

Comprehensive School Improvement Plan (CSIP)

Rationale

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

Operational Definitions

Goal: Long-term three to five year targets based on the required school level goals. Elementary/middle schools must have goals for proficiency, separate academic indicator, achievement gap, and growth. High schools must have goals for proficiency, separate academic indicator, achievement gap, graduation rate, and transition readiness. Long-term targets should be informed by The Needs Assessment for Schools.

Objective: Short-term target to be attained by the end of the current academic year. There can be multiple objectives for each goal.

Strategy: An approach to systematically address the process, practice, or condition that the school will focus its efforts upon in order to reach its goals or objectives. There can be multiple strategies for each objective. The strategy can be based upon Kentucky's six (6) Key Core Work Processes listed below or another established improvement approach (i.e. *Six Sigma, Shipley, Baldrige, etc.*).

Activity: Actionable steps used to deploy the chosen strategy. There can be multiple activities for each strategy.

Key Core Work Processes: A series of processes identified by the Kentucky Department of Education that involve the majority of an organization's workforce and relate to its core competencies. These are the factors that determine an organization's success and help it prioritize areas for growth.

- [KCWP 1: Design and Deploy Standards](#)
- [KCWP 2: Design and Deliver Instruction](#)
- [KCWP 3: Design and Deliver Assessment Literacy](#)
- [KCWP 4: Review, Analyze and Apply Data](#)
- [KCWP 5: Design, Align and Deliver Support](#)
- [KCWP 6: Establishing Learning Culture and Environment](#)

Measure of Success: Criteria that shows the impact of the work. The **measures** may be quantitative or qualitative, but are observable in some way.

Progress Monitoring: Process used to assess the implementation of the plan, the rate of improvement, and the effectiveness of the plan. Should include timelines and responsible individuals.

Funding: Local, state, or federal funds/grants used to support (or needed to support) the improvement initiative.

Requirements for Building an Improvement Plan

- There are six (6) required district goals: proficiency, separate academic indicator, achievement gap, graduation rate, growth, and transition readiness.
- The required school goals include the following:
 - For elementary/middle school, these include: proficiency, separate academic indicator, achievement gap, and, growth.
 - For high school, these include: proficiency, separate academic indicator, achievement gap, graduation rate, and transition readiness.

Explanations/Directions

| Goal: | | | | | |
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| Objective | Strategy | Activities | Measure of Success | Progress Monitoring | Funding |
| <p>Include short-term targets to be attained by the end of the current academic year. There can be multiple objectives for each goal.</p> | <p>An approach to systematically address the process, practice, or condition that the school will focus its efforts upon in order to reach its goals or objectives. There can be multiple strategies for each objective. The strategy can be based upon Kentucky's six (6) Key Core Work Processes listed above or another established improvement approach (i.e. <i>Six Sigma, Shipley, Baldrige, etc.</i>).</p> | <p>Include actionable steps used to deploy the chosen strategy. There can be multiple activities for each strategy.</p> | <p>List the criteria that shows the impact of the work. The measures may be quantitative or qualitative, but are observable in some way.</p> | <p>Discuss the process used to assess the implementation of the plan, the rate of improvement, and the effectiveness of the plan. Should include timelines and responsible individuals. Progress monitoring ensures that plans are being revisited and an opportunity to determine whether the plan is working.</p> | <p>List the funding source(s) used to support (or needed to support) the improvement initiative.</p> |

1: Proficiency Goal

Goal 1: Proficiency Goal: Increase the percentage of students scoring proficient or better from 38.5% in 2017 to 54% by 2022.

