# 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

- o Postsecondary Readiness
- o Graduation Rate

## 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 proficiency, separate academic indicator, achievement gap, and growth. High schools must address 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** |
| Schools should determine short-term objectives to be attained by the end of the current academic year. There can be multiple objectives for each goal. | 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. *Six Sigma, Shipley, Baldridge, etc.*). | Describe the actionable steps that will occur to deploy the chosen strategy. There can be multiple activities for each strategy. | 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. | 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. | 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. |

## 1: State Assessment Results in reading and mathematics

| Goal 1 (State your reading and math goal.): Increase proficiency in math and reading by 10 points in elementary, middle, and high school. | | | | | |
|---|---|---|---|---|---|
| Objective | Strategy | Activities | Measure of Success | Progress Monitoring | Funding |
| Objective 1

Collaborate to increase the overall proficiency scores by at least 10 points in elementary, middle, and high school in reading and math by 2023 as measured by KY Summative Assessments | Curriculum Assessment and Alignment - Curriculum design team will review curriculum to ensure it is aligned to KCAS standards, Common Core standards, and Quality Core | Curriculum Assessment and Alignment - Curriculum design team will review curriculum to ensure it is aligned to KCAS standards, Common Core standards, and Quality Core | KY Summative Assessments | Analyze curriculum to identify gaps, Make necessary adjustments to curriculum, Utilize instructional resources aligned to KCAS, Teachers will review curriculum and provide feedback to administration for revisions as needed, On - going monitoring to ensure that teachers are implementing the curriculum using best practices for instruction and assessment. | No Funding Required |
| | Literacy Initiative - Administration will closely monitor iReady scores, and teachers will differentiate instruction and utilize the iReady Toolbox based on iReady scores to raise | Provide technical reading material for middle school students based on career interest identified in their ILP, Develop assignments for MS students where written technical instructions are followed to complete a technical process, Provide access to resources that support literacy planning in schools, School team meets to analyze the implementation processes of the writing policies and literacy plans, Identify gaps in literacy performances to determine professional development needed for instructional improvements, Administration monitors implementation of Literacy PD, | iReady Scores and KY Summative Assessments | Monitor will take place through walk throughs, assessment folders and instructional groups | No Funding Required |

| Goal 1 (State your reading and math goal.): Increase proficiency in math and reading by 10 points in elementary, middle, and high school. | | | | | |
|---|---|---|---|---|---|
| **Objective** | **Strategy** | **Activities** | **Measure of Success** | **Progress Monitoring** | **Funding** |
| | | Teachers meet to analyze student evidence, iReady scores, and learning strategies to determine instructional improvements, School content teams make necessary grade level or school wide adjustments to educational best practices as needed, Moby's adaptive curriculum creates a unique, individualized education plan for each student, allowing gifted students to progress as quickly as they like while simultaneously ensuring that remedial students get the extra instruction they need, All students in Grades 8 - 12 will complete 3 book projects, other than book reports, per year. | | | |
| | Math Initiative - Identify a Math Curriculum team to analyze school wide and student level math data<br><br>Hire a Math Interventionist for grades 3-8<br><br>Participate in CRRSA Mathematics Cohorts | Teachers meet to analyze student evidence, iReady scores, and learning strategies to determine instructional improvements, Focus on the implementaton of KCAS for math and Standards for Mathematical Practices, Teacher teams meet to determine and discuss how to best implement instructional improvements based on student level evidence and data, Teachers and leaders make | iReady Testing<br>Growth Monitoring | Monitor will take place through walk throughs, assessment folders and instructional groups | Price of iReady Toolbox and Instruction<br><br>ESSER Funds |

Goal 1 (State your reading and math goal.):  Increase proficiency in math and reading by 10 points in elementary, middle, and high school.

| Objective | Strategy | Activities | Measure of Success | Progress Monitoring | Funding |
|---|---|---|---|---|---|
| | | instructional planning adjustments as needed based on student evidence, Monitor curriculum adjustments and improvements, Moby's adaptive curriculum creates a unique, individualized education plan for each student, allowing gifted students to progress as quickly as they like while simultaneously ensuring that remedial students get the extra instruction they need | | | |
| | RTI / KSI - School will establish an intervention team that looks at academic and behavioral data for the school | Set academic and behavioral benchmarks and cut scores for the school, Consider large areas of student needs and meet as a PLC to develop plans to address gaps in instructional planning or student needs based on standards, Review school intervention resources that are available and update as needed, Develop a plan for Tier 2 and Tier 3 intervention services giving consideration to scheduling options, iReady's adaptive curriculum creates a unique, individualized education plan for each student, allowing gifted students to progress as quickly as they like while simultaneously ensuring that remedial students get the extra | | Monitor will take place through walk throughs, assessment folders and instructional groups | No Funding Required |

