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.

TES 2023 KSA Board Presentation is attached below. We showed an increase in all areas of state testing in all subgroups. We were able to remove ourselves from the TSI standing. We still need to increase our Proficiency students in all areas.

Increase Reading proficiency/distinguished rate for Taylor Elementary students from 40% to 58% by May 2025 as measured by KSA assessment. Increase the Math proficiency rate for Taylor Elementary students from 34% to 49.3% by May 2025 as measured by the KSA assessment. Current: Reading- 43%; Math- 32%

Taylor Elementary students will increase Science proficiency/distinguished rate from 30% to 43.5% by May of 2025.

Increase the Reading proficiency rate of students identified as economically disadvantaged from 28% to 40.6% by May 2025 as measured by KSA state assessment. Increase the Math proficiency rate of students identified as economically disadvantaged from 26% to 37.7% by May 2025 as measured by KSA state assessment. Current: Reading is 32%; Math is 23%.

Increase the Reading proficiency rate of students identified as Disability with IEP from 27% to 31.05% by May 2026 as measured by KSA state assessment. Increase the Math proficiency rate of students identified as Disability with IEP from 19% to 24.7% by May 2025 as measured by KSA state assessment. Current: Reading is 27%; Math is 19%.

Last Year- Our greatest area of weakness is our disability group. We are classified TSI for disability. Economically disadvantaged students have a high novice scores in 3rd grade Reading; 5th Grade Reading; 3rd Grade Math; 5th Grade SS; and 5th Grade Writing. The 21/22 KSA scores show that Writing is our biggest change at this time. Writing decreased from 55.9% in 20/21 to 36% in 21/22.

Brigance and Fast Bridge data is attached with an explanation is attached on NEEDS ASSESSMENT

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.

Curriculum Mapping with lesson development is used in all grade levels and tied to Kentucky Academic Standards. Classroom teachers, Interventionists, Special Education teachers continually assess students with formative, summative, and benchmark assessments in all content areas. Taylor uses Mastery Connect, and benchmark assessments. Fast Bridge is used as the universal screener. Taylor has a Curriculum and Instruction Committee that receives feedback from all grade level teams and they discuss how to develop programs/curriculum/strategies that will increase student mastery. The committee looks at current programs; student data; implementation of new programs; and researches evidence-based programs before any programs are purchased.

Classroom teachers monitor data of formative, summative, and benchmark assessments as well as grade level RTI/MTSS meetings, and grade level meetings. KSA, Fast Bridge, Mastery Connect, Zearn, Lexia, IXL assessments are used to identify trends in the students' learning that allow us to modify our teaching to meet the needs of all students. The data shows areas of strengths and areas of weaknesses. All staff, both school and district, discuss next steps in meeting all student needs during grade level, SBDM, and RTI/MTSS meetings.

Indicator Scores

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

Indicator	Status	Change
State Assessment Results in reading and mathematics	57.5	+ 2.9
State Assessment Results in science, social studies and writing	74.4	+ 10.7
English Learner Progress	-	-
Quality of School Climate and Safety	80	+ 0.5
Postsecondary Readiness (high schools and districts only)	-	-
Graduation Rate (high schools and districts only)	-	-

