities | Measure of Success | Progress Monitoring | Funding |
| Objective 2: By 2024, 54% of all students will be proficient in social studies. | KCWP 2 Design and deliver instruction: Addressing this process will ensure that students receive best practice instruction. | Through the PLC process teachers will work with an instructional coach to analyze best practices strategies to implement to increase proficiency. | Common district assessments and screening and diagnostic assessments data. | Monitored in weekly PLC meetings by teachers, instructional coach, other certified staff, and principal. | \$0 |
| | | Students in grades 3-5 will have departmentalized instruction with each teacher responsible for specific content/standards. | Common district assessments and screening and diagnostic assessments data. | Monitored in weekly PLC meetings by teachers, instructional coach, other certified staff, and principal. | \$0 |
| | KCWP 6 Establishing learning culture and environment to ensure behaviors are monitored and modeled among staff, faculty, and students. | Students will have access to an after-school instructional support program to improve access for students and to improve the learning culture. | Common district assessments and screening and diagnostic assessments data. | Monitored in weekly PLC meetings by teachers, instructional coach, other certified staff, and principal. | \$0 |
| | | Teacher attendance at WKEC co-op meetings to dive deeper into KY standards, student application, and assessment. | Common district assessments and screening and diagnostic assessments data. | Monitored in weekly PLC meetings by teachers, instructional coach, other certified staff, and principal. | \$100 |
| | | Computer programs that measure student growth and success, with a diagnostic for standards needing attention. | Common district assessments and screening and diagnostic assessments data. | IXL. Monitored in weekly PLC meetings by teachers, instructional coach, other certified staff, and principal. | \$3,000 |
| Objective 3: By 2024, 54% of all students will be proficient in writing. | KCWP 2 Design and deliver instruction: Addressing this process will ensure that | Through the PLC process teachers will work with an instructional coach to analyze best practices strategies to implement to increase proficiency. | Common district assessments and screening and diagnostic assessments data. | Monitored in weekly PLC meetings by teachers, instructional coach, other certified staff, and principal. | \$0 |

Goal 2 (State your science, social studies, and writing goal.): By 2025, 70% of all students will be proficient in science, social studies, and writing.

| Objective | Strategy | Activities | Measure of Success | Progress Monitoring | Funding |
|-----------|---|--|--|--|---------|
| | students receive best practice instruction. | Students in grades 3-5 will have departmentalized instruction with each teacher responsible for specific content/standards. | Common district assessments and screening and diagnostic assessments data. | Monitored in weekly PLC meetings by teachers, instructional coach, other certified staff, and principal. | \$0 |
| | KCWP 6 Establishing learning culture and environment to ensure behaviors are monitored and modeled among staff, faculty, and students. | Students will have access to an after-school instructional support program to improve access for students and to improve the learning culture. | Common district assessments and screening and diagnostic assessments data. | Monitored in weekly PLC meetings by teachers, instructional coach, other certified staff, and principal. | \$0 |
| | | Teacher attendance at WKEC co-op meetings to dive deeper into KY standards, student application, and assessment. | Common district assessments and screening and diagnostic assessments data. | Monitored in weekly PLC meetings by teachers, instructional coach, other certified staff, and principal. | \$0 |
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3: Achievement Gap

KRS 158.649 requires the school-based decision making (SBDM) council, or the principal if no council exists, to set the school's yearly targets for eliminating any achievement gap. The targets should be established with input from parents, faculty, and staff and submitted to the superintendent for consideration and the local board of education for adoption. In addition to being a statutory requirement, intentionally focusing on the achievement gaps that exist among a school’s underserved student populations is also a vital component of the continuous improvement process. Schools should use a variety of measures and analysis when conducting its review of its achievement gaps, including a review of the school’s climate and culture. Schools are not required to establish long term achievement gap goals; however, schools must establish yearly targets (objectives).