Goal 1 (State your reading and math goal.):  Increase proficiency in math and reading by 10 points in elementary, middle, and high school.

| Objective | Strategy | Activities | Measure of Success | Progress Monitoring | Funding |
|---|---|---|---|---|---|
| | | instruction they need, The Great Leaps Reading Program was designed to provide remedial reading practice to develop fluency for the emergent reader, concentrating on their prerequisite behaviors. | | | |
| | Individual Learning Plans - Each student will have an ILP tailored to their needs and differentiated based on their iReady scores, KY Summative Assessment scores | Intervention teams monitor student progress in interventions and make decisions about moves in and among tiers, Review and analyze intervention approaches and protocols to determine overall effectiveness, make necessary adjustments to RTI / KSI processes based on data, if needed. | | Monitor will take place through walk throughs, assessment folders and instructional groups | No Funding Required |
| | Best Practices - All students will be taught by highly qualified teachers using current best practices according to research studies that will give these students the best chance for success. | Gather transition data from early childhood providers to get to know the incoming learners, Provide school readiness definition to early childhood community and parents of incoming K students, Develop a plan for sharing results of the K screener to parents and Early Childhood community members, Assess all kindergarteners with the common statewide screener (BRIGANCE), Analyze data from the screener and multiple assessments, including results from prior settings, and classroom observations. | EPSB Highly Skilled Educators | Monitor will take place through walk throughs, assessment folders and instructional groups | No Funding Required |

| Goal 1 (State your reading and math goal.):  Increase proficiency in math and reading by 10 points in elementary, middle, and high school. | | | | | |
|---|---|---|---|---|---|
| Objective | Strategy | Activities | Measure of Success | Progress Monitoring | Funding |
| | | Consider scheduling options, Create a learning plan or profile for next steps of instruction for K students, Teachers implement the strategies for K -3 student learning outcomes.<br><br>Develop KOSSA / Work keys type questions as formative assessment items, All students will be assigned to a career pathway identified in their ILP's, Provide applied learning math/language arts lesson through PL/CS classes, Analyze student achievement by gap groups, relative to state (KY Summative Assessment) and district and school assessment systems, Design a review format for making ongoing modifications to instruction relative to the data, Continuously research and update bank of intervention strategies that are research based and matched to individual student needs with ways to determine effectiveness, Identify non-cognitive data such as attendance, behavior, and retention as a resource for identifying Gap students and their scores, Increase project based learning activities across all PL/CS curriculum, Define the use of instructional best | | | |

Goal 1 (State your reading and math goal.):  Increase proficiency in math and reading by 10 points in elementary, middle, and high school.

| Objective | Strategy | Activities | Measure of Success | Progress Monitoring | Funding |
|---|---|---|---|---|---|
| | | practices by all staff, Determine the assignment of staff (strength) to best serve the identified students. | | | |

## 2: State Assessment Results in science, social studies and writing

| Goal 2 (State your science, social studies, and writing goal.): Increase proficiency in science, social studies, and writing by 10 points in elementary, middle, and high school. | | | | | |
|---|---|---|---|---|---|
| Objective | Strategy | Activities | Measure of Success | Progress Monitoring | Funding |
| Objective 1<br><br>Collaborate to increase the overall proficiency scores by at least 10 points in elementary, middle, and high school in science, social studies, and writing by 2023 as measured by KY Summative Assessments | Curriculum Assessment and Alignment - Curriculum design team will review curriculum to ensure it is aligned to KCAS standards, Common Core standards, and Quality Core | Curriculum Assessment and Alignment - Curriculum design team will review curriculum to ensure it is aligned to KCAS standards, Common Core standards, and Quality Core | KY Summative Assessments | Analyze curriculum to identify gaps, Make necessary adjustments to curriculum, Utilize instructional resources aligned to KCAS, Teachers will review curriculum and provide feedback to administration for revisions as needed, On - going monitoring to ensure that teachers are implementing the curriculum using best practices for instruction and assessment. | No Funding Required |
| | Literacy Initiative - Administration will closely monitor iReady scores, and teachers will differentiate instruction and utilize the iReady Toolbox based on iReady scores to raise | Provide technical reading material for middle school students based on career interest identified in their ILP, Develop assignments for MS students where written technical instructions are followed to complete a technical process, Provide access to resources that support literacy planning in schools, School team meets to analyze the implementation processes of the writing policies and literacy plans, Identify gaps in literacy performances to determine professional development needed for instructional improvements, Administration monitors implementation of Literacy PD, | iReady Scores and KY Summative Assessments | Monitor will take place through walk throughs, assessment folders and instructional groups | No Funding Required |