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
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.	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 the school will take 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 Increase Reading proficiency/distinguished rate for Taylor Elementary students from 40% to 58% by May 2025 as measured by KSA assessment. Increase the Math proficiency rate for Taylor Elementary students from 34% to 49.3% by May 2025 as measured by the KSA assessment. Current: Reading- 43%; Math- 32%					
Objective	**Strategy**	**Activities**	**Measure of Success**	**Progress Monitoring**	**Funding**
Objective 1 All students will increase their reading proficiency/distinguished rate by 15% each year for the next 3 years as measured by KSA assessments. Utilize data to ensure that the core content is being implemented to the fidelity of each program used.	Classroom teachers, interventionists, and leaders meet to review current student data and to adjust student groups to meet the students' needs. Grade-level meetings to go over data are every 6 weeks. Intervention sends data reports to the principal every week.	Use of a variety of resources for instructional planning, creating assessments, and analysis of data. Teachers and leaders share effective uses of these sources for improving instructional practices and student engagement for continuous improvement. Staff and leaders use a variety of sources for analyzing student-level data for teacher and school-wide instructional improvements.	Walkthroughs, Classroom Observations, Grade-Level Meetings, RTI meetings, Student Work Samples, and Data from various sources.	Progress monitoring will be through RTI in the classroom. This is monitored by intervention, classroom teachers, and administrative meetings every 6 weeks.	Title 1- $50,000 SBDM
	Targeted RTI students are provided small group instruction using Reading Mastery, a research-based curriculum	Ensure that all users of assessment data use the information to benefit student learning through the Grade Level Meetings held.		Teachers and leaders will review current data including benchmark assessments, Mastery Connect data, Lexia data, IXL data, as well as classroom assessments.	
	All students have access to online learning through Lexia, a reading program, and IXL. Lexia assesses students at their level of need and then targets lessons to address those needs. IXL also has a diagnostic that places students where they are	Utilize knowledge of best practice/high-yield instructional strategies to aid in curricular adjustments when students fail to meet mastery.	Students will be assessed using benchmark assessments, Mastery Connect results, KSA, and classroom assessments.	Past and current data from students will be reviewed by teachers and leaders. It is also reviewed every 6 weeks in intervention RTI/grade-level meetings.	

Goal 1 Increase Reading proficiency/distinguished rate for Taylor Elementary students from 40% to 58% by May 2025 as measured by KSA assessment. Increase the Math proficiency rate for Taylor Elementary students from 34% to 49.3% by May 2025 as measured by the KSA assessment. Current: Reading- 43%; Math- 32%

Objective	Strategy	Activities	Measure of Success	Progress Monitoring	Funding
	and helps them meet mastery				
		All students will utilize Lexia and IXL to meet their individual Reading needs and practice specific skills that will improve their overall Reading proficiency.	Students utilizing Lexia and IXL will show growth toward proficiency in Reading using classroom assessments	Reports from Mastery Connect, Lexia and IXL showing the growth of students will be reviewed by teachers and leaders in RTI meetings.	Title 1- $14,000 SBDM
Objective 2 all students will increase their math proficiency rate by 15% each year for the next 3 years as measured by KSA assessments. Utilize data to ensure that the core content is being implemented to the fidelity of each program used.	Students are provided with a research-based Math curriculum and teachers/leaders ensure fidelity.	Use of a variety of resources for instructional planning, creating assessments, and analysis of data. Teachers and leaders share effective uses of these sources for improving instructional practices and student engagement for continuous improvement. Staff and leaders use a variety of sources for analyzing student-level data for teacher and school-wide instructional improvements.	Walkthroughs, Classroom Observations, Grade-Level Meetings, RTI Meetings, Student Work Samples, and Data from various sources.	Progress monitoring will be through RTI in the classroom. This is monitored by intervention, classroom teachers, and administrative meetings every 6 weeks.	Title 1 - $2000.00 SBDM
		Ensure that all users of assessment data use the information to benefit student learning through the Grade Level Meetings held. Implementation of Zearn component of Engage Math and IXL.		Teachers and leaders will review current data including benchmark assessments, Mastery Connect data, Lexia data, Zearn data, IXL data, as well as classroom assessments.	
	Classroom teachers, interventionists, and leaders meet to review current student data and to	Use formative and summative evidence to inform what comes next for individual students and groups of students. Utilize	Students will be assessed using benchmark assessments,	Past and current data from students will be reviewed by teachers and leaders. It is also reviewed every 6 weeks in	Title 1 $50,000

| Goal 1 Increase Reading proficiency/distinguished rate for Taylor Elementary students from 40% to 58% by May 2025 as measured by KSA assessment. Increase the Math proficiency rate for Taylor Elementary students from 34% to 49.3% by May 2025 as measured by the KSA assessment. Current: Reading- 43%; Math- 32% ||||||

