

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 Glenn O. Swing will increase the percentage of students scoring proficient or distinguished in reading from 72% to 77.6% and the percentage of students scoring proficient or distinguished in math from 63% to 70% by June 2023:

Objective	Strategy	Activities	Measure of Success	Progress Monitoring	Funding
<p>Objective 1 <i>Professional Learning Communities:</i></p> <p>Support and nurture a culture of collaboration through professional learning communities.</p> <p>Increase the percentage of students scoring proficient and distinguished in Reading from 72.6% to 73.8% by June 2021</p> <p>Increase the percentage of students scoring proficient and distinguished in Math from 63.3% to 65% by June 2021.</p>	<p>Provide job embedded training to teacher PLCs at each individual school on the components of successful Professional Learning Communities through:</p> <p>Curriculum Development Lesson Planning Best Practice Teaching Strategies Formative Assessment Process Student Feedback Techniques Student Work Analysis</p>	<p>Grade level and vertical teams will deconstruct standards to ensure deeper understanding of standards.</p> <p>Collaboratively develop rigorous assessments aligned to the state standards.</p> <p>Develop lesson plans utilizing school lesson plan format with a strong focus on “how” to teach the content.</p> <p>Provide feedback to students during the learning process to promote growth for all students.</p> <p>Meet regularly to analyze student products to ensure alignment to standards and quality of work.</p> <p>Analysis of assessment data to determine next steps and ensure mastery of all content by all students.</p> <p>On-going PLC district level professional development as needed.</p> <p>Every 6 weeks school level math and reading leaders will meet to improve understanding of PLC processes.</p> <p>Teams will use the Learner Engagement and Rigor Rubrics from the International Center for Leadership in Education when planning for instruction with PLC.</p>	<p>Products developed by team such as deconstructions, lesson plans, formative and summative assessments.</p> <p>Improved student products as a result of teacher feedback</p> <p>Increase in flashback and embedded assessment scores.</p> <p>Improvement on Learner Engagement and Rigor Rubrics as scored by teams, administration, and district leadership.</p> <p>Administrative and teacher survey data focused on Professional Learning Communities – twice per year</p> <p>TELL Survey Results- 2020</p>	<p>Leadership Teams will use PLC rubrics (High Performing Teams Rubric) to guide discussions and next steps for teams</p> <p>Embedded Assessment Analysis meetings</p> <p>Learner Engagement and Rigor Rubrics from the International Center for Leadership in Education.</p> <p>Administrative and teacher survey data focused on Professional Learning Communities – twice per year</p>	-0-
<p>Objective 2 <i>Curriculum:</i></p> <p>Collaboratively develop and implement a curriculum that ensures all students and</p>	<p>Provide a systematic process where all teachers collaboratively develop a coherent and rigorous curriculum.</p> <p>Provide the training, time and resources needed for teams of teachers to systematically develop a curriculum</p>	<p>Teams of teachers will meet on a monthly basis with district peers to develop curriculum systematically using Rigor Curriculum Design- Larry Ainsworth.</p> <p>Each step of the process will be led by district leadership through school leadership. Each content area will have a facilitator and</p>	<p>Products created by teacher teams</p> <p>Student results on formative and summative assessments</p> <p>Professional Learning Community Rubrics – <i>Clarifying What Students Must Learn</i>- completed twice per year by each school’s</p>	<p>Development of each step of the process will be evaluated throughout by district administration and school based curriculum leadership – monthly</p> <p>District survey results completed by each school’s instructional leadership team. (Focus- District Curriculum Leaders)- twice per year</p>	<p>Title 1 Funds</p> <p>District General Funds</p>

Goal 1 Glenn O. Swing will increase the percentage of students scoring proficient or distinguished in reading from 72% to 77.6% and the percentage of students scoring proficient or distinguished in math from 63% to 70% by June 2023:

