

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.

- Alignment of instruction to standards (deeper knowledge of standards, use of formative assessment/questioning, assignment review protocols).
- Clear MTSS systems, procedures, resources
- Continued development of personalized professional learning
- Continued professional learning in new HQIR (Amplify CKLA and iReady Classroom Mathematics) in grades K-5.

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.

- School PLCs for ongoing curricular alignment reviews
- Clearly defined RTI school process with applicable checklist(s), documentation tools, including such information as service frequency, intervention, programs/strategies/SMART goal measurement and progress monitoring checks
- Ongoing use of interim benchmark data (iReady) and classroom formative assessment data to make instructional decisions for individual students.

Indicator Scores

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

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	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.	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.

Indicator	Status	Change
State Assessment Results in reading and mathematics	Medium	Increased
State Assessment Results in science, social studies and writing	High	Increased
English Learner Progress	NA	NA
Quality of School Climate and Safety	Very High	Increased
Postsecondary Readiness (high schools and districts only)	NA	NA
Graduation Rate (high schools and districts only)	NA	NA

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
can be multiple objectives for each goal.	<i>Six Sigma, Shipley, Baldrige, etc.).</i>				

1: State Assessment Results in Reading and Mathematics

Goal 1 (State your reading and math goal.): By October 2026, 60% of all students will score at the proficient level on the Kentucky State Assessment in reading and 50% will score proficient or higher in math.					
Objective	Strategy	Activities	Measure of Success	Progress Monitoring	Funding
Objective 1 By October 2024, 60% of OHES students will score proficient or above in reading on the KSA.	KCWP2: Design and Deliver Instruction All teachers will utilize high-yield, evidence-based instructional strategies (District Instructional Playbook) and all teachers will engage in collaborative professional learning opportunities focused on evidence-based instructional strategies.	Carter County Schools will implement a HQIR in grades K-3 for reading and K-5 for math. A group of district stakeholders have collaborated to engage in the KDE recommended process to review and select a HQIR and selected Amplify CKLA/Reading and iReady Classroom Mathematics. Ongoing training will be provided to teachers in the implementation of the resources.	Training records Classroom observations Lesson Internalization protocols	Observations by Principal and district instructional leads 30-60-90 day plans Professional learning plan implementation	RDIF grant RTA ESSER MAF grant
		Teachers will participate in monthly district facilitated PLCs (by grade level and content area) to focus on standards and curriculum as well as implementation of the HQIR in K-5.	Agendas Professional Learning Scans PLC Protocol Notes	This strategy will be included in the monthly 30 Day Plan as needed. January 2024-December 2024	Title I
	KCWP2: Design and Deliver Instruction All teachers will implement research-based best practices to deliver instruction. District priorities for 2023-2025 are: 1. High quality questions and questioning strategies 2. Formative Assessment to advance individual student outcomes	The OHES MTSS system will continue to be reviewed, revised and refined for continuous improvement.	Agendas MTSS plan MTSS documentation	This strategy will be included in the monthly 30 Day Plan as needed. January 2024-December 2024	Title I
		New OHES teachers will participate in Academy 101 (new teacher academies/networks) which will be held three times per year to build new teacher capacity to design and deliver high quality instruction. New teachers will also participate in new teacher offerings from KEDC and KVEC	Agendas Professional Learning Scans	This strategy will be included in the monthly 30 Day Plan as needed. January 2024-December 2024	ESSER/ARP Title I, Title IV KEDC KVEC