Objective	Strategy	Activities	Measure of Success	Progress Monitoring	Funding
	adjust student groups to meet the students' needs. Grade-level meetings to go over data are every 6 weeks. Intervention sends data reports to the principal every week.	knowledge of best practice/high-yield instructional strategies to aid in curricular adjustments when students fail to meet mastery.	Mastery Connect results, KSA, and classroom assessments.	intervention RTI/grade-level meetings.	
		All students will utilize Engage New York Math, Zearn, and IXL to meet their individual Math needs and practice specific skills that will improve their overall Math proficiency.	Students utilizing ENYM, Zearn, and IXL will show growth toward proficiency in Math using classroom assessments, Mastery Connect assessments, Zearn data, IXL data, and KSA assessments	Teachers and administrators will review past current data including benchmark assessments, and Mastery Connect data. Reports from Zearn and IXL showing the growth of students will be reviewed by teachers and leaders in RTI meetings.	Title 1 $9000 ESSER

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

Goal 2: Taylor Elementary students will increase Science proficiency/distinguished rate from 30% to 43.5% by May of 2025. Taylor Elementary students will increase Social Studies proficiency/distinguished rate from 44% to 50.6% by May of 2026. Taylor Elementary students will increase Combined Writing proficiency/distinguished rate from 60% to 69% by May of 2026. Current: Science- 24%; Social Studies- 44%; Writing- 60%

Objective	Strategy	Activities	Measure of Success	Progress Monitoring	Funding
Objective 1 All students will increase their Science proficiency/distinguished rate by 15% each year for the next 3 years as measured by KSA assessments. Utilize data to ensure that the core content is being implemented to the fidelity of each program used.	Classroom teachers and leaders review current student data to meet the student's needs. IXL and Mastery Connect Assessments, and classroom assessments are developed to meet the needs of the students.	Use of a variety of resources for instructional planning, creating assessments, and analysis of data. Teachers and leaders share effective uses of these sources for improving instructional practices and student engagement for continuous improvement. Staff and leaders use a variety of sources for analyzing student-level data for teacher and school-wide instructional improvements.	Walkthroughs, Classroom Observations, Student Work, and Data from various sources.	Progress monitoring will be through various resources (Classroom assessments, Mastery Connect, IXL, and KSA Data). Teachers and leaders will discuss the data and develop strategies to better meet the student's needs.	Title 1 - $700 SBDM ESSER
		Ensure that all users of assessment data use the information to benefit student learning. Utilize knowledge of best practice/high-yield instructional strategies to aid in curricular adjustments when students fail to meet mastery.	Students will be assessed using benchmark assessments, Mastery Connect results, KSA, and classroom assessments.	Teachers and leaders will review current data including benchmark assessments, Mastery Connect data, IXL data, as well as classroom assessments.Past and current data from students will be reviewed by teachers and leaders.	
	All students have access to online learning through Generations Genuis and IXL.	All students will utilize Generations Genius, Mastery Connect, and IXL to meet their individual Reading needs and practice specific skills that will	Students utilizing Generations Genius, Mastery Connect, classroom assessments, and IXL will show growth	Reports from Mastery Connect, Generations Genius, and IXL showing the growth of students will be reviewed by teachers and leaders in Grade level meetings.	Title 1 - $1500 SBDM ESSER