| Objective | Strategy | Activities | Measure of Success | Progress Monitoring | Funding |
|--|------------------------------------|--|--|---|--|
| <p>Objective 1: Increase the percentage of students scoring proficient or better in reading from 52.3% in 2019 to 54.5% in 2020.</p> | <p>Design and Deploy Standards</p> | <p>Professional learning is focused on best practices through common grade level planning, reflective practices during weekly Critical Friends meetings.</p> | <p>Results of K-Prep, MAP and Echo Platform Data</p> | <p>K-Prep results will be monitoring in September during Data Day Professional Development. MAP results will be analyzed three times per year. Echo Platform data is analyzed by facilitators and directors on a daily basis.</p> | <p>\$96, 000.00 New Tech Funding providing through district funding.</p> |
| | | <p>I Middle Staff will participate in three professional development meetings throughout the year that focus on curriculum resources and reflective practices to meet Kentucky Core Content Standards in reading, and New Tech Network learning goals: knowledge and thinking, collaboration, agency and writing and oral communication. These meetings will also provide staff the opportunity to connect with other New Tech facilitators throughout the nation.</p> | <p>Results of K-Prep, MAP and Echo Platform Data</p> | <p>K-Prep results will be monitoring in September during Data Day Professional Development. MAP results will be analyzed three times per year. Echo Platform data is analyzed by facilitators and directors on a daily basis.</p> | <p>\$96, 000.00 New Tech Funding providing through district funding.</p> |
| | | <p>All staff will attend the New Tech Network National Conference in Detroit, Michigan in July of 2020.</p> | <p>Results of K-Prep, MAP and Echo Platform Data</p> | <p>K-Prep results will be monitoring in September during Data Day Professional Development. MAP results will be analyzed three times per year. Echo Platform data is analyzed by facilitators and directors on a daily basis.</p> | <p>\$96, 000.00 New Tech Funding providing through district funding.</p> |

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| | Design and Deliver Instruction | Facilitators participate in weekly content meetings to analyze lesson plans and student assessments and project based learning assignments. | Classroom Assessments and Project Based Learning results | Classroom assessment results and project based learning will be monitored as units of study are completed. | \$0.00 |
| | | Facilitators and director will analyze MAP data throughout the school year to ensure the instructional needs of students are met. | Results of MAP Testing | Results will be analyzed in September, January and May during Data Day Retreats | MAP Testing Funding provided by the district |
| | | Students will be responsible for their learning through the New Network Learning Goals: Agency Pillar which provides online learning agendas and written and oral communication goals required within their project based learning assignments. | Echo Platform and Project Based Learning Data | Daily monitoring by facilitators and director on the Echo Platform | \$96,000.00 District Funding |
| | Facilitators will use the following programs to employ the Kentucky Core Content Standards in Literacy: ReadWorks, NewsELA, IXL, CommonLit, | Classroom Assessments, MAP Data, Echo Platform Data | Daily | \$3,500.00 Title I Monies | |
| | Design and Deliver Assessment Literacy | Facilitators and director will analyze MAP data throughout the school year to ensure the instructional needs of students are met. | Classroom Assessments, MAP Data, Echo Platform Data | Daily | |
| | | Students will be responsible for their learning through the New Network Learning Goals: Agency Pillar which provides online learning agendas and written and oral communication goals required | Classroom Assessments, MAP Data, Echo Platform Data | Daily | |

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| | | <p>within their project based learning assignments.</p> <p>Facilitators will use the following programs to employ the Kentucky Core Content Standards in Literacy: ReadWorks, NewsELA, IXL, CommonLit,</p> | Classroom Assessments, MAP Data, Echo Platform Data | Daily | |
| | Review, Analyze, Apply Data Results | <p>Facilitators use a variety of assessments including formative, summative and project based learning rubrics.</p> <p>Director will conduct analyze student and teacher effectiveness data through Daily Walkthroughs within Classrooms, Weekly Critical Friends Meetings, and the Echo Platform Monitoring Tool.</p> <p>Facilitators and Director will participate in Data Retreat Days twice a year.</p> | <p>Classroom Assessments, MAP Data, Echo Platform Data</p> <p>Classroom Assessments, MAP Data, Echo Platform Data</p> <p>Data Retreat Days</p> | <p>Daily</p> <p>Daily</p> <p>September and February</p> | |
| Objective 2: Increase the percentage of students scoring proficient or better in | Design and Deploy Standards | Professional learning is focused on best practices through common grade level planning, reflective | Results of K-Prep, MAP and Echo Platform Data | K-Prep results will be monitoring in September during Data Day Professional Development. MAP | \$96, 000.00 New Tech Funding |