Goal 1 (State your reading and math goal.): By October 2026, 60% of all students will score at the proficient level on the Kentucky State Assessment in reading and 50% will score proficient or higher in math.					
Objective	Strategy	Activities	Measure of Success	Progress Monitoring	Funding
	3. Ongoing PL around standards 4. District PLCs.				
	<i>KCWP 3: Design and Deliver Assessment Literacy</i> All grades will utilize a variety of diagnostic, formative, and summative assessments to advance outcomes for each student.	All teachers will clearly post PACE/KAS aligned learning targets, utilize targets for instruction and assessment and communicate learning targets with students.	Walkthrough data Lesson Plans	This strategy will be included in the monthly 30 Day Plan as needed. January 2024-December 2024	NA
Objective 2 By October 2024, 50% of OHES students will score proficient or above in math on the KSA.	<i>KCWP 1: Design and Deploy Standards</i> Teachers will receive specialized professional learning experiences to build teacher capacity to design instruction and assessment congruent with KAS for reading/writing and mathematics.	All OHES teachers will receive training in effective question development and questioning instructional strategies.	Observations PL data Lesson Plans	This strategy will be included in the monthly 30 Day Plan as needed. January 2024-December 2024	NA
		All teachers will utilize explicit instruction and explicit instructional strategies as the instructional delivery model in their classroom.	Walkthrough data Lesson Plans	This strategy will be included in the monthly 30 Day Plan as needed. January 2024-December 2024	NA
		K-3 teachers will implement Amplify CKLA as our literacy instructional resources and receive training in effective implementation.	Training data Observations Lesson Internalization Protocols	This strategy will be included in the monthly 30 Day Plan as needed. January 2024-December 2024	ESSER RDIF grant
		K-5 teachers will implement iReady Classroom Mathematics (selected through HQIR review process in Math Achievement Grant Fund selection Process).	Observations Curriculum pacing guides Assessment maps Lesson Plans Student data	This strategy will be included in the monthly 30 Day Plan as needed. January 2024-December 2024	MAF ESSER Title I

Goal 1 (State your reading and math goal.): By October 2026, 60% of all students will score at the proficient level on the Kentucky State Assessment in reading and 50% will score proficient or higher in math.					
Objective	Strategy	Activities	Measure of Success	Progress Monitoring	Funding
		Flexible professional learning will be offered to help OHES teachers utilize OHES teachers utilize Assignment Review Protocols to ensure instruction is congruent to standards.	Agendas Professional Learning Scans	This strategy will be included in the monthly 30 Day Plan as needed. January 2024-December 2024	ESSER/ARP Title I
		All grades levels will administer the I-Ready diagnostic assessment three times per year and analyze/ use the results to adjust Tier 1, 2, and 3 instruction.	I-Ready Data Lesson Plans Data Visualization	This strategy will be included in the monthly 30 Day Plan as needed. January 2024-December 2024	ESSER/ARP Title I
		All grades will follow the District Assessment Map and Curriculum Hub and/or contribute to ongoing alignment to the map/curriculum documents) to administer unit assessments and share data results in school and district PLCs (as allowed) in order to improve and adjust teaching and learning.	PLC Agendas	This strategy will be included in the monthly 30 Day Plan as needed. January 2024-December 2024	NA
		OHES teachers will use the district instructional playbook as well as other research-based, evidence-based instructional strategies to identify appropriate formative assessment and explicit instructional strategies and use them in daily classroom instruction.	Walkthrough data Lesson Plans Student work samples	This strategy will be included in the monthly 30 Day Plan as needed. January 2024-December 2024	ESSER/ARP
		Summer flexible PL sessions will allow for OHES teachers to participate in curriculum alignment review to be continued during district PLCs.	Agendas Professional Learning Scans	This strategy will be included in the monthly 30 Day Plan as needed. January 2024-December 2024	ESSER/ARP Title I
		½ of all K-3 teachers are enrolled in the Big Dippers science of reading	Agendas	This strategy will be included in the monthly 30 Day Plan as needed.	Read to Achieve Grant

		course to improve instruction in the foundational reading standards.	Professional Learning Scans	January 2024-December 2024	
		Adoption and implementation of common high quality instructional resource for K-3 literacy that encompasses Science of Reading and accompanying professional learning and coaching	Instructional Review Process training, agenda, sign ins	This strategy will be included in the monthly 30 Day Plan as needed. January 2024-December 2024	Title I ESSER RDIF
		OHES teachers will participate in district provided training for in University of Florida Literacy Institute (UFLI) instructional program and utilize the program for MTSS.	Agendas Sign ins MTSS usage	This strategy will be included in the monthly 30-60-90 day plans as needed January 2024-December 2024	District ESSER/Title I
		OHES will have district support in developing a school-specific MTSS program that adheres to district guidelines and provides support for all students in Reading and Math.	MTSS schedule MTSS data	This strategy will be included in the monthly 30 Day Plan as needed. January 2024-December 2024	N/A
		OHES teachers will participate in individual mentoring sessions with District instructional coaches (especially new teachers) via Academy 101.	Coaches schedules Agendas	This strategy will be included in the monthly 30 Day Plan as needed. January 2024-December 2024	Title I