Objective	Strategy	Activities	Measure of Success	Progress Monitoring	Funding
			toward proficiency in Science.		
	Classroom teachers, and leaders review current student data and use to adjust teaching strategies to meet the students' needs.	Data meetings at grade level and RTI meetings to improve their overall Reading proficiency which will help Science.			
		Use of a variety of resources for instructional planning, creating assessments, and analysis of data. Teachers and leaders share effective uses of these sources for improving instructional practices and student engagement for continuous improvement. Staff and leaders use a variety of sources for analyzing student-level data for teacher and school-wide instructional improvements.	Walkthroughs, Classroom Observations, Student Work Samples, and Data from various sources.		
Objective 2 All students will increase their Social Studies proficiency/distinguished rate by 15% each year for the next 3 years as measured by KSA assessments. Utilize data to ensure that the core content is being implemented to the fidelity of each program used.	Classroom teachers and leaders review current student data to meet the student's needs. IXL and Mastery Connect Assessments, and classroom assessments are developed to meet the needs of the students.	Use of a variety of resources for instructional planning, creating assessments, and analysis of data. Teachers and leaders share effective uses of these sources for improving instructional practices and student engagement for continuous improvement. Staff and leaders use a variety of sources for analyzing student-level data for teacher and school-wide instructional	Walkthroughs, Classroom Observations, Student Work, and Data from various sources.	Progress monitoring will be through various resources (Classroom assessments, Mastery Connect, IXL, and KSA Data). Teachers and leaders will discuss the data and develop strategies to better meet the student's needs.	Title 1 - $7000 SBDM ESSER

Goal 2: Taylor Elementary students will increase Science proficiency/distinguished rate from 30% to 43.5% by May of 2025. Taylor Elementary students will increase Social Studies proficiency/distinguished rate from 44% to 50.6% by May of 2026. Taylor Elementary students will increase Combined Writing proficiency/distinguished rate from 60% to 69% by May of 2026. Current: Science- 24%; Social Studies- 44%; Writing- 60%

Goal 2: Taylor Elementary students will increase Science proficiency/distinguished rate from 30% to 43.5% by May of 2025. Taylor Elementary students will increase Social Studies proficiency/distinguished rate from 44% to 50.6% by May of 2026. Taylor Elementary students will increase Combined Writing proficiency/distinguished rate from 60% to 69% by May of 2026. Current: Science- 24%; Social Studies- 44%; Writing- 60%

Objective	Strategy	Activities	Measure of Success	Progress Monitoring	Funding
		improvements.Ensure that all users of assessment data use the information to benefit student learning. Utilize knowledge of best practice/high-yield instructional strategies to aid in curricular adjustments when students fail to meet mastery.	Students will be assessed using benchmark assessments, Mastery Connect results, KSA, and classroom assessments.	Teachers and leaders will review current data including benchmark assessments, Mastery Connect data, IXL data, as well as classroom assessments. Past and current data from students will be reviewed by teachers and leaders.	
	All students have access to online learning through Mastery Connect and IXL.

Classroom teachers, and leaders review current student data and use to adjust teaching strategies to meet the students' needs. | All students will utilize Mastery Connect and IXL to meet their individual Social Studies needs and practice specific skills that will improve their overall Reading proficiency. | Students utilizing Mastery Connect, IXL, and classroom assessments will show growth toward proficiency in Social Studies. | Reports from Mastery Connect, KSA, classroom assessments, and IXL showing the growth of students will be reviewed by teachers and leaders. | |
| | | Use of a variety of resources for instructional planning, creating assessments, and analysis of data. Teachers and leaders share effective uses of these sources for improving instructional practices and student engagement for continuous improvement. Staff and leaders use a variety of sources for analyzing student-level data for teacher and school-wide instructional improvements. | Walkthroughs, Classroom Observations, Student Work, and Data from various sources. | | |
| | | | | | |