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| math from 40.8% in 2019 to 43.5% in 2020. | | practices during weekly Critical Friends meetings. | | results will be analyzed three times per year. Echo Platform data is analyzed by facilitators and directors on a daily basis. | providing through district funding. |
| | | I Middle Staff will participate in three professional development meetings throughout the year that focus on curriculum resources and reflective practices to meet Kentucky Core Content Standards in math, and New Tech Network learning goals: knowledge and thinking, collaboration, agency and writing and oral communication. These meetings will also provide staff the opportunity to connect with other New Tech facilitators throughout the nation. | Results of K-Prep, MAP and Echo Platform Data | K-Prep results will be monitoring in September during Data Day Professional Development. MAP results will be analyzed three times per year. Echo Platform data is analyzed by facilitators and directors on a daily basis. | \$96, 000.00 New Tech Funding providing through district funding. |
| | | All staff will attend the New Tech Network National Conference in Detroit, Michigan in July of 2020. | Results of K-Prep, MAP and Echo Platform Data | K-Prep results will be monitoring in September during Data Day Professional Development. MAP results will be analyzed three times per year. Echo Platform data is analyzed by facilitators and directors on a daily basis. | \$96, 000.00 New Tech Funding providing through district funding. |
| | Design and Deliver Instruction | Facilitators participate in weekly content meetings to analyze lesson | Classroom Assessments, MAP | Daily | |

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| | | plans and student assessments and project based learning assignments | Data, Echo Platform Data | | |
| | | Facilitators and director will analyze MAP data throughout the school year to ensure the instructional needs of students are met. | Classroom Assessments, MAP Data, Echo Platform Data | Daily | |
| | | Students will be responsible for their learning through the New Network Learning Goals: Agency Pillar which provides online learning agendas and written and oral communication goals required within their project based learning assignments. | Classroom Assessments, MAP Data, Echo Platform Data | Daily | |
| | | Facilitators will use the following resources for math instruction: Open Up, IXL, Khan Academy, Google Suite, and Desmos | Classroom Assessments, MAP Data, Echo Platform Data | Daily | |
| | Review, Analyze, Apply Data Results | Facilitators use a variety of assessments including formative, summative and project based learning rubrics. | Classroom Assessments, MAP Data, Echo Platform Data | Daily | |
| | | Director will conduct analyze student and teacher effectiveness data through Daily Walkthroughs within Classrooms, Weekly Critical Friends Meetings, and the Echo Platform Monitoring Tool. | Classroom Assessments, MAP Data, Echo Platform Data | Daily | |

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| | | Facilitators and Director will participate in Data Retreat Days twice a year. | Data Retreat Days | September and February | |
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2: Separate Academic Indicator

Goal 2: Increase the percentage of students scoring proficient or better in:

- Science from N/A% in 2018 to 32% by 2022
- Social Studies from 35.5% in 2018 to 43% by 2022
- On-Demand Writing from 23.8% in 2018 to 35% by 2020

| Objective | Strategy | Activities | Measure of Success | Progress Monitoring | Funding |
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| <p>Objective 1: Increase the percentage of students scoring proficient or better in science from N/A in 2019 to 30% in 2020.</p> | <p>Design and deploy standards</p> | <p>Professional learning is focused on best practices through common grade level planning, reflective practices during weekly Critical Friends meetings.</p> <p>Resources from Next Generation Science Standards and National Science Teaching Association</p> <p>ReadWorks for appropriate Science literature</p> <p>I Middle Staff will participate in three professional development meetings throughout the year that focus on curriculum resources and reflective practices to meet Kentucky Core Content Standards in reading, and New Tech Network learning goals: knowledge and thinking, collaboration, agency and writing and oral communication. These meetings will also provide staff the opportunity to connect with other New Tech facilitators throughout the nation</p> | <p>Results of K-Prep, MAP and Echo Platform Data</p> | <p>K-Prep results will be monitoring in September during Data Day Professional Development. MAP results will be analyzed three times per year. Echo Platform data is analyzed by facilitators and directors on a daily basis.</p> | <p>\$96, 000.00 New Tech Funding providing through district funding.</p> |
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| | Design and Deliver Instruction | Facilitators participate in weekly content meetings to analyze lesson plans and student assessments and project based learning assignments. | Results of K-Prep, MAP and Echo Platform Data | K-Prep results will be monitoring in September during Data Day Professional Development. MAP results will be analyzed three times per year. Echo Platform data is analyzed by facilitators and directors on a daily basis. | |
| | | Facilitators and director will analyze MAP data throughout the school year to ensure the instructional needs of students are met. Students will be responsible for their learning through the New Network Learning Goals: Agency Pillar which provides online learning agendas and written and oral communication goals required within their project based learning assignments. | Classroom Assessments and Project Based Learning results | K-Prep results will be monitoring in September during Data Day Professional Development. MAP results will be analyzed three times per year. Echo Platform data is analyzed by facilitators and directors on a daily basis. | |
| | Review, Analyze, Apply Data Results | Facilitators use a variety of assessments including formative, summative and project based learning rubrics. Director will conduct analyze student and teacher effectiveness data through Daily Walkthroughs within Classrooms, Weekly Critical Friends Meetings, and the Echo Platform Monitoring Tool. | Results of K-Prep, MAP and Echo Platform Data | K-Prep results will be monitoring in September during Data Day Professional Development. MAP results will be analyzed three times per year. Echo Platform data is analyzed by facilitators and directors on a daily basis. Bi - Annually | |