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

Goal 2 (State your science, social studies, and writing goal.): By October 2026, the percentage of students scoring proficiently in science, social studies, and writing will increase by >10%.					
Objective	Strategy	Activities	Measure of Success	Progress Monitoring	Funding
<p>Objective 1 By October 2024 Olive Hill Elementary will increase the percentage of students scoring proficient in Science to 40%, Social Studies to 45% and Writing to 75%</p>	<p>KCWP 1: Design and Deploy Standards Teachers will be provided personalized professional learning opportunities aligned to content standards and grade level.</p>	<p>OHES teachers will participate in monthly district facilitated PLCs (by grade level and content area) to focus on standards and curriculum as well as implementation of the HQIR in K-5.</p>	<p>Agendas Professional Learning Scans Book Study Purposes for Reading</p>	<p>This strategy will be included in the monthly 30 Day Plan as needed. January 2024-December 2024</p>	<p>Title I</p>
		<p>OHES teachers will participate in Summer flexible professional learning sessions to focus on science, social studies and writing standards.</p>	<p>Agendas Professional Learning Scans</p>	<p>This strategy will be included in the monthly 30 Day Plan as needed. January 2024-December 2024</p>	<p>Title I ESSER/ARP</p>
	<p>KCWP2: Design and Deliver Instruction All teachers will implement research-based best practices to deliver instruction.</p>	<p>OHES teachers will participate in district level, content-specific, professional learning clubs to deepen their understanding of the KAS.</p>	<p>Agendas Professional Learning Scans</p>	<p>This strategy will be included in the monthly 30 Day Plan as needed. January 2024-December 2024</p>	<p>ESSER/ARP Title I</p>
		<p>Flexible professional learning will be offered to help OHES teachers utilize Assignment Review Protocols to ensure instruction is congruent to standards.</p>	<p>Agendas Professional Learning Scans</p>	<p>This strategy will be included in the monthly 30 Day Plan as needed. January 2024-December 2024</p>	<p>ESSER/ARP Title I</p>
	<p>KCWP 3: Design and Deliver Assessment Literacy All grades will utilize a variety of diagnostic, formative, and summative assessments.</p>	<p>OHES teachers will participate in Summer flexible PL sessions which will allow for curriculum alignment review to be continued during district PLCs.</p>	<p>Agendas Professional Learning Scans</p>	<p>This strategy will be included in the monthly 30 Day Plan as needed. January 2024-December 2024</p>	<p>ESSER/ARP Title I</p>
		<p>All teachers will clearly post PACE or an otherwise clearly stated learning target clearly aligned to KAS and communicate the target with students during instruction.</p>	<p>Walkthrough data Lesson Plans</p>	<p>This strategy will be included in the monthly 30 Day Plan as needed. January 2024-December 2024</p>	<p>NA</p>

Goal 2 (State your science, social studies, and writing goal.): By October 2026, the percentage of students scoring proficiently in science, social studies, and writing will increase by >10%.					
Objective	Strategy	Activities	Measure of Success	Progress Monitoring	Funding
Objective 2	KCWP 1: Design and Deploy Standards Teachers will be provided personalized professional learning opportunities aligned to content standards and grade level.	All teachers will utilize the gradual release model (I do, We do, You do) as the instructional delivery model in their classroom.	Walkthrough data Lesson Plans	This strategy will be included in the monthly 30 Day Plan as needed. January 2024-December 2024	NA
		All grades will follow the District Assessment Map and Curriculum Hub to administer unit assessments (and continue to revise assessments and Curriculum that need revision to be aligned to KAS) and share data results in school and district PLCs (as allowed) in order to improve and adjust teaching and learning.	Data collection and reporting (principals)	This strategy will be included in the monthly 30 Day Plan as needed. January 2024-December 2024	NA
	KCWP1: Design and Deliver Instruction Teachers will receive specialized professional learning experiences relevant to the KAS for social studies/science/writing	OHES teachers will receive professional learning in CCSSOs Revised Definition of Formative Assessment and use the district instructional flipbook to support the identification of appropriate formative assessment strategies to use them in daily classroom instruction.	Walkthrough data Lesson Plans Student work samples	This strategy will be included in the monthly 30 Day Plan as needed. January 2024-December 2024	ESSER/ARP Title I
		OHES teacher will participate in a district provided monthly Writing Network to guide teachers throughout the district writing process in order to ensure successful implementation and adherence to the KAS/Writing Rubric.	Agendas Professional Learning Scans 2024-2025 Carter County Professional Learning Calendar Walkthrough data Lesson Plans Student work samples	This strategy will be included in the monthly 30 Day Plan as needed. January 2024-December 2024	ESSER/ARP Title I