Objective	Strategy	Activities	Measure of Success	Progress Monitoring	Funding
<p>teachers have access to and a deeper knowledge of the Kentucky Academic Standards.</p> <p>Increase the percentage of students scoring proficient and distinguished in Reading from 72.6% to 73.8% by June 2021</p> <p>Increase the percentage of students scoring proficient and distinguished in Math from 63.3% to 65% by June 2021.</p>	<p>based on the Kentucky Academic Standards.</p> <p>Ensure thoughtful development of curriculum to include: Standards deconstruction Lesson Planning Best Practice Teaching Strategies Formative Assessment Process Student Feedback Techniques Student Work Analysis</p> <p>All students will receive at least 75 minutes per day of core instruction in reading and math. Core programs will be monitored through DIBELS, STAR and embedded assessments.</p>	<p>teacher leads leading each group of teachers in all content areas. The district will use a train the trainer model led from the district level each step of the process.</p> <p>Teachers will meet regularly at the school level to create and revise standard deconstructions, lesson plans, assessments, etc...based on student results.</p>	<p>leadership team. Each leadership team will set goals based on rubric monitored by district personnel (School's leadership Team: Administration, Coaches, Teacher Leads)</p> <p>Analysis of curriculum products completed by each team:</p> <ul style="list-style-type: none"> • Lesson Plans • Formative Assessment • Common Embedded Assessments <p>Review of student assessment results.</p> <p>TELL Survey Results- 2020</p> <p>Results of district wide and school level common assessments- STAR, DIBELS, KPREP, etc..</p>	<p>School leadership will evaluate the progress of students results on the following:</p> <p>Common Embedded Assessments</p> <p>Flashback data</p> <p>STAR- 3 times per year</p> <p>DIBELS- 3 times per year</p> <p>KPREP- once per year</p> <p>Administrative and teacher survey data focused on Professional Learning Communities (focus on curriculum portion of survey) – twice per year</p> <p>Learner Engagment and Rigor Rubrics from International Center for Leadership in Education completed during district focus visits.</p>	
<p>Objective 3 <i>Response to Intervention Systems (RTI)</i></p> <p>Implement and monitor a Response To Intervention (RTI) Program</p> <p>Increase the percentage of students scoring proficient and distinguished in Reading from 72.6% to 73.8% by June 2021</p>	<p>Develop a systematic process where all students identified as at risk or intensive readers receive researched based interventions on a daily basis.</p>	<p>Provide the training, time and resources needed for teams of teachers to systematically develop a systematic Response to Intervention System for reading.</p> <p>Each school will conduct Response to Intervention team meetings every 6-8 weeks to monitor each student's progress and make changes according to their progress.</p>	<p>Administrative and teacher survey results on curriculum process- twice per year</p> <p>Professional Learning Community Rubrics – <i>Providing Students With Systematic Interventions and Extensions</i> – twice per year- completed by school instructional leadership team (School's leadership Team: Administration, Coaches, Teacher Leads)</p> <p>Intervention in program data progress monitoring</p> <p>DIBELS Benchmark Data- 3 times per year</p> <p>TELL Survey Results- 2020</p>	<p>DIBELS progress monitoring on students identified as at risk. Progress monitoring for intensive students will be given on a weekly basis.</p> <p>Decrease in intensive students measured by each benchmark assessment (3 times per year)- DIBELS</p> <p>Decrease in percentage of novice students on KPREP</p>	

2: Separate Academic Indicator

Goal 2: Glenn O. Swing will increase the percentage of students scoring proficient and distinguished in Science from 52.4% to 61.1% and the percentage of students scoring proficient or distinguished in Writing from 67.2% to 73.2% by June 2023.