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| | | Facilitators and Director will participate in Data Retreat Days twice a year. | | | |
| Objective 2: Decrease the percentage of students scoring novice in on demand writing from N/A in 2019 to 30% in 2020. | | | | | |
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3: Achievement Gap

Goal 3: Achievement Gap: Increase the reading proficiency of student in the African American group from 33% in 2018 to 41% by 2022, and increase the math proficiency of students in the African American group from 26% in 2018 to 34% by 2022.

| Objective | Strategy | Activities | Measure of Success | Progress Monitoring | Funding |
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| Objective 1: Increase the reading proficiency of students in the African American group from 31% in 2019 to 35% in 2020. | Design and Deploy Standards | Professional learning is focused on best practices through common grade level planning, reflective practices during weekly Critical Friends meetings. | Results of K-Prep, MAP and Echo Platform Data | K-Prep results will be monitoring in September during Data Day Professional Development. MAP results will be analyzed three times per year. Echo Platform data is analyzed by facilitators and directors on a daily basis. | \$96, 000.00 New Tech Funding providing through district funding. |
| | | I Middle Staff will participate in three professional development meetings throughout the year that focus on curriculum resources and reflective practices to meet Kentucky Core Content Standards in reading, and New Tech Network learning goals: knowledge and thinking, collaboration, agency and writing and oral communication. These meetings will also provide staff the opportunity to connect with other New Tech facilitators through the nation. | Results of K-Prep, MAP and Echo Platform Data | K-Prep results will be monitoring in September during Data Day Professional Development. MAP results will be analyzed three times per year. Echo Platform data is analyzed by facilitators and directors on a daily basis. | \$96, 000.00 New Tech Funding providing through district funding. |
| | Design and Deliver Instruction | Facilitators participate in weekly content meetings to analyze lesson plans and student assessments and project based learning assignments. | Classroom Assessments and Project Based Learning results | Classroom assessment results and project based learning will be monitored as units of study are completed. | \$0.00 |
| | | Facilitators and director will analyze MAP data throughout the school year to ensure the instructional needs of students are met. | Results of MAP Testing | Results will be analyzed in September, January and May during Data Day Retreats | MAP Testing Funding provided by the district |

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| | | <p>Students will be responsible for their learning through the New Network Learning Goals: Agency Pillar which provides online learning agendas and written and oral communication goals required within their project based learning assignments.</p> <p>Facilitators will use the following programs to employ the Kentucky Core Content Standards in Literacy: Read Works, NewsELA, IXL, Common Lit,</p> | <p>Echo Platform and Project Based Learning Data</p> <p>Classroom Assessments, MAP Data, Echo Platform Data</p> | <p>Daily monitoring by facilitators and director on the Echo Platform</p> <p>Daily</p> | <p>\$96,000.00 District Funding</p> <p>\$3,500.00 Title I Monies</p> |
| | Review, Analyze, Apply Data Results | <p>Facilliators use a variety of assessments including formative, summative and project based learning rubrics.</p> <p>Director will conduct analyze student and teacher effectiveness data through Daily Walkthroughs within Classrooms, Weekly Critical Friends Meetings, and the Echo Platform Monitoring Tool.</p> <p>Facilitators and Director will participate in Data Retreat Days twice a year.</p> | <p>Classroom Assessments, MAP Data, Echo Platform Data</p> <p>Classroom Assessments, MAP Data, Echo Platform Data</p> <p>Data Retreat Days</p> | <p>Daily</p> <p>Daily</p> <p>September and February</p> | |
| | Establish Learning Culture and Environment | <p>Students will participate in the Character Counts Program through</p> | <p>Character Count Days</p> | <p>Weekly</p> | <p>\$0.00</p> |

