

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</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>

	improvement approach (i.e. <i>Six Sigma, Shipley, Baldrige, etc.</i>).				
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1: Proficiency Goal

Goal 1 (State your proficiency goal.): The objective is to increase the Reading Proficiency Score for all tested students from 56.2 in 2019 to 66 in 2022 and to increase the Math Proficiency Score of all students tested from 50.7 in 2019 to 60.6 in 2022 as based on the KASC K-PREP Data Forecast for Conkwright Elementary.

Objective	Strategy	Activities	Measure of Success	Progress Monitoring	Funding
<p>Objective 1 The objective is to increase the Reading Proficiency Score for all tested students from 56.2 in 2019 to 56.6 in 2021 as based on the KASC K-PREP Data Forecast for Conkwright Elementary.</p>	<p>KCWP 2: Design and Deliver Instruction Intentional and of the highest quality. Tier I is the highly effective, culturally responsive, evidence-based core instruction, provided to all students in the classroom. Implementation of evidence-based curriculum and/or strategies with fidelity is essential for both academic and behavioral instruction.</p>	<p>90 Minute Literacy Block – All students at Conkwright Elementary will receive 90 minutes of literacy instruction. Students will use components of the Fountas and Pinnell classroom. All instruction is standards based and responsive to student needs. Digital programs IXL and MasteryConnect will also be utilized when appropriate.</p>	<p>Mastery Connect data – Benchmark assessments three times a year -Unit plans; team planning, Classroom assessment data, teacher support</p>	<p>Implemented and in progress</p>	<p>No funding needed</p>
	<p>KCWP 4: Review, Analyze and Apply Data School leaders must ensure a uniform way of examining and</p>	<p>Formative and Summative Assessments with immediate feedback of student learning and progress</p>	<p>Mastery Connect Classroom Data</p>	<p>Implemented and in progress</p>	<p>No funding needed</p>

	<p>interpreting all of the data that is in their schools in order to determine priorities for school success. Likewise, teachers must have an established system for examining and interpreting all of the data that is in their classrooms (e.g., formative, summative, benchmark, and interim assessment data) in order to determine priorities for individual student success.</p>	<p>WIN time (What I Need) Flexible grouping – School –wide flexible grouping based on responsive needs and intervention supports for students. Remediation and enrichment opportunities will be offered for all students.</p> <p>-Interventionists will work with students for tier 3 literacy interventions</p>	<p>Student Progress Monitoring</p>	<p>Implemented and in progress</p>	<p>No funding needed</p>
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Goal 1 (State your proficiency goal.): The objective is to increase the Reading Proficiency Score for all tested students from 56.2 in 2019 to 66 in 2022 and to increase the Math Proficiency Score of all students tested from 50.7 in 2019 to 60.6 in 2022 as based on the KASC K-PREP Data Forecast for Conkwright Elementary.

Objective	Strategy	Activities	Measure of Success	Progress Monitoring	Funding
	<p>KCWP 5: Design, Align and Deliver Support Evaluate effectiveness in order</p>	<p>Job embedded Professional Development as directed by CCPS, for reading instruction through</p>	<p>PLC's; assessment development; grade level meetings as</p>	<p>Implemented and in progress</p>	<p>No funding needed</p>

	<p>to improve problems and improve the system rather than function under crisis management. Continuous improvement uses data to improve work processes to support student learning. A system is in place to monitor student data regularly and to ensure a continuous improvement model that monitors what is working</p>	<p>Fountas and Pinnell reading strategies.</p>	<p>directed by CCPS</p>		
	<p>KCWP6: Establishing Learning Culture and Environment The environment in which students learn and the support they are offered to meet their individual needs is just as important as solid curriculum, instruction,</p>	<p>Literacy Plan - A committee of teachers have developed a literacy plan through the striving readers grant that helps align our needs and resources to increase student achievement in reading. Some areas of our literacy plan have included monitoring student progress, monthly committee meetings to plan, edit and revise and a book study for all teachers in teaching reading. In 2020-2021, 100% of classroom teachers received training in F&P classroom/resources.</p> <p>School-wide behavior procedures and expectations</p> <p>Parent/Teacher Conference Night that are student-led (when possible due to COVID)</p>	<p>PLC's; student progress monitoring; teacher support</p> <p>Parent/Student/Teacher conferences; school-wide discipline plan</p>	<p>Implemented and in progress</p>	<p>No funding needed</p>