Objective 3 All students will increase their Combined Writing proficiency rate by 15% each year for the next 3 years as measured by KSA assessments. Utilize data to ensure that the core content is being implemented to the fidelity of each program used.	Classroom teachers and leaders review current student data to meet the student's needs. IXL and Mastery Connect Assessments, KSA, and classroom assessments are developed to meet the needs of the students.	Use of a variety of resources for instructional planning, creating assessments, and analysis of data. Teachers and leaders share effective uses of these sources for improving instructional practices and student engagement for continuous improvement. Staff and leaders use a variety of sources for analyzing student-level data for teacher and school-wide instructional improvements.	Walkthroughs, Classroom Observations, Student Work, and Data from various sources.	Teachers and leaders will review current data including benchmark assessments, Mastery Connect data, IXL data, as well as classroom assessments.	Title 1 - $7000 SBDM ESSER
		Ensure that all users of assessment data use the information to benefit student learning. Utilize knowledge of best practice/high-yield instructional strategies to aid in curricular adjustments when students fail to meet mastery.	Students will be assessed using benchmark assessments, Mastery Connect results, KSA, and classroom assessments.	Past and current data from students will be reviewed by teachers and leaders. Reports from Mastery Connect, KSA, classroom assessments, and IXL showing the growth of students will be reviewed by teachers and leaders. .	
	All students have access to online learning through Mastery Connect and IXL.

Classroom teachers and leaders review current student data and use to adjust teaching strategies to meet the students' needs. | All students will utilize Mastery Connect and IXL to meet their individual Writing needs and practice specific skills that will improve their overall Writing proficiency. | Students utilizing Mastery Connect, IXL, and classroom assessments will show growth toward proficiency in Writing. | | |
| | | Use of a variety of resources for instructional planning, creating assessments, and analysis of data. Teachers and leaders share effective uses of these sources for improving instructional practices and student engagement for continuous improvement. Staff and leaders use a | Walkthroughs, Classroom Observations, Student Work, and Data from various sources. | | |

		variety of sources for analyzing student-level data for teacher and school-wide instructional improvements.			

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).

Goal 1: Increase the Reading proficiency rate of students identified as economically disadvantaged from 28% to 40.6% by May 2025 as measured by KSA state assessment. Increase the Math proficiency rate of students identified as economically disadvantaged from 26% to 37.7% by May 2025 as measured by KSA state assessment. Current: Reading is 32%; Math is 23%.

Objective	Strategy	Activities	Measure of Success	Progress Monitoring	Funding
Objective 1: Increase the reading proficiency rate of economically disadvantaged students by 15% each year over the next 3 years. Utilize data to ensure that the core content is being implemented to the fidelity of each program used.	Enabling students to take responsibility for their own learning through student discourse strategies	Ensure formative assessment practices allow students to understand where they are going, where they are currently and how they can close the gap.	Decrease in economically disadvantaged students scoring novice in reading as measured on KSA assessments	Monitored through classroom assessments and lesson plan reviews, and in grade-level meetings every 6 weeks with principal and interventionists.	Title 1 - $2500 SBDM ESSER
		Implement more student discourse strategies so that students are discussing what they are learning with one another	Increase in scores for economically disadvantaged classroom reading assessments, Mastery Connect, IXL, and Lexia assessments.	Monitored through classroom assessments and lesson plan reviews, and in grade-level meetings every 6 weeks with principal and interventionists.	
	Using data to measure the effectiveness of current programs and interpret student growth.	Ensure all users of assessment data use the information to benefit student learning.	Increase in economically disadvantaged students scoring benchmark in Reading on Mastery Connect, and classroom assessments.	Monitored data through IXL; Lexia; Mastery Connect; classroom assessments; Reading Mastery Program. Making changes based on data and input from staff.	
				Strategies will be monitored through RTI meetings as well as grade-level discussions with teachers and leaders.	