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| | | <p>the Ford Center, a community partnership with OPS.</p> <p>Students will participate in three “Culture Days” during the beginning of the school year for team building, setting expectations of the Five Learning Pillars of the New Tech Learning NetWork, begin planning community service projects.</p> <p>The director and facilitators will work with community agencies to form partnerships for Project Based Learning opportunities.</p> <p>Volunteers and parents will be invited to participate in SBDM council as well as school based committees.</p> | <p>On going data</p> <p>On going basis</p> <p>On going basis</p> | <p>August 2020</p> <p>daily</p> <p>daily</p> | <p>SBDM Monies</p> <p>SBDM Monies</p> <p>SBDM Monies</p> |
| | Design, Align, Deliver Support Processes | <p>Students participate in the Trust Card program that provides positive reinforcement incentives for all students</p> <p>504 Plans and IEP’s and behavior interventions and plans are developed to meet the individual needs of students</p> <p>The director meets with teachers on a weekly basis to discuss student achievement in content and grade level meetings</p> | <p>daily</p> <p>daily</p> <p>weekly</p> | <p>Weekly and Monthly Incentives for positive behavior</p> <p>bi-weekly progress monitoring</p> <p>weekly monitoring on Echo Platform</p> | <p>\$2,000.00 SBDM Monies</p> <p>\$60,000.00 IDEA Monies</p> |

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| | | The director involves all stake holders (students, facilitators, parents and community partners) to ensure that resources and attainment of goals are taking place. | weekly, monthly | weekly meetings with facilitators, monthly meetings with students, SBDM Meetings with community partners and parents. Youth Service Center Monthly Parent Meetings | \$12,000.00 Youth Service Center Monies |
| Objective 2: Increase the math proficiency of students in the African American from 29% in 2019 to 31% in 2020. | Design and Deploy Standards | Professional learning is focused on best practices through common grade level planning, reflective practices during weekly Critical Friends meetings. | Results of K-Prep, MAP and Echo Platform Data | K-Prep results will be monitoring in September during Data Day Professional Development. MAP results will be analyzed three times per year. Echo Platform data is analyzed by facilitators and directors on a daily basis. | \$96, 000.00 New Tech Funding providing through district funding. |
| | | I Middle Staff will participate in three professional development meetings throughout the year that focus on curriculum resources and reflective practices to meet Kentucky Core Content Standards in reading, and New Tech Network learning goals: knowledge and thinking, collaboration, agency and writing and oral communication. These meetings will also provide staff the opportunity to connect with other New Tech facilitators throughout the nation | Results of K-Prep, MAP and Echo Platform Data | K-Prep results will be monitoring in September during Data Day Professional Development. MAP results will be analyzed three times per year. Echo Platform data is analyzed by facilitators and directors on a daily basis. | \$96, 000.00 New Tech Funding providing through district funding. |
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| | Design and Deliver Instruction | Facilitators participate in weekly content meetings to analyze lesson plans and student assessments and project based learning assignments. | Classroom Assessments and Project Based Learning results | Classroom assessment results and project based learning will be monitored as units of study are completed. | \$0.00 |
| | Facilitators and director will analyze MAP data throughout the school | Results of MAP Testing | Results will be analyzed in September, January and May during Data Day Retreats | MAP Testing Funding provided by the district | |