| Goal 2 (State your science, social studies, and writing goal.): Increase proficiency in science, social studies, and writing by 10 points in elementary, middle, and high school. |
|---|

| Objective | Strategy | Activities | Measure of Success | Progress Monitoring | Funding |
|---|---|---|---|---|---|
|  |  | Teachers meet to analyze student evidence, iReady scores, and learning strategies to determine instructional improvements, School content teams make necessary grade level or school wide adjustments to educational best practices as needed, Moby's adaptive curriculum creates a unique, individualized education plan for each student, allowing gifted students to progress as quickly as they like while simultaneously ensuring that remedial students get the extra instruction they need, All students in Grades 8 - 12 will complete 3 book projects, other than book reports, per year. |  |  |  |
|  | Math Initiative - Identify a Math Curriculum team to analyze school wide and student level math data<br><br>Hire a Math Interventionist for grades 3-8<br><br>Participate in CRRSA Mathematics Cohorts | Teachers meet to analyze student evidence, iReady scores, and learning strategies to determine instructional improvements, Focus on the implementaton of KCAS for math and Standards for Mathematical Practices, Teacher teams meet to determine and discuss how to best implement instructional improvements based on student level evidence and data, Teachers and leaders make | iReady Testing<br>Growth Monitoring | Monitor will take place through walk throughs, assessment folders and instructional groups | Price of iReady Toolbox and Instruction<br><br>ESSER Funds |

| Goal 2 (State your science, social studies, and writing goal.): Increase proficiency in science, social studies, and writing by 10 points in elementary, middle, and high school. | | | | | |
|---|---|---|---|---|---|
| **Objective** | **Strategy** | **Activities** | **Measure of Success** | **Progress Monitoring** | **Funding** |
| | | instructional planning adjustments as needed based on student evidence, Monitor curriculum adjustments and improvements, Moby's adaptive curriculum creates a unique, individualized education plan for each student, allowing gifted students to progress as quickly as they like while simultaneously ensuring that remedial students get the extra instruction they need | | | |
| | RTI / KSI - School will establish an intervention team that looks at academic and behavioral data for the school | Set academic and behavioral benchmarks and cut scores for the school, Consider large areas of student needs and meet as a PLC to develop plans to address gaps in instructional planning or student needs based on standards, Review school intervention resources that are available and update as needed, Develop a plan for Tier 2 and Tier 3 intervention services giving consideration to scheduling options, iReady's adaptive curriculum creates a unique, individualized education plan for each student, allowing gifted students to progress as quickly as they like while simultaneously ensuring that remedial students get the extra | | Monitor will take place through walk throughs, assessment folders and instructional groups | No Funding Required |

| Goal 2 (State your science, social studies, and writing goal.): Increase proficiency in science, social studies, and writing by 10 points in elementary, middle, and high school. |
|---|