Goal 2 (State your science, social studies, and writing goal.): By October 2026, the percentage of students scoring proficiently in science, social studies, and writing will increase by >10%.					
Objective	Strategy	Activities	Measure of Success	Progress Monitoring	Funding

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 By October 2024, 50% of OHES students in the free/reduced lunch gap will score at or above proficiency in math.	KCWP5: Design, Align, and Deliver Support Processes All teachers will be equipped to provide appropriate interventions and support services to students.	OHES will implement the District MTSS Process with fidelity.	PLC agendas with MTSS noted 2024-2025 Carter County Professional Learning Calendar MTSS team meeting agendas Coaches' schedules/agendas	This strategy will be included in the monthly 30 Day Plan as needed. January 2024-December 2024	NA
		Carter County will implement a Kentucky Community Schools Grant at Olive Hill and Prichard Elementary. A district community schools director will facilitate implementation and support at OHES.	Community Schools meeting agendas, minutes Community School Plan Community School observation Community Schools sign in sheets	Regular meetings with Prichard Committee for Academic Excellence Monthly board reports Monthly EILA reports	Prichard KCSI grant
	KCWP2: Design and Deliver Instruction All teachers will implement the explicit model of instruction.	OHES teachers at all grade levels will implement the explicit model of instruction.	Walkthrough data Lesson Plans Student work samples	This strategy will be included in the monthly 30 Day Plan as needed. January 2024-December 2024	NA
		All OHES teachers will participate in District Academies/ District PLCs to ensure all strategies and standards are implemented with fidelity and utilize high quality formative	Agendas Professional Learning Scans	This strategy will be included in the monthly 30 Day Plan as needed. January 2024-December 2024	NA

Objective	Strategy	Activities	Measure of Success	Progress Monitoring	Funding
		assessment to identify student learning needs. (Collaborative vs. Individualistic, Teacher Credibility, Teacher Clarity)			
		OHES Special Education teachers will participate in professional learning academies with an intense focus on kystandards.org and the KAS as well as specially designed instruction and co-teaching for gap closure.	Agendas Professional Learning Scans	This strategy will be included in the monthly 30 Day Plan as needed. January 2024-December 2024	NA
		Collaborating and regular education teachers at OHES will be provided professional learning during opening conference sessions and ongoing through district Special Education PLCs that will enable them to supply meaningful interventions to students.	Agendas 2024-2025 Carter County Professional Learning Calendar Professional Learning Scans	This strategy will be included in the monthly 30 Day Plan as needed. January 2024-December 2024	NA
Objective 2 By October 2024, of 45% of OHES students receiving special education services will score at or above proficiency in reading.	KCWP1: Design and Deploy Standards All teachers will participate in professional learning academies with an intense focus on kystandards.org and the KAS (including all professional learning modules provided at kystandards.org relevant to school needs assessments	OHES will seek to develop increased relations with parent and community members by enlisting support and providing information on school and assessment related topics. OHES will host at least two parent learning sessions focused on Kentucky Academic Standards.	Sign In sheets Social media posts Sample communications Photos and other evidence Title I surveys Revised parent engagement plan	This strategy will be included in the monthly 30 Day Plan as needed. January 2024-December 2024	Title I
		The OHES school counselor will participate in a district facilitated counselor cadre with a focus on at-risk students and the types of support services that can be offered	Agendas Professional Learning Scans	This strategy will be included in the monthly 30 Day Plan as needed. January 2024-December 2024	Title IV Title V ESSER