Objective	Strategy	Activities	Measure of Success	Progress Monitoring	Funding
<p>Objective 1 <i>Professional Learning Communities:</i></p> <p>Support and nurture a culture of collaboration through professional learning communities.</p> <p>Increase the percentage of students scoring proficient and distinguished in Science from 52.4% to 54.6% by June 2021</p> <p>Increase the percentage of students scoring proficient and distinguished in Writing from 67.2% to 68.7% by June 2021.</p>	<p>Provide job embedded training to teacher PLCs at each individual school on the components of successful Professional Learning Communities through:</p> <p>Curriculum Development Lesson Planning Best Practice Teaching Strategies Formative Assessment Process Student Feedback Techniques Student Work Analysis</p> <p>Provide a systematic process where all teachers collaboratively develop a coherent and rigorous curriculum.</p> <p>Provide the training, time and resources needed for teams of teachers to systematically develop a curriculum based on the Kentucky Academic Standards.</p>	<p>Grade level and vertical teams will deconstruct standards to ensure deeper understanding of standards.</p> <p>Collaboratively develop rigorous assessments aligned to the state standards.</p> <p>Develop lesson plans utilizing school lesson plan format with a strong focus on “how” to teach the content.</p> <p>Provide feedback to students during the learning process to promote growth for all students.</p> <p>Meet regularly to analyze student products to ensure alignment to standards and quality of work.</p> <p>Analysis of assessment data to determine next steps and ensure mastery of all content by all students.</p> <p>On-going PLC district level professional development as needed.</p> <p>Every 6 weeks school level content leaders will meet to improve understanding of PLC processes.</p> <p>Teams will use the Learner Engagement and Rigor Rubrics from the International Center for Leadership in Education when planning for instruction with PLC.</p>	<p>Products developed by team such as deconstructions, lesson plans, formative and summative assessments.</p> <p>Improved student products as a result of teacher feedback</p> <p>Increase in flashback and embedded assessment scores.</p> <p>Improvement on Learner Engagement and Rigor Rubrics as scored by teams, administration, and district leadership.</p> <p>Administrative and teacher survey data focused on Professional Learning Communities – twice per year</p> <p>TELL Survey Results- 2020</p>	<p>Leadership Teams will use PLC rubrics (High Performing Teams Rubric) to guide discussions and next steps for teams</p> <p>Embedded Assessment Analysis meetings</p> <p>Learner Engagement and Rigor Rubrics from the International Center for Leadership in Education.</p> <p>Administrative and teacher survey data focused on Professional Learning Communities – twice per year</p>	<p>-0-</p>

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Objective	Strategy	Activities	Measure of Success	Progress Monitoring	Funding
<p>Objective 2 <i>Curriculum:</i></p> <p>Collaboratively develop and implement a curriculum that ensures all students and teachers have access to and a deeper knowledge of the Kentucky Academic Standards.</p> <p>Increase the percentage of students scoring proficient and distinguished in Science from 52.4% to 54.6% by June 2021</p> <p>Increase the percentage of students scoring proficient and distinguished in Writing from 67.2% to 68.7% by June 2021.</p>	<p>Provide job embedded training to teacher PLCs at each individual school on the components of successful Professional Learning Communities through:</p> <p>Curriculum Development Lesson Planning Best Practice Teaching Strategies Formative Assessment Process Student Feedback Techniques Student Work Analysis</p> <p>Provide a systematic process where all teachers collaboratively develop a coherent and rigorous curriculum.</p> <p>Provide the training, time and resources needed for teams of teachers to systematically develop a curriculum based on the Kentucky Academic Standards.</p>	<p>Grade level and vertical teams will deconstruct standards to ensure deeper understanding of standards.</p> <p>Collaboratively develop rigorous assessments aligned to the state standards.</p> <p>Develop lesson plans utilizing school lesson plan format with a strong focus on “how” to teach the content.</p> <p>Provide feedback to students during the learning process to promote growth for all students.</p> <p>Meet regularly to analyze student products to ensure alignment to standards and quality of work.</p> <p>Analysis of assessment data to determine next steps and ensure mastery of all content by all students.</p> <p>On-going PLC district level professional development as needed.</p> <p>Every 6 weeks school level content leaders will meet to improve understanding of PLC processes.</p> <p>Teams will use the Learner Engagement and Rigor Rubrics from the International Center for Leadership in Education when planning for instruction with PLC.</p>	<p>Products developed by team such as deconstructions, lesson plans, formative and summative assessments.</p> <p>Improved student products as a result of teacher feedback</p> <p>Increase in flashback and embedded assessment scores.</p> <p>Improvement on Learner Engagement and Rigor Rubrics as scored by teams, administration, and district leadership.</p> <p>TELL Survey Results- 2020</p>	<p>Leadership Teams will use PLC rubrics (High Performing Teams Rubric) to guide discussions and next steps for teams</p> <p>Embedded Assessment Analysis meetings</p> <p>Learner Engagement and Rigor Rubrics from the International Center for Leadership in Education.</p>	<p>Provide job embedded training to teacher PLCs at each individual school on the components of successful Professional Learning Communities through:</p> <p>Curriculum Development Lesson Planning Best Practice Teaching Strategies Formative Assessment Process Student Feedback Techniques Student Work Analysis</p> <p>Provide a systematic process where all teachers collaboratively develop a coherent and rigorous curriculum.</p> <p>Provide the training, time and resources needed for teams of teachers to systematically develop a curriculum based on the Kentucky Academic Standards.</p>

3: Achievement Gap

Goal 3: Glenn O. Swing will increase the percentage of students with disabilities scoring proficient and distinguished in Reading from 59.5% to 65% and the percentage of EL students scoring proficient or distinguished in Math from 41.2% to 49.2% by June 2023.

