

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: Include 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	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 (State your proficiency goal.): Increase the Proficiency Index for all students from 70.2 to 75 by 2022.					
Objective	Strategy	Activities	Measure of Success	Progress Monitoring	Funding
Objective 1 Increase the reading proficiency rate for all students from 51.5% to 62% by May 2020.	KCWP 1: Design and Deploy Standards	Curriculum Planning and Reflection: Teachers will meet in grade and content area PLC's to align curriculum with standards, plan activities aligned with learning targets ensuring proper rigor for growth and use a monitoring system to monitor progress toward meeting student goals.	Formative and summative assessments, MAP assessment given three times- fall, winter, spring, Reading Plus benchmark.	Students will establish individual growth goals in reading based on their scale scores from the previous MAP assessment and Reading Plus benchmark. They will reflect on goals during advisory after each major assessment.	NWEA MAP Assessment- \$0 Study Island- \$1,800 Reading Plus Program- \$7,000
	KCWP 4: Review, Analyze, and Apply Data	Teachers will work in grade level teams to analyze and update data charts for all current students. Based on these results, additional instruction/extension may be provided in the classroom, during early morning or afternoon tutoring through Century 21, or through RTI groups (intervention).	Formative and summative assessments, MAP assessment given three times- fall, winter, spring, Reading Plus benchmark.	Students will establish individual growth goals in reading based on their scale scores from the previous MAP assessment and Reading Plus benchmark. They will reflect on goals during advisory after each major assessment.	NWEA MAP Assessment- \$0 Study Island- \$1,800 Reading Plus Program- \$7,000
		Teachers will intentionally isolate data from the Hispanic and Disability subgroups to identify areas of strength, areas of growth, and plan to promote proficiency.			
KCWP 2: Design and Deliver Instruction	MCMS will embed literacy instruction into all content areas using the Adolescent Literacy Model. Cohort 1 will continue into the second year and Cohort 2 will receive professional development to build capacity for teaching literacy.	Vocabulary instruction in all content areas, writing instruction using revised MCMS Writing Policy, read and approved by the site-based council.	Thinking plan reflection/feedback (ALM strategies documented) Weekly walk-through feedback (Evidence of ALM strategies observed, rigor in strategies, and student engagement)	\$0	

Goal 1 (State your proficiency goal.): Increase the Proficiency Index for all students from 70.2 to 75 by 2022.					
Objective	Strategy	Activities	Measure of Success	Progress Monitoring	Funding
Objective 2 Increase the math proficiency rate for all students from 48.9% to 63% by May, 2020.	KCWP 4: Review, Analyze, and Apply Data	Teachers will work in grade level teams to analyze and update data charts for all current students. Based on these results, additional instruction/extension may be provided in the classroom, during early morning or afternoon tutoring through Century 21, or through RTI groups (intervention).	Formative and summative assessments, MAP assessment given three times- fall, winter, spring	Students will establish individual growth goals in math based on their scale scores from the previous MAP assessment. They will reflect on goals during advisory after each major assessment.	\$0
	KCWP 5: Design, Align, and Deliver Support	Monroe County Middle School will conduct instructional rounds throughout the school year to identify strengths and areas for improvement with instruction, particularly activity alignment with learning target, rigor, student engagement, and evidence of literacy strategies in all content areas. In addition, in-house rounds will be a routine part of our PLC cycle called "peer-walkthroughs."	Reflective conversations at conclusion of rounds identifying areas for improvement and suggestions for next steps.	Weekly walk-through feedback related to areas for improvement and suggestions for next steps.	\$0
		Monroe County Middle School will collect data regarding student engagement and feedback by conducting walk-throughs frequently during instructional time. A district walk-through document will be used to record results and share with teachers.	Data to support increase in rigor, engagement, and feedback through reflection of walk-through document.	Weekly walk-through feedback	\$0
	KCWP 1: Design and Deploy Standards	Curriculum Planning and Reflection: Teachers will meet in grade and content area PLC's to align	Formative and summative assessments, MAP	Students will establish individual growth goals in math based on their scale scores from the previous MAP	NWEA MAP Assessment- \$0

Goal 1 (State your proficiency goal.): Increase the Proficiency Index for all students from 70.2 to 75 by 2022.					
Objective	Strategy	Activities	Measure of Success	Progress Monitoring	Funding
		curriculum with standards, plan activities aligned with learning targets ensuring proper rigor for growth and use a monitoring system to monitor progress toward meeting student goals.	assessment given three times- fall, winter, spring	assessment. They will reflect on goals during advisory after each major assessment.	Study Island- \$1,800