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| | | <p>year to ensure the instructional needs of students are met.</p> <p>Students will be responsible for their learning through the New Network Learning Goals: Agency Pillar which provides online learning agendas and written and oral communication goals required within their project based learning assignments.</p> <p>Facilitators will use the following programs to employ the Kentucky Core Content Standards in Literacy: ReadWorks, NewsELA, IXL, CommonLit,</p> | <p>Echo Platform and Project Based Learning Data</p> <p>Classroom Assessments, MAP Data, Echo Platform Data</p> | <p>Daily monitoring by facilitators and director on the Echo Platform</p> <p>Daily</p> | <p>\$96,000.00 District Funding</p> <p>\$3,500.00 Title I Monies</p> |
| | Review, Analyze, Apply Data Results | <p>Facilitators use a variety of assessments including formative, summative and project based learning rubrics.</p> <p>Director will conduct analyze student and teacher effectiveness data through Daily Walkthroughs within Classrooms, Weekly Critical Friends Meetings, and the Echo Platform Monitoring Tool.</p> <p>Facilitators and Director will participate in Data Retreat Days twice a year.</p> | <p>Classroom Assessments, MAP Data, Echo Platform Data</p> <p>Classroom Assessments, MAP Data, Echo Platform Data</p> <p>Data Retreat Days</p> | <p>Daily</p> <p>Daily</p> <p>September and February</p> | |

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| | <p>Establish Learning Culture and Environment</p> | <p>Students will participate in the Character Counts Program through the Ford Center, a community partnership with OPS.</p> <p>Students will participate in three “Culture Days” during the beginning of the school year for team building, setting expectations of the Five Learning Pillars of the New Tech Learning NetWork, begin planning community service projects.</p> <p>The director and facilitators will work with community agencies to form partnerships for Project Based Learning opportunities.</p> <p>Volunteers and parents will be invited to participate in SBDM council as well as school based committees.</p> | <p>Character Count Days</p> <p>On going data</p> <p>On going basis</p> <p>On going basis</p> | <p>Weekly</p> <p>August 2020</p> <p>daily</p> <p>daily</p> | <p>\$0.00</p> <p>SBDM Monies</p> <p>SBDM Monies</p> <p>SBDM Monies</p> |
| | <p>Design, Align, Deliver Support Processes</p> | <p>Students participate in the Trust Card program that provides positive reinforcement incentives for all students</p> <p>504 Plans and IEP’s and behavior interventions and plans are developed to meet the individual needs of students</p> <p>The director meets with teachers on a weekly basis to discuss student</p> | <p>daily</p> <p>daily</p> <p>weekly</p> | <p>Weekly and Monthly Incentives for positive behavior</p> <p>bi-weekly progress monitoring</p> <p>weekly monitoring on Echo Platform</p> | <p>\$2,000.00 SBDM Monies</p> <p>\$60,000.00 IDEA Monies</p> |

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| | | <p>achievement in content and grade level meetings</p> <p>The director involves all stake holders (students, facilitators, parents and community partners) to ensure that resources and attainment of goals are taking place.</p> | <p>weekly, monthly</p> | <p>weekly meetings with facilitators, monthly meetings with students, SBDM Meetings with community partners and parents. Youth Service Center Monthly Parent Meetings</p> | <p>\$12,000.00 Youth Service Center Monie</p> |
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4: Growth

| Goal 4: Growth Goal: Increase the growth indicator for reading from 61% in 2019 to 66% by 2020 and in math from 60% in 2019 to 65% by 2020 as measured by NWEA MAP Reading and Math Assessments. | | | | | |
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| Objective | Strategy | Activities | Measure of Success | Progress Monitoring | Funding |
| Objective 1: Increase the reading growth goal from 61% in 2019 to 62% in 2020. | | Professional learning is focused on best practices through common grade level planning, reflective practices during weekly Critical Friends meetings. | Results of K-Prep, MAP and Echo Platform Data | K-Prep results will be monitoring in September during Data Day Professional Development. MAP results will be analyzed three times per year. Echo Platform data is analyzed by facilitators and directors on a daily basis. | \$96, 000.00 New Tech Funding providing through district funding. |
| | | I Middle Staff will participate in three professional development meetings throughout the year that focus on curriculum resources and reflective practices to meet Kentucky Core Content Standards in reading, and New Tech Network learning goals: knowledge and thinking, collaboration, agency and writing and oral communication. These meetings will also provide staff the opportunity to connect with other New Tech facilitators throughout the nation. | Results of K-Prep, MAP and Echo Platform Data | K-Prep results will be monitoring in September during Data Day Professional Development. MAP results will be analyzed three times per year. Echo Platform data is analyzed by facilitators and directors on a daily basis. | \$96, 000.00 New Tech Funding providing through district funding. |
| | | All staff will attend the New Tech Network National Conference in Detroit, Michigan in July of 2020. | Results of K-Prep, MAP and Echo Platform Data | K-Prep results will be monitoring in September during Data Day Professional Development. MAP results will be analyzed three times per year. Echo Platform data is analyzed by facilitators and directors on a daily basis. | \$96, 000.00 New Tech Funding providing through district funding. |