Objective	Strategy	Activities	Measure of Success	Progress Monitoring	Funding
		to enhance achievement and school success. Explicit partnership with foster and social service agencies will be made during these cadres and at the school level.			
		The OHES Preschool teacher will participate in the district facilitated Preschool teacher cadre that will meet regularly to identify and solve Preschool problems of practice	Agendas Professional learning Scans	This strategy will be included in the monthly 30 Day Plan as needed. January 2024-December 2024	ESSER Preschool
Objective 3 By October 2024, of 45% of OHES students receiving special education services will score at or above proficiency in math.	<i>KCWP5: Design, Align, and Deliver Support Processes</i> The DLT will support all schools in support services for students through instructional calibration, academies, EILA meetings, content networks, new teacher networks, and other instructional support.				

4: English Learner Progress

Goal 4 (State your English Learner goal.):					
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.): By May 2025, the quality of school climate and safety score will reach 90.					
Objective	Strategy	Activities	Measure of Success	Progress Monitoring	Funding
<p>Objective 1 By October 2024, OHES will have a quality of school climate and safety score of 85 or higher with the long term goal of reaching 90 by 2025.</p>	<p>KCWP 6: Establishing Learning Culture and Environment The OHES school administration will support teachers as they create caring, nurturing, and safe learning environments in which opportunities for student success are being optimized</p>	<p>The district will adopt and implement an SEL curriculum for elementary (P-5) including required professional learning</p>	<p>Sample curriculum Student work Professional learning records</p>	<p>This strategy will be included in the monthly 30 Day Plan as needed. January 2024-December 2024</p>	<p>ESSER/ARP RLIS Title I</p>
		<p>Carter County will implement a Kentucky Community Schools Grant at Olive Hill and Prichard Elementary. A district community schools director will facilitate implementation and support expansion to other schools</p>	<p>Community Schools meeting agendas, minutes Community School Plan Community School observation Community Schools sign in sheets</p>	<p>Regular meetings with Prichard Committee for Academic Excellence Monthly board reports Monthly EILA reports</p>	<p>Prichard KCSI grant</p>
		<p>PBIS will be implemented at all district schools.</p>	<p>IC data</p>	<p>This strategy will be included in the monthly 30 Day Plan as needed. January 2024-December 2024</p>	<p>RLIS Title I McKinney-Vento</p>
		<p>The OHES FRYSC coordinator will meet monthly in a District facilitated PLC to continue to provide services and supports to students and families.</p>	<p>PLC agendas for FRYSC</p>	<p>This strategy will be included in the monthly 30 Day Plan as needed. January 2024-December 2024</p>	
		<p>OHES will participate in District parent events to be held quarterly. An intentional focus will be made to ensure events are focused on parent learning and efficacy.</p>	<p>Sign in sheets Social media Other evidence</p>	<p>This strategy will be included in the monthly 30 Day Plan as needed. January 2024-December 2024</p>	<p>Title I</p>
		<p>Title I parent engagement funds will be utilized to support parent engagement events and activities.</p>	<p>GMAP/MUNIS budget and expenditures Photos, etc.</p>	<p>This strategy will be included in the monthly 30 Day Plan as needed. January 2024-December 2024</p>	<p>Title I</p>

Goal 5 (State your climate and safety goal.): By May 2025, the quality of school climate and safety score will reach 90.

Objective	Strategy	Activities	Measure of Success	Progress Monitoring	Funding
Objective 2					

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:
<p>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?</p> <p>Response:</p>
Identification of Critical Resources Inequities:
<p>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.</p> <p>Response:</p>
Additional Actions That Address the Causes of Consistently Underperforming Subgroups of Students
<p>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.</p> <p>Response:</p>
Targeted Subgroups and Evidence-Based Interventions:
<p>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?</p> <p>Response:</p>
<p>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.</p>

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
Train staff to implement inductive teaching strategies.	Hattie, J. (2009). Visible Learning: a synthesis of over 800 meta-analyses relating to achievement. Routledge: New York, NY.	<input checked="" type="checkbox"/>
		<input type="checkbox"/>
		<input type="checkbox"/>
		<input type="checkbox"/>
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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.	<input checked="" type="checkbox"/>
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