2: Separate Academic Indicator

Goal 2 (State your separate academic indicator goal.): Increase the Social Studies proficiency rate from 70.2% to 82%, the Science proficiency rate from 49.4% to 70%, and the Writing proficiency rate from 49.3% to 65% by 2021.					
Objective	Strategy	Activities	Measure of Success	Progress Monitoring	Funding
<p>Increase the Writing proficiency rate from 49.3% to 55% by 2020.</p> <p>Increase the Social Studies proficiency rate from 70.2% to 76% by 2020.</p> <p>Increase the Science proficiency rate from 49.4% to 60% by 2020.</p>	KCWP 1: Design and Deploy Standards	<p>Curriculum Planning and Refinement: Teachers will meet in content area PLC's quarterly to evaluate standards, revise maps, and design assessments with the necessary rigor for maximum student achievement. They will analyze the results of these assessments and use these results to reflect on instructional practices, remediate as needed, and identify students for enrichment. Teachers will align learning targets with activities as this will be a focus for district walk-throughs.</p> <p>MCMS Writing Plan: A school-wide writing plan will be followed that provides students multiple opportunities to develop complex communication skills for an array of purposes aligned with the state standards.</p>	Writing On-demand scrimmages quarterly, CMA's in Science and Social Studies twice per year.	Students will establish individual growth goals in Writing, Science, and Social Studies based on their scores from previous assessments. They will reflect on goals during advisory after each major assessment.	\$0
	KCWP 2: Design and Deliver Instruction	Monroe County Middle School's literacy plan will be followed and implemented during the 2019-20 school year. Faculty will be involved in professional development/training with ALM (Adolescent Literacy Model). Best practices to be	Writing On-demand scrimmages quarterly, CMA's in Science and	Students will establish individual growth goals in Writing, Science, and Social	\$0

Goal 2 (State your separate academic indicator goal.): Increase the Social Studies proficiency rate from 70.2% to 82%, the Science proficiency rate from 49.4% to 70%, and the Writing proficiency rate from 49.3% to 65% by 2021.					
Objective	Strategy	Activities	Measure of Success	Progress Monitoring	Funding
		included in all content areas are: Adolescent Literacy activities to be embedded in weekly thinking plans, feedback, goal setting, reflection, formative assessment. In addition, writing will be included in all content areas using the R.A.C.E. and POWER paragraph included in our school writing plan and approved by our site-based council.	Social Studies twice per year.	Studies based on their scores from previous assessments. They will reflect on goals during advisory after each major assessment.	
	KCWF 5: Design, Align, and Deliver Instruction	Instructional Rounds Monroe County Middle School will conduct Instructional Rounds throughout the school year to assist in identifying strengths and document areas for growth in our instructional practices. In house rounds will occur during PLC rotation and district rounds including both administrators and teachers in the fall.	Reflection using prior documentation from instructional rounds.	Weekly Thinking Plans	\$0
		Walkthroughs Administrators and faculty will collect information regarding student engagement and feedback by conducting regular walk-throughs during instructional time. Results will be shared with classroom teachers.	Regular reflection using walk-through feedback form.	Walk through each classroom weekly and provide feedback.	\$0
	KCWP 3: Design and Deliver Assessment Literacy	Differentiation Teachers will utilize differentiation practices to ensure student growth. These practices may include small group instruction, engagement strategies, technology sources, flipped classroom, flexible grouping, co-teaching, just to name a few.	Documented growth on the 2020 KPREP.	Formative and summative assessments, MAP assessment given three times- fall, winter, spring.	\$0
		Advanced Courses MCMS will offer advanced courses in the areas of Reading and Math for higher achieving students at each grade level. The most recent MAP assessment will be used for placement in these classes.	Documented growth on the 2020 KPREP.	Formative and summative assessments, MAP assessment given three times- fall, winter, spring.	\$0
		School of Innovation Students may apply for the school of innovation in the spirit of learning outside the box independently and developing a	Documented growth on the 2020 KPREP.	Formative and summative assessments, MAP	\$0

Goal 2 (State your separate academic indicator goal.): Increase the Social Studies proficiency rate from 70.2% to 82%, the Science proficiency rate from 49.4% to 70%, and the Writing proficiency rate from 49.3% to 65% by 2021.

Objective	Strategy	Activities	Measure of Success	Progress Monitoring	Funding
		plan for learning KY standards through creative projects. Target students for this school will be those highly intellectual who have already mastered content and exhibit proficient/distinguished scores in all tested areas.		assessment given three times- fall, winter, spring.	