Objective	Strategy	Activities	Measure of Success	Progress Monitoring	Funding
<p>Objective 1 <i>Professional Learning Communities:</i></p> <p>Support and nurture a culture of collaboration through professional learning communities.</p> <p>Increase the percentage of students with disabilities scoring proficient and distinguished in Reading from 59.5% to 61.3% by June 2021</p> <p>Increase the percentage of EL students scoring proficient and distinguished in Math from 41.2% to 43.9% by June 2021.</p>	<p>Provide job embedded training to teacher PLCs at each individual school on the components of successful Professional Learning Communities through:</p> <p>Curriculum Development Lesson Planning Best Practice Teaching Strategies Formative Assessment Process Student Feedback Techniques Student Work Analysis</p>	<p>Grade level and vertical teams will deconstruct standards to ensure deeper understanding of standards.</p> <p>Collaboratively develop rigorous assessments aligned to the state standards.</p> <p>Develop lesson plans utilizing school lesson plan format with a strong focus on “how” to teach the content.</p> <p>Provide feedback to students during the learning process to promote growth for all students.</p> <p>Meet regularly to analyze student products to ensure alignment to standards and quality of work.</p> <p>Analysis of assessment data to determine next steps and ensure mastery of all content by all students.</p> <p>On-going PLC district level professional development as needed.</p> <p>Every 6 weeks school level math and reading leaders will meet to improve understanding of PLC processes.</p> <p>Teams will use the Learner Engagement and Rigor Rubrics from the International Center for Leadership in Education when planning for instruction with PLC.</p>	<p>Products developed by team such as deconstructions, lesson plans, formative and summative assessments.</p> <p>Improved student products as a result of teacher feedback</p> <p>Increase in flashback and embedded assessment scores.</p> <p>Improvement on Learner Engagement and Rigor Rubrics as scored by teams, administration, and district leadership.</p> <p>Administrative and teacher survey data focused on Professional Learning Communities – twice per year</p> <p>TELL Survey Results- 2020</p>	<p>Leadership Teams will use PLC rubrics (High Performing Teams Rubric) to guide discussions and next steps for teams</p> <p>Embedded Assessment Analysis meetings</p> <p>Learner Engagement and Rigor Rubrics from the International Center for Leadership in Education.</p> <p>Administrative and teacher survey data focused on Professional Learning Communities – twice per year</p>	

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<p>Objective 2 <i>Curriculum:</i></p> <p>Collaboratively develop and implement a curriculum that ensures all students and teachers have access to and a deeper knowledge of the Kentucky Academic Standards.</p> <p>Increase the percentage of students with disabilities scoring proficient and distinguished in Reading from 59.5% to 61.3% by June 2021</p> <p>Increase the percentage of EL students scoring proficient and distinguished in Math from 41.2% to 43.9% by June 2021.</p>	<p>Provide a systematic process where all teachers collaboratively develop a coherent and rigorous curriculum.</p> <p>Provide the training, time and resources needed for teams of teachers to systematically develop a curriculum based on the Kentucky Academic Standards.</p> <p>Ensure thoughtful development of curriculum to include: Standards deconstruction Lesson Planning Best Practice Teaching Strategies Formative Assessment Process Student Feedback Techniques Student Work Analysis</p> <p>All students will receive at least 75 minutes per day of core instruction in reading and math. Core programs will be monitored through DIBELS, STAR and embedded assessments.</p>	<p>Teams of teachers will meet on a monthly basis with district peers to develop curriculum systematically using Rigor Curriculum Design- Larry Ainsworth.</p> <p>Each step of the process will be led by district leadership through school leadership. Each content area will have a facilitator and teacher leads leading each group of teachers in all content areas. The district will use a train the trainer model led from the district level each step of the process.</p> <p>Teachers will meet regularly at the school level to create and revise standard deconstructions, lesson plans, assessments, etc...based on student results.</p>	<p>Products created by teacher teams</p> <p>Student results on formative and summative assessments</p> <p>Professional Learning Community Rubrics – <i>Clarifying What Students Must Learn</i>- completed twice per year by each school’s leadership team. Each leadership team will set goals based on rubric monitored by district personnel (School’s leadership Team: Administration, Coaches, Teacher Leads)</p> <p>Analysis of curriculum products completed by each team:</p> <ul style="list-style-type: none"> • Lesson Plans • Formative Assessment • Common Embedded Assessments <p>Review of student assessment results.</p> <p>TELL Survey Results- 2020</p> <p>Results of district wide and school level common assessments- STAR, DIBELS, KPREP, etc..</p>	<p>Development of each step of the process will be evaluated throughout by district administration and school based curriculum leadership – monthly</p> <p>District survey results completed by each school’s instructional leadership team. (Focus- District Curriculum Leaders)- twice per year</p> <p>School leadership will evaluate the progress of students results on the following:</p> <p>Common Embedded Assessments</p> <p>Flashback data</p> <p>STAR- 3 times per year</p> <p>DIBELS- 3 times per year</p> <p>KPREP- once per year</p> <p>Administrative and teacher survey data focused on Professional Learning Communities (focus on curriculum portion of survey) – twice per year</p> <p>Learner Engagment and Rigor Rubrics from International Center for Leadership in Education completed during district focus visits.</p>	