| Objective | Strategy | Activities | Measure of Success | Progress Monitoring | Funding |
|---|---|---|---|---|---|
| | | instruction they need, The Great Leaps Reading Program was designed to provide remedial reading practice to develop fluency for the emergent reader, concentrating on their prerequisite behaviors. | | | |
| | Individual Learning Plans - Each student will have an ILP tailored to their needs and differentiated based on their iReady scores, KY Summative Assessment scores | Intervention teams monitor student progress in interventions and make decisions about moves in and among tiers, Review and analyze intervention approaches and protocols to determine overall effectiveness, make necessary adjustments to RTI / KSI processes based on data, if needed. | | Monitor will take place through walk throughs, assessment folders and instructional groups | No Funding Required |
| | Best Practices - All students will be taught by highly qualified teachers using current best practices according to research studies that will give these students the best chance for success. | Gather transition data from early childhood providers to get to know the incoming learners, Provide school readiness definition to early childhood community and parents of incoming K students, Develop a plan for sharing results of the K screener to parents and Early Childhood community members, Assess all kindergarteners with the common statewide screener (BRIGANCE), Analyze data from the screener and multiple assessments, including results from prior settings, and classroom observations. | EPSB Highly Skilled Educators | Monitor will take place through walk throughs, assessment folders and instructional groups | No Funding Required |

| Goal 2 (State your science, social studies, and writing goal.): Increase proficiency in science, social studies, and writing by 10 points in elementary, middle, and high school. | | | | | |
|---|---|---|---|---|---|
| Objective | Strategy | Activities | Measure of Success | Progress Monitoring | Funding |
| | | Consider scheduling options, Create a learning plan or profile for next steps of instruction for K students, Teachers implement the strategies for K -3 student learning outcomes.<br><br>Develop KOSSA / Work keys type questions as formative assessment items, All students will be assigned to a career pathway identified in their ILP's, Provide applied learning math/language arts lesson through PL/CS classes, Analyze student achievement by gap groups, relative to state (KY Summative Assessment) and district and school assessment systems, Design a review format for making ongoing modifications to instruction relative to the data, Continuously research and update bank of intervention strategies that are research based and matched to individual student needs with ways to determine effectiveness, Identify non-cognitive data such as attendance, behavior, and retention as a resource for identifying Gap students and their scores, Increase project based learning activities across all PL/CS curriculum, Define the use of instructional best | | | |

| Goal 2 (State your science, social studies, and writing goal.): Increase proficiency in science, social studies, and writing by 10 points in elementary, middle, and high school. | | | | | |
|---|---|---|---|---|---|
| **Objective** | **Strategy** | **Activities** | **Measure of Success** | **Progress Monitoring** | **Funding** |
| | | practices by all staff, Determine the assignment of staff (strength) to best serve the identified students. | | | |

## 3: Achievement Gap

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

| Objective | Strategy | Activities | Measure of Success | Progress Monitoring | Funding |
|---|---|---|---|---|---|
| Objective 1<br><br>Collaborate to increase the average reading and math proficiency ratings for all students in the non-duplicated gap group by 10% by 2023. | Customer Service Initiative - Work to create a welcoming environment for students, their families and the community.<br>Identifying At -Risk Students - The school will develop a process for identifying and targeting students most at risk of failing | Encourage all teaching staff to participate in the Impact Survey, Develop, disseminate, and collect surveys from families, students and the school community, Review policies and procedures within the school to see how inviting and family friendly our school is, Committee will meet 2 - 3 times per year to identify steps in maintaining a welcoming environment for students, their families and the community, Analyze results of surveys to inform implementation of Parent Involvement practices, Analyze TELL survey results at the leadership level and at the staff level, The Kentucky Center for School Safety completed a safe school assessment of our school, policies and procedures, Faculty, Staff, Parents and Students were all surveyed during the safe school assessment. The KCSS staff also conducted interviews, a campus | KY Summative Assessments iReady | Monitor will take place through walk throughs, assessment folders and instructional groups | Price of iReady Toolbox and Instruction |

| Objective | Strategy | Activities | Measure of Success | Progress Monitoring | Funding |
|---|---|---|---|---|---|
| | | visit, and reviewed our emergency management procedures and discipline code. Based on their findings they provided us with a report that we used to make necessary changes. | | | |
| | | Persistence to Graduation Tool, iReady screening for Math and Reading, Collecting Non Cognitive Data, Research parental involvement strategies, Parent Involvement, Cradle School | Persistence to Graduation Tool iReady Cradle School | Monitor will take place through walk throughs, assessment folders and instructional groups | Price of iReady Toolbox and Instruction |
| | Digital Learning - We will make every attempt to integrate digital learning into the curriculum. | Ensure that technology needs are met (such as internet access) and that equity issues are addressed, Create a plan to determine the content area(s) that will be targeted based on student test results and a process for monitoring the digital content integration, Train teachers in using and integrating digital resources that align with standards in the selected content area(s), Collect data to assess the effectiveness of the digital content and delivery and make adjustments accordingly, Administration conducts weekly walk throughs on all teachers, monitoring teaching and learning activities and technology use. | | Monitor will take place through walk throughs, assessment folders and instructional groups | No Funding Required |