3: Achievement Gap

Goal 3 (State your achievement gap goal.): Increase the Reading proficiency rate for students in the consolidated gap group from 54.7% to 65% by 2022. Increase the Math proficiency rate for students with disabilities from 41% to 55% by 2022.

Objective	Strategy	Activities	Measure of Success	Progress Monitoring	Funding
Objective 1 Increase Reading proficiency rates for students in the consolidated gap group from 54.7% to 60% by 2020.	KCWP 4: Review, Analyze, and Apply Data	RTI Administrators and faculty will meet to determine students who require additional assistance for success. Data from KPREP, MAP, and classroom assessments will be analyzed and used to develop individualized intervention to ensure growth. Reading Plus will be used as well as other resources provided by regular classroom teacher.	Formative and summative assessments, MAP assessment given three times- fall, winter, spring, Reading Plus benchmark.	Students will establish individual growth goals in reading based on their scale scores from the previous MAP assessment and Reading Plus benchmark. They will reflect on goals during advisory after each major assessment.	NWEA MAP Assessment- \$0 Study Island- \$1,800 Reading Plus Program- \$7,000
Objective 2 Increase Math proficiency rates for students with disabilities from 41% to 46% by 2020.		Advisory Advisory teachers meet with small group for 30 minutes at the end of each day to review grades, attendance, behavior, homework. Students will set growth goals and make up missed work receiving instruction targeting skills students are working to master. Parent contacts will be made through advisory and teachers will foster positive relationships with those advisory students.	Formative and summative assessments, MAP assessment given three times- fall, winter, spring, Reading Plus benchmark.	Students will establish individual growth goals in reading based on their scale scores from the previous MAP assessment and Reading Plus benchmark. They will reflect on goals during advisory after each major assessment.	NWEA MAP Assessment- \$0 Study Island- \$1,800 Reading Plus Program- \$7,000
	KCWP 4: Review, Analyze, and Apply Data	Tutoring/Mentoring Students needing additional assistance are identified and referred to early morning or afternoon tutoring where they receive individualized help to increase academic achievement.	Formative and summative assessments, MAP assessment given three times- fall, winter, spring, Reading Plus benchmark.	Students will establish individual growth goals in reading based on their scale scores from the previous MAP assessment and Reading Plus benchmark. They will reflect on goals during advisory after each major assessment.	NWEA MAP Assessment- \$0 Study Island- \$1,800 Reading Plus Program- \$7,000

Goal 3 (State your achievement gap goal.): Increase the Reading proficiency rate for students in the consolidated gap group from 54.7% to 65% by 2022. Increase the Math proficiency rate for students with disabilities from 41% to 55% by 2022.

Objective	Strategy	Activities	Measure of Success	Progress Monitoring	Funding
	KCWP 6: Establishing Learning Culture and Environment	Parent Communication Communicate to parents about progress and growth as part of the monthly PLC rotation.	Higher levels of student engagement and parent involvement	Participation in parent night, parent/teacher conferences	Provided through Family Resource Center
	KCWP 1: Design and Deploy Standards KCWP 4: Review, Analyze, and Apply Data	Data Analysis Teachers will work in both content and grade level PLC's to analyze results of formative and summative assessments to determine next steps. Based on these results, teachers will reteach as needed, refer students for support such as intervention, before/after school tutoring, and revise instructional plans as needed.	Formative and summative assessments, MAP assessment given three times- fall, winter, spring, Reading Plus benchmark.	Students will establish individual growth goals in reading based on their scale scores from the previous MAP assessment and Reading Plus benchmark. They will reflect on goals during advisory after each major assessment.	NWEA MAP Assessment- \$0 Study Island- \$1,800 Reading Plus Program- \$7,000
		Instructional Rounds Monroe County Middle School will conduct Instructional Rounds throughout the school year to assist in identifying strengths and document areas for growth in our instructional practices. In house rounds will occur during PLC rotation and district rounds including both administrators and teachers in the fall.	Reflective conversations at conclusion of rounds identifying areas for improvement and suggestions for next steps.	Weekly walk-through feedback related to areas for improvement and suggestions for next steps.	\$0
		Walkthroughs Administrators and faculty will collect information regarding student engagement and feedback by conducting regular walk-throughs during instructional time. Results	Regular reflection using walk-through feedback form.	Walk through each classroom weekly and provide feedback.	\$0

Goal 3 (State your achievement gap goal.): Increase the Reading proficiency rate for students in the consolidated gap group from 54.7% to 65% by 2022. Increase the Math proficiency rate for students with disabilities from 41% to 55% by 2022.