Objective	Strategy	Activities	Measure of Success	Progress Monitoring	Funding
Objective 2 Increase the math proficiency rate of economically disadvantaged students by 15% each year over the next 3 years. Utilize data to ensure that the core content is being implemented to the fidelity of each program used.	Enabling students to take responsibility for their own learning through student discourse strategies	Ensure formative assessment practices allow students to understand where they are going, where they are currently and how they can close the gap.	Decrease in economically disadvantaged students scoring novice in reading as measured on KSA assessments	Monitored through classroom assessments and lesson plan reviews, and in grade-level meetings every 6 weeks with principal and interventionists.	
		Implement more student discourse strategies so that students are discussing what they are learning with one another	Increase in scores for economically disadvantaged classroom reading assessments, Mastery Connect, IXL, and Lexia assessments.	Monitored through classroom assessments and lesson plan reviews, and in grade-level meetings every 6 weeks with principal and interventionists.	
	Using data to measure the effectiveness of current programs and interpret student growth.	Ensure all users of assessment data use the information to benefit student learning.	Increase in economically disadvantaged students scoring benchmark in Reading on Mastery Connect, and classroom assessments.	Monitored data through IXL; Zearn; Mastery Connect; classroom assessments; Reading Mastery Program. Making changes based on data and input from staff.	
				Strategies will be monitored through RTI meetings as well as grade-level discussions with teachers and leaders.	
Objective 3					

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).

Goal 1: Increase the Reading proficiency rate of students identified as Disability with IEP from 27% to 31.05% by May 2026 as measured by KSA state assessment. Increase the Math proficiency rate of students identified as Disability with IEP from 19% to 24.7% by May 2025 as measured by KSA state assessment. Current: Reading is 27%; Math is 19%.

Objective	Strategy	Activities	Measure of Success	Progress Monitoring	Funding
Objective 1: Increase the reading proficiency rate of economically disadvantaged students by 15% each year over the next 3 years. Utilize data to ensure that the core content is being implemented to the fidelity of each program used.	Enabling students to take responsibility for their own learning through student discourse strategies	Ensure formative assessment practices allow students to understand where they are going, where they are currently and how they can close the gap.	Decrease in economically disadvantaged students scoring novice in reading as measured on KSA assessments	Monitored through classroom assessments and lesson plan reviews, and in grade-level meetings every 6 weeks with principal and interventionists.	Title 1 - $2500 SBDM ESSER
		Implement more student discourse strategies so that students are discussing what they are learning with one another	Increase in scores for economically disadvantaged classroom reading assessments, Mastery Connect, IXL, and Lexia assessments.	Monitored through classroom assessments and lesson plan reviews, and in grade-level meetings every 6 weeks with principal and interventionists.	
	Using data to measure the effectiveness of current programs and interpret student growth.	Ensure all users of assessment data use the information to benefit student learning.	Increase in economically disadvantaged students scoring benchmark in Reading on Mastery Connect, and classroom assessments.	Monitored data through IXL; Lexia; Mastery Connect; classroom assessments; Reading Mastery Program. Making changes based on data and input from staff.	
				Strategies will be monitored through RTI meetings as well as grade-level discussions with teachers and leaders.	

Objective	Strategy	Activities	Measure of Success	Progress Monitoring	Funding
Objective 2 Increase the math proficiency rate of economically disadvantaged students by 15% each year over the next 3 years. Utilize data to ensure that the core content is being implemented to the fidelity of each program used.	Enabling students to take responsibility for their own learning through student discourse strategies	Ensure formative assessment practices allow students to understand where they are going, where they are currently and how they can close the gap.	Decrease in economically disadvantaged students scoring novice in reading as measured on KSA assessments	Monitored through classroom assessments and lesson plan reviews, and in grade-level meetings every 6 weeks with principal and interventionists.	
		Implement more student discourse strategies so that students are discussing what they are learning with one another	Increase in scores for economically disadvantaged classroom reading assessments, Mastery Connect, IXL, and Lexia assessments.	Monitored through classroom assessments and lesson plan reviews, and in grade-level meetings every 6 weeks with principal and interventionists.	
	Using data to measure the effectiveness of current programs and interpret student growth.	Ensure all users of assessment data use the information to benefit student learning.	Increase in economically disadvantaged students scoring benchmark in Reading on Mastery Connect, and classroom assessments.	Monitored data through IXL; Zearn; Mastery Connect; classroom assessments; Reading Mastery Program. Making changes based on data and input from staff.	
				Strategies will be monitored through RTI meetings as well as grade-level discussions with teachers and leaders.	
Objective 3					