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| | | Facilitators participate in weekly content meetings to analyze lesson plans and student assessments and project based learning assignments. | Classroom Assessments and Project Based Learning results | Classroom assessment results and project based learning will be monitored as units of study are completed. | \$0.00 |
| | | Facilitators and director will analyze MAP data throughout the school year to ensure the instructional needs of students are met. | Results of MAP Testing | Results will be analyzed in September, January and May during Data Day Retreats | MAP Testing Funding provided by the district |
| | | Students will be responsible for their learning through the New Network Learning Goals: Agency Pillar which provides online learning agendas and written and oral communication goals required within their project based learning assignments. | Echo Platform and Project Based Learning Data | Daily monitoring by facilitators and director on the Echo Platform | \$96,000.00 District Funding |
| | | Facilitators will use the following programs to employ the Kentucky Core Content Standards in Literacy: ReadWorks, NewsELA, IXL, CommonLit, | Classroom Assessments, MAP Data, Echo Platform Data | Daily | \$3.500.00 Title I Monies |
| | | Facilitators and director will analyze MAP data throughout the school year to ensure the instructional needs of students are met. | Classroom Assessments, MAP Data, Echo Platform Data | Daily | |
| | | Students will be responsible for their learning through the New Network Learning Goals: Agency Pillar which provides online learning agendas and written and oral communication goals required | Classroom Assessments, MAP Data, Echo Platform Data | Daily | |

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| | | <p>within their project based learning assignments.</p> <p>Facilitators will use the following programs to employ the Kentucky Core Content Standards in Literacy: ReadWorks, NewsELA, IXL, CommonLit,</p> | Classroom Assessments, MAP Data, Echo Platform Data | Daily | |
| | | <p>Facilitators use a variety of assessments including formative, summative and project based learning rubrics.</p> <p>Director will conduct analyze student and teacher effectiveness data through Daily Walkthroughs within Classrooms, Weekly Critical Friends Meetings, and the Echo Platform Monitoring Tool.</p> <p>Facilitators and Director will participate in Data Retreat Days twice a year.</p> | <p>Classroom Assessments, MAP Data, Echo Platform Data</p> <p>Classroom Assessments, MAP Data, Echo Platform Data</p> <p>Data Retreat Days</p> | <p>Daily</p> <p>Daily</p> <p>September and February</p> | |
| Objective 2: Increase the math growth goal from 60% in 2019 to 61% in 2020. | | Professional learning is focused on best practices through common grade level planning, reflective | Results of K-Prep, MAP and Echo Platform Data | K-Prep results will be monitoring in September during Data Day Professional Development. MAP | \$96, 000.00 New Tech Funding |

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| | | <p>practices during weekly Critical Friends meetings.</p> <p>I Middle Staff will participate in three professional development meetings throughout the year that focus on curriculum resources and reflective practices to meet Kentucky Core Content Standards in math, and New Tech Network learning goals: knowledge and thinking, collaboration, agency and writing and oral communication. These meetings will also provide staff the opportunity to connect with other New Tech facilitators throughout the nation.</p> | <p>Results of K-Prep, MAP and Echo Platform Data</p> | <p>results will be analyzed three times per year. Echo Platform data is analyzed by facilitators and directors on a daily basis.</p> <p>K-Prep results will be monitoring in September during Data Day Professional Development. MAP results will be analyzed three times per year. Echo Platform data is analyzed by facilitators and directors on a daily basis.</p> | <p>providing through district funding.</p> <p>\$96, 000.00 New Tech Funding providing through district funding.</p> |
| | | <p>All staff will attend the New Tech Network National Conference in Detroit, Michigan in July of 2020.</p> | <p>Results of K-Prep, MAP and Echo Platform Data</p> | <p>K-Prep results will be monitoring in September during Data Day Professional Development. MAP results will be analyzed three times per year. Echo Platform data is analyzed by facilitators and directors on a daily basis.</p> | <p>\$96, 000.00 New Tech Funding providing through district funding.</p> |
| | | <p>Facilitators participate in weekly content meetings to analyze lesson</p> | <p>Classroom Assessments, MAP</p> | <p>Daily</p> | |