Objective	Strategy	Activities	Measure of Success	Progress Monitoring	Funding
		will be shared with classroom teachers.			
		Differentiation Teachers will utilize differentiation practices to ensure student growth. These practices may include small group instruction, engagement strategies, technology sources, flipped classroom, flexible grouping, co-teaching, just to name a few.	Documented growth on the 2020 KPREP.	Formative and summative assessments, MAP assessment given three times- fall, winter, spring.	\$0
		Professional Learning/Support School leadership will provide resources and support staff in the areas of instruction, classroom management, and professional development in order to further support the teacher in the classroom.	Data to support increase in rigor, student engagement, expectations.	Weekly Thinking Plans and Walk-through Data	\$0

4: Growth

Goal 4 (State your growth goal.): Increase the Reading growth from 52.2 to 58.7 by 2022, increase the Math growth from 48.9 to 55.9 by 2022, increase the Science growth from 18.8 to 29.9 by 2022, increase the Social Studies growth from 45 to 52.5 by 2022, and Writing growth from 22.5 to 33.1 by 2022.					
Objective	Strategy	Activities	Measure of Success	Progress Monitoring	Funding
Objective 1 Increase the Reading growth from 52.2 to 54.4 by 2020.	KCWP 1: Design and Deploy Standards	Curriculum Planning and Refinement: Teachers will meet in content area PLC's quarterly to evaluate standards, revise maps, and design assessments with the necessary rigor for maximum student achievement. They will analyze the results of these assessments and use these results to reflect on instructional practices, remediate as needed, and identify students for enrichment. Teachers will align learning targets with activities as this will be a focus for district walk-throughs. MCMS Writing Plan: A school-wide writing plan will be followed that provides students multiple opportunities to develop complex communication skills for an array of purposes aligned with the state standards. Curriculum Planning and Reflection: Teachers will meet in grade and content area PLC's to align curriculum with standards, plan activities aligned with learning targets ensuring proper rigor for growth and use a monitoring system	Writing On-demand scrimmages quarterly, CMA's in Science and Social Studies twice per year.	Students will establish individual growth goals in Writing, Science, and Social Studies based on their scores from previous assessments. They will reflect on goals during advisory after each major assessment.	\$0
Objective 2 Increase the Math growth from 48.9 to 51.2 by 2020.			Formative and summative assessments, MAP assessment given three times- fall, winter, spring, Reading Plus benchmark	Students will establish individual growth goals in reading based on their scale scores from the previous MAP assessment and Reading Plus benchmark. They will reflect on goals during advisory after each major assessment.	
Objective 3 Increase the Science growth from 18.8 to 22.5 by 2020.				NWEA MAP Assessment- \$0 Study Island- \$1,800	
Objective 4 Increase the Social Studies growth from 45 to 47.5 by 2020.				Reading Plus Program- \$7,000	
Objective 5 Increase the Writing growth from 22.5 to 26 by 2020.					

Goal 4 (State your growth goal.): Increase the Reading growth from 52.2 to 58.7 by 2022, increase the Math growth from 48.9 to 55.9 by 2022, increase the Science growth from 18.8 to 29.9 by 2022, increase the Social Studies growth from 45 to 52.5 by 2022, and Writing growth from 22.5 to 33.1 by 2022.

Objective	Strategy	Activities	Measure of Success	Progress Monitoring	Funding
		to monitor progress toward meeting student goals.			
	KCWP 4: Review, Analyze, and Apply Data	<p>RTI Administrators and faculty will meet to determine students who require additional assistance for success. Data from KPREP, MAP, and classroom assessments will be analyzed and used to develop individualized intervention to ensure growth. Reading Plus will be used as well as other resources provided by regular classroom teacher.</p> <p>Advisory Advisory teachers meet with small group for 30 minutes at the end of each day to review grades, attendance, behavior, homework. Students will set growth goals and make up missed work receiving instruction targeting skills students are working to master. Parent contacts will be made through advisory and teachers will foster positive relationships with those advisory students.</p> <p>Tutoring/Mentoring</p>	<p>Formative and summative assessments, MAP assessment given three times- fall, winter, spring, Reading Plus benchmark.</p> <p>See above.</p>	See above.	See above

Goal 4 (State your growth goal.): Increase the Reading growth from 52.2 to 58.7 by 2022, increase the Math growth from 48.9 to 55.9 by 2022, increase the Science growth from 18.8 to 29.9 by 2022, increase the Social Studies growth from 45 to 52.5 by 2022, and Writing growth from 22.5 to 33.1 by 2022.