## 4: English Learner Progress

| Goal 4 (State your English Learner goal.): Not Applicable | | | | | |
|---|---|---|---|---|---|
| Objective | Strategy | Activities | Measure of Success | Progress Monitoring | Funding |
| Objective 1 | | | | | |
| | | | | | |
| | | | | | |
| | | | | | |
| | | | | | |
| | | | | | |
| Objective 2 | | | | | |
| | | | | | |
| | | | | | |
| | | | | | |
| | | | | | |
| | | | | | |

## 5: Quality of School Climate and Safety

Goal 5 (State your climate and safety goal.):  The District will maintain the needs for security and safety systems to protect facilities and ensure a safe and secure learning environment for students and staff with an audit proficiency reaching 100% on all safety measures.

| Objective | Strategy | Activities | Measure of Success | Progress Monitoring | Funding |
|---|---|---|---|---|---|
| Objective 1

The District will maintain the needs for security and safety systems to protect facilities and ensure a safe and secure learning environment for students and staff with an audit proficiency reaching 100% on all safety measures. | A Safety Task Force will be created to meet on a regular basis with a focus on safety accountability. This group will be made up of various stakeholders such as first responders, administration, teachers, and parents. The group will also evaluate progress on safety as well as set safety goals. | Quarterly Meetings | | Meeting Minutes | No Funding Required |
| | The District will annually review emergency operations plans to ensure they are up-to-date. Emergency operation plans will also be made available online for staff members with appropriate security clearance. This will include a variety of supporting materials as well (approach routes, aerial views, building assessment, camera locations, classroom emergency kits contents, command posts, fire exits, floor plans, incident command chart, intruder response training materials, maps, material safety data | Yearly Meeting | | Meeting Minutes
Up to Date Emergency Plan | No Funding Required |

Goal 5 (State your climate and safety goal.):  The District will maintain the needs for security and safety systems to protect facilities and ensure a safe and secure learning environment for students and staff with an audit proficiency reaching 100% on all safety measures.

| Objective | Strategy | Activities | Measure of Success | Progress Monitoring | Funding |
|---|---|---|---|---|---|
| | sheets, photos, radio frequencies, secondary off-site locations, staff information, tactical decision-making, threat assessment, terrorism risk matrix, transportation, quick reference guide, utility shutoffs. | | | | |
| | The District will generate quick reference guides, which are an abbreviated version of the District emergency operations plan. These guides give specific directions on what to do for various emergency events. These guides will be provided to all staff members | Summer Workshop | | Quick Reference Guides | Print cost of quick reference guides |
| | First responders will conduct regular training in various schools around the District. This will allow for practice of response and familiarity with the facility. | Twice a year | | | No Funding Required |

## 6: Postsecondary Readiness (high school only)

| Goal 6 (State your postsecondary goal.):   Augusta Independent will meet the 2023 delivery targets for GAP students as measured by the Kentucky Accountability System | | | | | |
|---|---|---|---|---|---|
| **Objective** | **Strategy** | **Activities** | **Measure of Success** | **Progress Monitoring** | **Funding** |
| Objective 1<br><br>Collaborate to and decrease novices by 50% by 2023 as measured by Kentucky Accountability System | Instructional Rigor and Student Engagement - Strategy will ensure that students are being taught with instructional rigor and engaging students daily to help them make the necessary improvements. IT will be implemented by each classroom teacher and monitored by administration | Using differentiated strategies, Scaffolded Instruction, Effective Questioning and Discussion, Meaningful Opportunities for students, Teachers challenge students daily, Variety of learning resources, Inquiry skill development, Learning targets and criteria for success, Learns from a variety of texts | KY Summative Assessments | Teachers will instruct the complex processes, concepts and principles of Math contained in state and national standards using differentiated strategies that make instruction accessible to all students, Math teachers will scaffold instruction to help students reason and develop problem solving strategies, Teacher orchestrates effective classroom discussions, questioning, and learning tasks that promote high-order thinking skills, Teachers provide meaningful learning opportunities for students, Teachers challenge students daily to think deeply about problems and<br>models a variety of ways to arrive at a solution, Teacher will integrate a variety of learning resources with classroom instruction to increase learning opportunities, Teacher integrates the application of inquiry skills into learning experiences, Teachers identify learning targets and criteria for success and the students understand these,  Students read with understanding from a variety of texts. | No Funding Required |