| Achievement Gap Goal: By 2025, 70% of all students will be proficient in reading and math | | | | | |
|---|--|---|--|--|----------------------|
| Objective | Strategy | Activities | Measure of Success | Progress Monitoring | Funding |
| Objective 1: By 2024, 56% of all students will be proficient in reading. | KCWP 1 Ensure that vertical curriculum mapping is occurring to identify instructional gaps, including planning for the introduction of the standard, development and gradual release phases at standards mastery. | Implementation of new pacing guides and curriculum that align with Kentucky standards. | Common district assessments and screening and diagnostic assessments data. | Monitored in weekly PLC meetings by teachers, instructional coach, other certified staff, and principal. | \$30,000 ESSR (2023) |
| | | Students in grades 3-5 will have departmentalized instruction with each teacher responsible for specific content/standards. | Common district assessments and screening and diagnostic assessments data. | Monitored in weekly PLC meetings by teachers, instructional coach, other certified staff, and principal. | \$0 |
| | KCWP 6 Establishing learning culture and environment to ensure behaviors are monitored and modeled among staff, faculty, and students. | Highly qualified teachers in grades K-5 will meet in vertical teams to revise priority standards through the PLC process. | Common district assessments and screening and diagnostic assessments data. | Monitored in weekly PLC meetings by teachers, instructional coach, other certified staff, and principal. | \$0 |
| | | ELA Cohort Meetings occur monthly, allowing teachers to discuss the new pacing guides and create alignment between both elementary schools. | Common district assessments and screening and diagnostic assessments data. | Monitored in weekly PLC meetings by teachers, instructional coach, other certified staff, and principal. | \$0 |
| | KCWP 2 Design and deliver instruction: Addressing the process will ensure that | Revision of master schedule to allow ample time in content area classes and minimize disruption throughout the day. | Common district assessments and screening and diagnostic assessments data. | Monitored in weekly PLC meetings by teachers, instructional coach, other certified staff, and principal. | \$0 |

| Achievement Gap Goal: By 2025, 70% of all students will be proficient in reading and math | | | | | |
|---|--|---|--|--|----------------------|
| Objective | Strategy | Activities | Measure of Success | Progress Monitoring | Funding |
| | students receive best practice instruction. | Implementation of specific RTI time that maximizes on student deficit, focusing truly on tier II and tier III students. | Common district assessments and screening and diagnostic assessments data. | Monitored in weekly PLC meetings by teachers, instructional coach, other certified staff, and principal. | \$0 |
| | | Classroom walkthroughs by Supervisor of Instruction, with consultation to follow. | Common district assessments and screening and diagnostic assessments data. | Monitored in weekly PLC meetings by teachers, instructional coach, other certified staff, and principal. | \$0 |
| Objective 2: By 2024, 54% of all students will be proficient in math. | KCWP 1 Ensure that vertical curriculum mapping is occurring to identify instructional gaps, including planning for the introduction of the standard, development and gradual release phases at standards mastery. | Classroom walkthroughs by Supervisor of Instruction, with consultation to follow. | Common district assessments and screening and diagnostic assessments data. | Monitored in weekly PLC meetings by teachers, instructional coach, other certified staff, and principal. | \$0 |
| | | Implementation of new pacing guides and curriculum that align with Kentucky standards. | Common district assessments and screening and diagnostic assessments data. | Monitored in weekly PLC meetings by teachers, instructional coach, other certified staff, and principal. | \$30,000 ESSR (2023) |
| | KCWP 6 Establishing learning culture and environment to ensure behaviors are monitored and modeled among staff, faculty, and students. | Students in grades 3-5 will have departmentalized instruction with each teacher responsible for specific content/standards. | Common district assessments and screening and diagnostic assessments data. | Monitored in weekly PLC meetings by teachers, instructional coach, other certified staff, and principal. | \$0 |
| | | Highly qualified teachers in grades K-5 will meet in vertical teams to revise priority standards through the PLC process. | Common district assessments and screening and diagnostic assessments data. | Monitored in weekly PLC meetings by teachers, instructional coach, other certified staff, and principal. | \$0 |