Goal 1 (State your proficiency goal.): The objective is to increase the Reading Proficiency Score for all tested students from 56.2 in 2019 to 66 in 2022 and to increase the Math Proficiency Score of all students tested from 50.7 in 2019 to 60.6 in 2022 as based on the KASC K-PREP Data Forecast for Conkwright Elementary.

Objective	Strategy	Activities	Measure of Success	Progress Monitoring	Funding
	<p>and systems of continuous improvement. Students need to know they are safe and their needs will be met, no matter what those needs are. This is how you know that your environment is one that creates support for positive behavior. Schools must ensure students are learning at the optimal level in a safe learning environment</p>				
<p>Objective 2 The objective is to increase the Math Proficiency Score of all students tested from 50.7 in 2019 to 51 in 2021 as based on the KASC K-PREP Data Forecast for Conkwright Elementary.</p>	<p>KCWP 2: Design and Deliver Instruction Intentional and of the highest quality. Tier I is the highly effective, culturally responsive, evidence-based core instruction, provided to all students in the classroom. Implementation of evidence-based curriculum and/or strategies with fidelity is essential for both academic and behavioral instruction.</p>	<p>90 Minute Math Block – All students at Conkwright Elementary will receive 90 minutes of math instruction. All instruction is standards based and responsive to student needs. Digital programs IXL and MasteryConnect will also be utilized when appropriate.</p>	<p>Mastery Connect data -Unit plans; team planning, Classroom assessment data, teacher support</p>	<p>Implemented and in progress</p>	<p>No funding needed</p>

Goal 1 (State your proficiency goal.): The objective is to increase the Reading Proficiency Score for all tested students from 56.2 in 2019 to 66 in 2022 and to increase the Math Proficiency Score of all students tested from 50.7 in 2019 to 60.6 in 2022 as based on the KASC K-PREP Data Forecast for Conkwright Elementary.

Objective	Strategy	Activities	Measure of Success	Progress Monitoring	Funding
	<p>KCWP 4: Review, Analyze and Apply Data School leaders must ensure a uniform way of examining and interpreting all of the data that is in their schools in order to determine priorities for school success. Likewise, teachers must have an established system for examining and interpreting all of the data that is in their classrooms (e.g., formative, summative, benchmark, and interim assessment data) in order to determine priorities for individual student success.</p>	<p>WIN time (What I Need) Flexible grouping – School-wide flexible grouping based on responsive needs and intervention supports for students. Remediation and enrichment opportunities will be offered for all students.</p>	<p>Student Progress Monitoring</p>	<p>Implemented and in progress</p>	<p>No funding needed</p>
		<p>Formative and Summative Assessments with immediate feedback of student learning and progress</p>	<p>Mastery Connect Classroom Data</p>	<p>Implemented and in progress</p>	<p>No funding needed</p>
	<p>KCWP 6: Establishing Learning Culture and Environment The environment in which students learn and the support they are offered to meet their individual</p>	<p>School-wide behavior procedures and expectations Parent/Teacher Conference Night that are student-led when possible (COVID)</p>	<p>Parent/Student/Teacher conferences; school-wide discipline plan</p>	<p>Implemented and in progress</p>	<p>No funding needed</p>

	needs is just as important as solid curriculum, instruction, and systems of continuous improvement. Students				
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Goal 1 (State your proficiency goal.): The objective is to increase the Reading Proficiency Score for all tested students from 56.2 in 2019 to 66 in 2022 and to increase the Math Proficiency Score of all students tested from 50.7 in 2019 to 60.6 in 2022.