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|--|--|---|---|-------|--|
| | | plans and student assessments and project based learning assignments | Data, Echo Platform Data | | |
| | | Facilitators and director will analyze MAP data throughout the school year to ensure the instructional needs of students are met. | Classroom Assessments, MAP Data, Echo Platform Data | Daily | |
| | | Students will be responsible for their learning through the New Network Learning Goals: Agency Pillar which provides online learning agendas and written and oral communication goals required within their project based learning assignments. | Classroom Assessments, MAP Data, Echo Platform Data | Daily | |
| | | Facilitators will use the following resources for math instruction: Open Up, IXL, Khan Academy, Google Suite, and Desmos | Classroom Assessments, MAP Data, Echo Platform Data | Daily | |
| | | Facilitators use a variety of assessments including formative, summative and project based learning rubrics. | Classroom Assessments, MAP Data, Echo Platform Data | Daily | |
| | | Director will conduct analyze student and teacher effectiveness data through Daily Walkthroughs within Classrooms, Weekly Critical Friends Meetings, and the Echo Platform Monitoring Tool. | Classroom Assessments, MAP Data, Echo Platform Data | Daily | |

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| | | Facilitators and Director will participate in Data Retreat Days twice a year. | Data Retreat Days | September and February | |
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5: Transition Readiness

| Goal 5 (State your transition readiness goal.): | | | | | |
|---|----------|------------|--------------------|---------------------|---------|
| Objective | Strategy | Activities | Measure of Success | Progress Monitoring | Funding |
| Objective 1 | | | | | |
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| Objective 2 | | | | | |
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6: Graduation Rate

| Goal 6 (State your graduation rate goal.): | | | | | |
|--|----------|------------|--------------------|---------------------|---------|
| Objective | Strategy | Activities | Measure of Success | Progress Monitoring | Funding |
| Objective 1 | | | | | |
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| Objective 2 | | | | | |
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Special Considerations for Targeted Support and Improvement (TSI) Schools

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

| Components Of Turnaround Leadership Development And Support: |
|---|
| Consider: How will you ensure that school leadership has or develops the skills and disposition to achieve accelerated, meaningful, and sustainable increases in student achievement for underperforming subgroups? Response: |
| Identification Of Critical Resources Inequities: |
| Consider: Describe the process used to review the allocation and use of resources (people, time, and money), any resource inequities that were identified that may contribute to underperformance, and how identified resource inequities will be addressed. Response: |

Targeted Subgroups and Evidence-Based Interventions:

Consider: Identify the areas of need revealed by the analysis of academic and non-academic data that will be addressed through CSIP activities for your targeted subgroup(s). What evidence-based practice(s) will the school incorporate that specifically targets the subgroup(s) achievement that contributed to the TSI identification? How will we monitor the evidence-based practice to ensure it is implemented with fidelity? Complete the table below to document the evidence that supports the Activities outlined in this plan. Additional rows may be added to accommodate additional pieces of evidence.

Response:

| Evidence-based Activity | Evidence Citation | Uploaded in eProve |
|---|--|-------------------------------------|
| Train staff to implement inductive teaching strategies. | Hattie, J. (2009). Visible Learning: a synthesis of over 800 meta-analyses relating to achievement. Routledge: New York, NY. | <input checked="" type="checkbox"/> |
| | | <input type="checkbox"/> |
| | | <input type="checkbox"/> |
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Additional Actions That Address The Causes Of Consistently Underperforming Subgroups Of Students

Consider: Describe the process used to review the learning culture related to your targeted subgroup(s) and any additional actions that were determined to address the causes of underperformance.

Response:

Special Considerations for Comprehensive Support and Improvement (CSI) Schools

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

Evidence-based Practices

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

Complete the table below to document the evidence that supports the Activities outlined in this plan. Additional rows may be added to accommodate additional pieces of evidence.

| Evidence-based Activity | Evidence Citation | Uploaded in eProve |
|-------------------------|-------------------|--------------------|
|-------------------------|-------------------|--------------------|

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