| Achievement Gap Goal: By 2025, 70% of all students will be proficient in reading and math | | | | | |
|---|---|--|--|--|---------|
| Objective | Strategy | Activities | Measure of Success | Progress Monitoring | Funding |
| | KCWP 2 Design and deliver instruction: Addressing the process will ensure that students receive best practice instruction. | Math Cohort Meetings occur monthly, allowing teachers to discuss the new pacing guides and create alignment between both elementary schools. | Common district assessments and screening and diagnostic assessments data. | Monitored in weekly PLC meetings by teachers, instructional coach, other certified staff, and principal. | \$0 |
| | | Revision of master schedule to allow ample time in content area classes and minimize disruption throughout the day. | Common district assessments and screening and diagnostic assessments data. | Monitored in weekly PLC meetings by teachers, instructional coach, other certified staff, and principal. | \$0 |
| | | Implementation of specific RTI time that maximizes on student deficit, focusing truly on tier II and tier III students. | Common district assessments and screening and diagnostic assessments data. | Monitored in weekly PLC meetings by teachers, instructional coach, other certified staff, and principal. | \$0 |

| Achievement Gap Goal: By 2025, 70% of all students will be proficient in science, social studies, and writing. | | | | | |
|--|--|---|--|--|---------|
| Objective | Strategy | Activities | Measure of Success | Progress Monitoring | Funding |
| Objective 3: By 2024, 49% of all students will be proficient in science. | KCWP 2 Design and deliver instruction: Addressing this process will ensure that students receive best practice instruction. | Through the PLC process teachers will work with an instructional coach to analyze best practices strategies to implement to increase proficiency. | Common district assessments and screening and diagnostic assessments data. | Monitored in weekly PLC meetings by teachers, instructional coach, other certified staff, and principal. | \$0 |
| | | Students in grades 3-5 will have departmentalized instruction with each teacher responsible for specific content/standards. | Common district assessments and screening and diagnostic assessments data. | Monitored in weekly PLC meetings by teachers, instructional coach, other certified staff, and principal. | \$0 |
| | KCWP 6 Establishing learning culture and environment to ensure | Students will have access to an after-school instructional support program to improve access for | Common district assessments and screening and | Monitored in weekly PLC meetings by teachers, instructional coach, other certified staff, and principal. | \$0 |

| Achievement Gap Goal: By 2025, 70% of all students will be proficient in science, social studies, and writing. | | | | | |
|--|--|---|--|---|---------|
| Objective | Strategy | Activities | Measure of Success | Progress Monitoring | Funding |
| | behaviors are monitored and modeled among staff, faculty, and students. | students and to improve the learning culture. | diagnostic assessments data. | | |
| | | Teacher attendance at WKEC co-op meetings to dive deeper into KY standards, student application, and assessment. | Common district assessments and screening and diagnostic assessments data. | Monitored in weekly PLC meetings by teachers, instructional coach, other certified staff, and principal. | \$100 |
| | | Implementation of 4H practices into the science classroom to increase student participation and involvement. | Common district assessments and screening and diagnostic assessments data. | Monitored in weekly PLC meetings by teachers, instructional coach, other certified staff, and principal. | \$0 |
| | | Computer programs that measure student growth and success, with a diagnostic for standards needing attention. | Common district assessments and screening and diagnostic assessments data. | IXL. Monitored in weekly PLC meetings by teachers, instructional coach, other certified staff, and principal. | \$3,000 |
| Objective 4: By 2024, 54% of all students will be proficient in social studies. | KCWP 2 Design and deliver instruction: Addressing this process will ensure that students receive best practice instruction. | Through the PLC process teachers will work with an instructional coach to analyze best practices strategies to implement to increase proficiency. | Common district assessments and screening and diagnostic assessments data. | Monitored in weekly PLC meetings by teachers, instructional coach, other certified staff, and principal. | \$0 |
| | | Students in grades 3-5 will have departmentalized instruction with each teacher responsible for specific content/standards. | Common district assessments and screening and diagnostic assessments data. | Monitored in weekly PLC meetings by teachers, instructional coach, other certified staff, and principal. | \$0 |
| | KCWP 6 Establishing learning culture and environment to ensure behaviors are monitored and | Students will have access to an after-school instructional support program to improve access for students and to improve the learning culture. | Common district assessments and screening and diagnostic assessments data. | Monitored in weekly PLC meetings by teachers, instructional coach, other certified staff, and principal. | \$0 |