| Goal 6 (State your postsecondary goal.):   Augusta Independent will meet the 2023 delivery targets for GAP students as measured by the Kentucky Accountability System |||||||
|---|---|---|---|---|---|---|
| Objective | Strategy | Activities | Measure of Success | Progress Monitoring | Funding |
|  | Instructional Relevance - Strategy will ensure that students are learning relevant material that will apply to the KCAS daily in every classroom. Classroom teachers will implement this strategy. | Links concepts to past experiences, Real life applications, Variety of technology, 21st century learning skills, Teacher collaboration with other disciplines, Student use of data, Students work collaboratively, Student Communication | Curriculum Pacing Guides Standards Checklists Unit Plans | Teacher will link concepts and key ideas to students' prior experiences and use multiple representations, Teachers will incorporate student experiences, interests and real life situations into instruction, Teacher selects and utilizes a variety of technology that supports student learning, Teacher effectively incorporates 21st century learning skills that prepare students for post graduation challenges, Teacher works with other teachers to make connections between and among disciplines, Students use appropriate tools and techniques to gather, analyze and interpret information from sources of evidence, Students work collaboratively to address complex, authentic problems, which require innovative approaches to solve. Students communicate knowledge and understanding in a variety of real world forms for a number of different purposes. | No Funding Required |
|  | Knowledge of Content - Will ensure that teachers have the necessary knowledge of content to make the students | In depth knowledge of content Keeps current with content, | Curriculum Pacing Guides Standards Checklists Unit Plans | Teachers will demonstrate an in depth knowledge and understanding of the content and maintain the ability to convey this content to the students, | No Funding Required |

Goal 6 (State your postsecondary goal.):   Augusta Independent will meet the 2023 delivery targets for GAP students as measured by the Kentucky Accountability System

| Objective | Strategy | Activities | Measure of Success | Progress Monitoring | Funding |
|---|---|---|---|---|---|
| | proficient learners and reduce the number of novice learners | Knowledge of state and national standards, Appropriate content vocabulary, Support for students, Variety of instructional practices Student Growth | | | |
| | Learning Climate - Teachers will strive to create a warm and nurturing environment where students feel safe and secure and have the ability to learn as active participants without fear. | Effective Learning Climate | | Teachers will create a learning climate where students are active participants as individuals and as members of groups. | No Funding Required |

## 7: Graduation Rate (high school only)

| Goal 7 (State your graduation goal.): Maintain a graduation rate of 100% | | | | | |
|---|---|---|---|---|---|
| **Objective** | **Strategy** | **Activities** | **Measure of Success** | **Progress Monitoring** | **Funding** |
| Objective 1 Collaborate to ensure that at least 100% of our students are College and Career Ready | College and Career Advising - Each student will be met with individually by their assigned faculty member at least three times per school year to go over their ILPs. and discuss their goals and plans for the future. Mentors and students will make changes to ILP as needed. | -Operation Preparation<br>- PL/CS Program Planning<br>-Establish a College and Career Day<br>-Career Day<br>- Alumni Day<br>-iReady Diagnostic<br>-Campus Visits<br>-College Representatives visit school<br>- KHEAA school visits<br>-Students attend Technical School<br>-Acceleration - Advanced Placement<br>-Military Recruitment visits<br>-ASVAB Preparation and Testing | KY Summative Assessments | Develop, promote, and implement Operation Preparation for 8th and 10th grade students<br><br>Provide planning time for the development of career pathways for each PL/CS program available with the school.<br>Establish a college day where all students (P-12) wear college shirts and a career day where all students (P-12) dress in a career related to their ILP career choice.<br><br>Community members meet one on one with students who are interested in a similar career as them, Former AIS graduates that are in college or recently graduated from college return to talk to our juniors and seniors about the ins and outs of college, how to be successful and what pitfalls to avoid, iReady provides preparation courses delivered by experts through engaging, on-demand video lessons, Students in Grades 8th - 12th take at least on | No Funding Required |