4: English Learner Progress

Objective	Strategy	Activities	Measure of Success	Progress Monitoring	Funding
Goal 4 (State your English Learner goal.):					
Objective 1					
Objective 2					

5: Quality of School Climate and Safety

Goal 5: Increase the School Climate and Safety index from 79 to 90.85 by May 2025. Current: 80%

Objective	Strategy	Activities	Measure of Success	Progress Monitoring	Funding
Objective 1 Increase the School Climate and Safety Index by 5% each year over the next 3 years.	Continue to engage students in learning.	Engagement activities	Monitor all activities by looking at data from IC, PBIS, and culture.	Monitor all these activities by looking at data from IC, PBIS, and culture.	SBDM
	Continue to celebrate success.	Collect data and reward success			
	Continue to use and implement PBIS.	PBIS committee	Look at data and implement new strategies.	Look at data and implement new strategies.	
	Continue to implement safety policies and teams.	Threat Assessment Team	Survey students, parents, and staff on culture, climate, and safety.	Survey students, parents and staff on culture, climate, and safety.	
		Trauma Informed Care Team			
		Safety Committee			

6: Postsecondary Readiness (High School Only)

Goal 6 (State your postsecondary goal.):

Objective	Strategy	Activities	Measure of Success	Progress Monitoring	Funding
Objective 1					
Objective 2					

7: Graduation Rate (High School Only)

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

8: Other (Optional)

Goal 8 (State your separate goal.):					
Objective	**Strategy**	**Activities**	**Measure of Success**	**Progress Monitoring**	**Funding**
Objective 1					
Objective 2					

Addendum for Schools Identified for Targeted or Comprehensive Support

In accordance with 703 KAR 5:280, a school improvement plan means the plan created by schools identified for targeted support and improvement (TSI) or additional targeted support and improvement (ATSI) pursuant to KRS 160.346(4)-(5) and embedded in the comprehensive school improvement plan required pursuant to 703 KAR 5:225. A turnaround plan means the plan created by schools identified for comprehensive support and improvement (CSI) pursuant to KRS 160.346(8)(g) and embedded in the comprehensive school improvement plan required pursuant to 703 KAR 5:225.

All TSI/ATSI improvement plans and CSI turnaround plans are required to address all components of the comprehensive school improvement plan (CSIP), including all diagnostics associated with the development of that plan, as well as additional specific requirements. The following pages outline specific requirements to be addressed by identified schools that must be embedded in the strategies and activities detailed within the indicator goals developed throughout the previous pages of this goal template. Evidence-based practices and activities chosen to address any goal area or additional requirement must be informed by the Needs Assessment for Schools and feedback from any on-site review conducted by the Kentucky Department of Education (KDE).

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? **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:**
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:**
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? **Response:** **Complete the table on the next page 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 (EBP) 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 the CIP.

Specific directions regarding documentation requirements for each chosen EBP can be found in the "Compliance Requirements" resource available on KDE's Evidence-based Practices website. Marking the "Uploaded in CIP" box indicates that you have uploaded required documentation along with this goal template into the platform.

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 CIP
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☐		☐
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Evidence-based Activity	Evidence Citation	Uploaded in CIP

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 **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:**

CSI 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 (EBP) 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 the Continuous Improvement Platform (CIP).

Specific directions regarding documentation requirements for each chosen EBP can be found in the "Compliance Requirements" resource available on KDE's Evidence-based Practices website. Marking the "Uploaded in CIP" box indicates that you have uploaded required documentation along with this goal template into the platform.

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 CIP
Train staff to implement inductive teaching strategies.	Hattie, J. (2009). Visible Learning: a synthesis of over 800 meta-analyses relating to achievement. Routledge: New York, NY.	☒
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