| Achievement Gap Goal: By 2025, 70% of all students will be proficient in science, social studies, and writing. | | | | | |
|--|---|---|--|---|---------|
| Objective | Strategy | Activities | Measure of Success | Progress Monitoring | Funding |
| | modeled among staff, faculty, and students. | Teacher attendance at WKEC co-op meetings to dive deeper into KY standards, student application, and assessment. | Common district assessments and screening and diagnostic assessments data. | Monitored in weekly PLC meetings by teachers, instructional coach, other certified staff, and principal. | \$100 |
| | | Computer programs that measure student growth and success, with a diagnostic for standards needing attention. | Common district assessments and screening and diagnostic assessments data. | IXL. Monitored in weekly PLC meetings by teachers, instructional coach, other certified staff, and principal. | \$3,000 |
| | | | | | |
| Objective 5: By 2024, 54% of all students will be proficient in writing. | KCWP 2 Design and deliver instruction: Addressing this process will ensure that students receive best practice instruction. | Through the PLC process teachers will work with an instructional coach to analyze best practices strategies to implement to increase proficiency. | Common district assessments and screening and diagnostic assessments data. | Monitored in weekly PLC meetings by teachers, instructional coach, other certified staff, and principal. | \$0 |
| | | Students in grades 3-5 will have departmentalized instruction with each teacher responsible for specific content/standards. | Common district assessments and screening and diagnostic assessments data. | Monitored in weekly PLC meetings by teachers, instructional coach, other certified staff, and principal. | \$0 |
| | KCWP 6 Establishing learning culture and environment to ensure behaviors are monitored and modeled among staff, faculty, and students. | Students will have access to an after-school instructional support program to improve access for students and to improve the learning culture. | Common district assessments and screening and diagnostic assessments data. | Monitored in weekly PLC meetings by teachers, instructional coach, other certified staff, and principal. | \$0 |
| | | Teacher attendance at WKEC co-op meetings to dive deeper into KY standards, student application, and assessment. | Common district assessments and screening and diagnostic assessments data. | Monitored in weekly PLC meetings by teachers, instructional coach, other certified staff, and principal. | \$0 |

4: English Learner Progress

| Goal 4 (State your English Learner goal.): By 2025, each ELL student will progress at least 2 levels on the ACCESS assessment. | | | | | |
|--|--|---|--------------------|--|---------|
| Objective | Strategy | Activities | Measure of Success | Progress Monitoring | Funding |
| Objective 1: By 2024, each ELL student will progress at least 1 level on the ACCESS assessment. | KCWP 2 Design and deliver instruction: Addressing this process will ensure that students receive best practice instruction. | Through the PLC process teachers will work with an instructional coach to analyze best practices strategies to implement to increase English language proficiency across all English Language Learner students. | Access Testing | Monitored in weekly PLC meetings by teachers, instructional coach, other certified staff, and principal. | \$0 |
| | | | | | |

5: Quality of School Climate and Safety

| Goal 5 (State your climate and safety goal.): By 2025, North Livingston Elementary School will receive an indicator score of “very high”. | | | | | |
|---|---|---|--------------------|--|---------|
| Objective | Strategy | Activities | Measure of Success | Progress Monitoring | Funding |
| Objective 1: By 2024, North Livingston Elementary School will receive an indicator score of “high” or better. | KCWP 6 Establishing learning culture and environment to ensure behaviors are monitored and modeled among staff, faculty, and students. | Through PLC’s teachers will review data and criteria associated with the scoring for the Accountability Indicator and Overall Cut Scores table. | Student Surveys | Monitored in weekly PLC meetings by teachers, instructional coach, other certified staff, and principal. | \$0 |
| | | Counselors develop small group instruction to target student needs and allow growth socially and emotionally. | Student Surveys | Monitored in weekly PLC meetings by teachers, instructional coach, other certified staff, and principal. | \$100 |
| | | Alignment of policies and procedures with student handbook and ensuring the implementation of those in classrooms, maintaining structured disciplinary actions. | Student Surveys | Monitored in weekly PLC meetings by teachers, instructional coach, other certified staff, and principal. | \$0 |
| | | Facilitating student discussion on appropriate student behaviors, focusing on school improvement | Student Surveys | Monitored in weekly PLC meetings by teachers, instructional coach, other certified staff, and principal. | \$0 |
| | | Teachers attending sessions at the WKEC co-op regarding social and emotional learning, along with managing students with specific needs and disabilities | Student Surveys | Monitored in weekly PLC meetings by teachers, instructional coach, other certified staff, and principal. | \$100 |