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<p>Objective 3 <i>Response to Intervention Systems (RTI)</i></p> <p>Implement and monitor a Response To Intervention (RTI) Program</p> <p>Increase the percentage of students with disabilities scoring proficient and distinguished in Reading from 59.5% to 61.3% by June 2021</p> <p>Increase the percentage of EL students scoring proficient and distinguished in Math from 41.2% to 43.9% by June 2021.</p>	<p>Develop a systematic process where all students identified as at risk or intensive readers receive researched based interventions on a daily basis.</p>	<p>Provide the training, time and resources needed for teams of teachers to systematically develop a systematic Response to Intervention System for reading.</p> <p>Each school will conduct Response to Intervention team meetings every 6-8 weeks to monitor each student's progress and make changes according to their progress.</p>	<p>Administrative and teacher survey results on curriculum process- twice per year</p> <p>Professional Learning Community Rubrics – <i>Providing Students With Systematic Interventions and Extensions</i> – twice per year- completed by school instructional leadership team (School's leadership Team: Administration, Coaches, Teacher Leads)</p> <p>Intervention in program data progress monitoring</p> <p>DIBELS Benchmark Data- 3 times per year</p> <p>TELL Survey Results- 2020</p>	<p>DIBELS progress monitoring on students identified as at risk. Progress monitoring for intensive students will be given on a weekly basis.</p> <p>Decrease in intensive students measured by each benchmark assessment (3 times per year)- DIBELS</p> <p>Decrease in percentage of novice students on KPREP</p>	

4: Growth

Goal 3: Glenn O. Swing will increase the percentage of students making growth in fourth grade math from 53% to 70% by 2023.					
Objective	Strategy	Activities	Measure of Success	Progress Monitoring	Funding
<p>Objective 1 <i>Professional Learning Communities:</i></p> <p>Support and nurture a culture of collaboration through professional learning communities.</p> <p>Increase the percentage of fourth grade students making growth in Math from 53% to 60% by June 2021.</p>	<p>Provide job embedded training to teacher PLCs at each individual school on the components of successful Professional Learning Communities through:</p> <p>Curriculum Development Lesson Planning Best Practice Teaching Strategies Formative Assessment Process Student Feedback Techniques Student Work Analysis</p>	<p>Grade level and vertical teams will deconstruct standards to ensure deeper understanding of standards.</p> <p>Collaboratively develop rigorous assessments aligned to the state standards.</p> <p>Develop lesson plans utilizing school lesson plan format with a strong focus on “how” to teach the content.</p> <p>Provide feedback to students during the learning process to promote growth for all students.</p> <p>Meet regularly to analyze student products to ensure alignment to standards and quality of work.</p> <p>Analysis of assessment data to determine next steps and ensure mastery of all content by all students.</p> <p>On-going PLC district level professional development as needed.</p> <p>Every 6 weeks school level math and reading leaders will meet to improve understanding of PLC processes.</p> <p>Teams will use the Learner Engagement and Rigor Rubrics from the International Center for Leadership in Education when planning for instruction with PLC.</p>	<p>Products developed by team such as deconstructions, lesson plans, formative and summative assessments.</p> <p>Improved student products as a result of teacher feedback</p> <p>Increase in flashback and embedded assessment scores.</p> <p>Improvement on Learner Engagement and Rigor Rubrics as scored by teams, administration, and district leadership.</p> <p>Administrative and teacher survey data focused on Professional Learning Communities – twice per year</p> <p>TELL Survey Results- 2020</p>	<p>Leadership Teams will use PLC rubrics (High Performing Teams Rubric) to guide discussions and next steps for teams</p> <p>Embedded Assessment Analysis meetings</p> <p>Learner Engagement and Rigor Rubrics from the International Center for Leadership in Education.</p> <p>Administrative and teacher survey data focused on Professional Learning Communities – twice per year</p>	