Objective	Strategy	Activities	Measure of Success	Progress Monitoring	Funding
		<p>Students needing additional assistance are identified and referred to early morning or afternoon tutoring where they receive individualized help to increase academic achievement.</p> <p>Teachers will work in grade level teams to analyze and update data charts for all current students. Based on these results, additional instruction/extension may be provided in the classroom, during early morning or afternoon tutoring through Century 21, or through RTI groups (intervention). Teachers will intentionally isolate data from the Hispanic and Disability subgroups to identify areas of strength, areas of growth, and plan to promote proficiency.</p>	See above.		
	KCWP 2: Design and Deliver Instruction	MCMS will embed literacy instruction into all content areas using the Adolescent Literacy Model. Cohort 1 will continue into the second year and Cohort 2 will receive professional development to build capacity for teaching literacy. Monroe County Middle School's literacy plan will be followed and	See above.	See above.	See above.

Goal 4 (State your growth goal.): Increase the Reading growth from 52.2 to 58.7 by 2022, increase the Math growth from 48.9 to 55.9 by 2022, increase the Science growth from 18.8 to 29.9 by 2022, increase the Social Studies growth from 45 to 52.5 by 2022, and Writing growth from 22.5 to 33.1 by 2022.

Objective	Strategy	Activities	Measure of Success	Progress Monitoring	Funding
		<p>implemented during the 2019-20 school year. Faculty will be involved in professional development/training with ALM (Adolescent Literacy Model). Best practices to be included in all content areas are: Adolescent Literacy activities to be embedded in weekly thinking plans, feedback, goal setting, reflection, formative assessment. In addition, writing will be included in all content areas using the R.A.C.E. and POWER paragraph included in our school writing plan and approved by our site-based council.</p>			
	<p>KCWP 5: Design, Align, and Deliver Support</p>	<p>Instructional Rounds Monroe County Middle School will conduct instructional rounds throughout the school year to identify strengths and areas for improvement with instruction, particularly activity alignment with learning target, rigor, student engagement, and evidence of literacy strategies in all content areas. In addition, in-house rounds will be a routine part of our PLC cycle called "peer-walkthroughs."</p>	<p>See above.</p>	<p>See above.</p>	<p>See above.</p>
		<p>Walk-throughs Monroe County Middle School will collect data regarding student</p>	<p>See above.</p>	<p>See above.</p>	<p>See above.</p>

Goal 4 (State your growth goal.): Increase the Reading growth from 52.2 to 58.7 by 2022, increase the Math growth from 48.9 to 55.9 by 2022, increase the Science growth from 18.8 to 29.9 by 2022, increase the Social Studies growth from 45 to 52.5 by 2022, and Writing growth from 22.5 to 33.1 by 2022.

Objective	Strategy	Activities	Measure of Success	Progress Monitoring	Funding
		engagement and feedback by conducting walk-throughs frequently during instructional time. A district walk-through document will be used to record results and share with teachers.			
	KCWP 6: Establishing Learning Culture and Environment	Parent Communication Communicate to parents about progress and growth as part of the monthly PLC rotation.	Higher levels of student engagement and parent involvement	Participation in parent night, parent/teacher conferences	Provided through Family Resource Center

5: Transition Readiness

Goal 5 (State your transition readiness goal.): Increase the percentage of students who are transition ready.					
Objective	Strategy	Activities	Measure of Success	Progress Monitoring	Funding
Objective 1 Design, Align, and Deliver Support	Camp Middle	Movie one day for students from all 3 elementary schools to get to know each other. Day two consists of students receiving schedules, lockers, etc. They walk through their actual day and meet all of their teachers.	Increase in percent participation from 50% to 70%.	Record new data each year.	\$1,000
	Parent and Family Nights	Hot dogs, chips, and drinks for the entire family while rotating around learning about the various programs their middle schooler will participate in.	Increase in participation.	Record new data each year.	\$500
	Meet the Teacher Night	Parents with their student will have an opportunity to tour the school and see what a day in the life of their child looks like.	Increase in participation.	Record new data each year.	\$0
	5 th Grade Visit	Assistant Principal visits each elementary school to meet with all 5 th grade students. Students are given information about expectations, procedures, and programs offered.	Increase in participation.	Record new data each year.	\$0
	Career Fair	Youth Service Center plans this experience to learn about career and higher education pathways and courses aligned with interests at high school.	Increase in community support.	Record new data each year.	\$0

6: Graduation Rate

Goal 6 (State your graduation rate goal.):					
Objective	Strategy	Activities	Measure of Success	Progress Monitoring	Funding
Objective 1					
Objective 2					

7: Other (Optional)

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

Special Considerations for Targeted Support and Improvement (TSI) 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:
<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>

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"/>
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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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