Goal 7 (State your graduation goal.): Maintain a graduation rate of 100%

| Objective | Strategy | Activities | Measure of Success | Progress Monitoring | Funding |
|-----------|----------|------------|--------------------|--------------------|---------|
| | | | | college campus visit per Year, Representatives from colleges in the area come to school to talk to our students about admissions, applications, preparing for college, paying for college etc., KHEAA representative comes and meets with parents and senior students to discuss FAFSA, ACT, KEES Money, scholarships etc., Juniors and Seniors attend Mason Co. Area Technology Center where they are enrolled in technical programs that will allow them the opportunity to achieve industry certificates, pass the KOSSA test or the work keys. Junior and Senior students have the option of attending classes at Maysville Community and Technical College. These classes allow them to receive both high school and college credit, Recruiters from all branches of the military meet with junior and senior students throughout the year, Military officials administer practice tests, preparation and the actual ASVAB test to all juniors and any senior that is interested in joining the military. | |

Goal 7 (State your graduation goal.): Maintain a graduation rate of 100%

| Objective | Strategy | Activities | Measure of Success | Progress Monitoring | Funding |
|---|---|---|---|---|---|
| | Targeted Interventions - Individual student data will be analyzed and interventions will be designed and delivered based on each individual students' needs. | -Practice Opportunities on Assessments<br>-Remediation Strategies<br>-Persistence to graduation tool<br>- Verify students who did not meet benchmarks<br>- Options for providing targeted interventions<br>- Monitor student progress<br>- Determine overall impact of transitional courses<br>- Adjustments to implementation | iReady | Targeted Interventions - Individual student data will be analyzed and interventions will be designed and delivered based on each individual students' needs.    -Practice Opportunities on Assessments<br>-Remediation Strategies<br>-Persistence to graduation tool<br>- Verify students who did not meet benchmarks<br>- Options for providing targeted interventions<br>- Monitor student progress<br>- Determine overall impact of transitional courses<br>- Adjustments to implementation     iReady Students will be provided with practice opportunities on the ACT, ASVAB and Compass Test, Identify and implement remediation strategies for students not meeting ACT, ASVAB and Compass benchmarks, Guidance Counselor runs the persistence to graduation tool from IC to determine which students are at a risk of not meeting academic benchmarks or are in need of additional supports,<br>Verify the list of students who did not meet benchmarks on the Explore, Plan | Price of iReady Toolbox and Instruction |

| | | | | | |
|---|---|---|---|---|---|
| Goal 7 (State your graduation goal.): Maintain a graduation rate of 100% | | | | | |
| Objective | Strategy | Activities | Measure of Success | Progress Monitoring | Funding |
| | | | | or ACT and other student level evaluation data, Determine options for providing targeted transitional interventions to students (intervention period, intervention classes, out of school time interventions etc.), Teachers and leaders monitor student progress to determine effectiveness of the intervention(s) and next steps for continuous improvement,  Leaders determine overall impact and effectiveness of the transitional course toward CCR goals, School staff makes adjustments to implementation as needed.        Price of iReady Toolbox and Instruction | |

## 8: Other (Optional)

| Goal 8 (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) including Additional Targeted Support and Improvement (ATSI) Schools

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

| Components of Turnaround Leadership Development and Support: |
|---|
| **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? <br> **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. <br> **Response:** |

| 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. <br> **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? <br> **Response:** <br><br> 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. |

## TSI/ATSI Evidence-based Practices

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

## Special Considerations for Comprehensive Support and Improvement (CSI) Schools

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

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

| Turnaround Team: |
|---|
| **Consider:** Provide a comprehensive list of persons and entities involved in the turnaround efforts and the specific roles each shall play in the school's turnaround process <br> **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. <br> **Response:** |

## 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) including Additional Targeted Support and Improvement (ATSI) and Comprehensive Support and Improvement (CSI), KDE encourages all school leaders to review evidence related to new programs, practices, or interventions being implemented in the school. In addition to documenting the evidence below, TSI, ATSI and CSI schools are expected to upload a description of their evidence review process, the findings of their evidence review, and a discussion of the local implications into eProve. Specific directions regarding the documentation requirements can be found in the "Compliance Requirements" 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. | ☒ |
|  |  | ☐ |
|  |  | ☐ |
|  |  | ☐ |
|  |  | ☐ |