Goal 3: Glenn O. Swing will increase the percentage of students making growth in fourth grade math from 53% to 70% by 2023.					
Objective	Strategy	Activities	Measure of Success	Progress Monitoring	Funding
<p>Objective 2 <i>Curriculum:</i></p> <p>Collaboratively develop and implement a curriculum that ensures all students and teachers have access to and a deeper knowledge of the Kentucky Academic Standards.</p> <p>Increase the percentage of fourth grade students making growth in Math from 53% to 60% by June 2021.</p>	<p>Provide a systematic process where all teachers collaboratively develop a coherent and rigorous curriculum.</p> <p>Provide the training, time and resources needed for teams of teachers to systematically develop a curriculum based on the Kentucky Academic Standards.</p> <p>Ensure thoughtful development of curriculum to include: Standards deconstruction Lesson Planning Best Practice Teaching Strategies Formative Assessment Process Student Feedback Techniques Student Work Analysis</p> <p>All students will receive at least 75 minutes per day of core instruction in reading and math. Core programs will be monitored through DIBELS, STAR and embedded assessments.</p>	<p>Teams of teachers will meet on a monthly basis with district peers to develop curriculum systematically using Rigor Curriculum Design- Larry Ainsworth.</p> <p>Each step of the process will be led by district leadership through school leadership. Each content area will have a facilitator and teacher leads leading each group of teachers in all content areas. The district will use a train the trainer model led from the district level each step of the process.</p> <p>Teachers will meet regularly at the school level to create and revise standard deconstructions, lesson plans, assessments, etc...based on student results.</p>	<p>Products created by teacher teams</p> <p>Student results on formative and summative assessments</p> <p>Professional Learning Community Rubrics – <i>Clarifying What Students Must Learn</i>- completed twice per year by each school’s leadership team. Each leadership team will set goals based on rubric monitored by district personnel (School’s leadership Team: Administration, Coaches, Teacher Leads)</p> <p>Analysis of curriculum products completed by each team:</p> <ul style="list-style-type: none"> • Lesson Plans • Formative Assessment • Common Embedded Assessments <p>Review of student assessment results.</p> <p>TELL Survey Results- 2020</p> <p>Results of district wide and school level common assessments- STAR, DIBELS, KPREP, etc..</p>	<p>Development of each step of the process will be evaluated throughout by district administration and school based curriculum leadership – monthly</p> <p>District survey results completed by each school’s instructional leadership team. (Focus- District Curriculum Leaders)- twice per year</p> <p>School leadership will evaluate the progress of students results on the following:</p> <p>Common Embedded Assessments</p> <p>Flashback data</p> <p>STAR- 3 times per year</p> <p>DIBELS- 3 times per year</p> <p>KPREP- once per year</p> <p>Administrative and teacher survey data focused on Professional Learning Communities (focus on curriculum portion of survey) – twice per year</p> <p>Learner Engagement and Rigor Rubrics from International Center for Leadership in Education completed during district focus visits.</p>	

5: Transition Readiness

Goal 5 (State your transition readiness goal.):

By 2021, increase the percentage of students who are transition ready from % to % (elementary), % to % (middle), and % to % (high).

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

6: Graduation Rate

Goal 6 (State your graduation rate goal.):
 Increase the adjusted 4-year cohort graduation rate from % to % by 2021.

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:

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"/>
		<input type="checkbox"/>
		<input type="checkbox"/>

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
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