Objective	Strategy	Activities	Measure of Success	Progress Monitoring	Funding
	<p>need to know they are safe and their needs will be met, no matter what those needs are. This is how you know that your environment is one that creates support for positive behavior. Schools must ensure students are learning at the optimal level in a safe learning environment</p>				

2: Separate Academic Indicator

Goal 2 (State your separate academic indicator goal.):

The Separate Academic Indicator Score for Conkwright Elementary is to increase from 5 to 4.1 in 2019 to 70 by 2022 as based on 2018-2019 KPREP data.						
Objective	Strategy	Activities	Measure of Success	Progress Monitoring	Funding	
Objective 1 The objective is to increase the Science Proficiency Score from 27.5 in 2019 to 33.2 in 2021 as based on 2018-2019 KPREP Data.	KCWP 1: Design and Deploy Standards The Kentucky Academic Standards are in Kentucky statute as what is to be taught. It is imperative that schools and districts continually assess, review, and revise school curricula to support the assurance that all students have the knowledge, skills, and dispositions for future success.	Standards based science instruction utilizing Mystery Science curriculum and other digital resources: IXL and MasteryConnect.	Unit plans; team planning, Classroom assessment data, teacher support	Implemented and in progress	No funding needed	
	KCWP 2: Design and Deliver Instruction Intentional and of the highest quality. Tier I is the highly effective, culturally responsive, evidence-based core instruction, provided to all students in the classroom. Implementation of evidence based curriculum and/or strategies with fidelity is essential for both academic and	Conkwright Elementary students participate in on-site gardening activities that provide hands-on experiences to compliment the in-class science curriculums.	Unit plans; team planning, Classroom assessment data, teacher support	Implemented and in progress	No funding needed	

	behavioral instruction.					
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3: Achievement Gap

Goal 3 (State your achievement gap goal.): The achievement gap goal for Conkwright Elementary is to increase the percentage of students with disabilities that are proficient/distinguished in reading from 16.7 in 2019 to 44.4 in 2022; and to increase the percentage of students with disabilities that are proficient/distinguished in math from 20 in 2019 to 36.3 in 2022 as based on the KASC K-PREP Data Forecast for Conkwright Elementary.

Objective	Strategy	Activities	Measure of Success	Progress Monitoring	Funding
Objective 1- The objective is to increase the percentage of students with disabilities that are proficient/ distinguished in reading from 16.7 in 2019 to 37.5 in 2021 as based on the KASC K-PREP Data Forecast for Conkwright Elementary.	KCWP 4: Review, Analyze and Apply Data School leaders must ensure a uniform way of examining and interpreting all of the data that is in their schools in order to determine priorities for school success. Likewise, teachers must have an established system for examining and interpreting all of the data that is in their classrooms (e.g., formative, summative, benchmark, and interim	WIN time (What I Need) Flexible grouping – School –wide flexible grouping based on responsive needs and intervention supports for students. Remediation and enrichment opportunities will be offered for all students.	Progress monitoring, Special Education PLC's	Implemented and in progress	No funding needed

	assessment data) in order to determine priorities for individual student success.				
	<p>KCWP 5: Design, Align and Deliver Support Evaluate effectiveness in order to improve problems and improve the system rather than function under crisis management. Continuous improvement uses data to improve work processes to support student learning. A system is in place to monitor student data regularly and to ensure a continuous improvement</p>	<p>Progress monitoring meetings – teachers will create and maintain data from IEP goals. Teachers will meet with administration regularly to discuss student data and address student needs.</p>	<p>Special Education PLC's; targeted instruction; data-based decision making</p>	<p>Implemented and in progress</p>	<p>No funding needed</p>
		<p>PLC's led by our school Special Education facilitator and/or building administrator to address specific needs such as progress monitoring, IEP goals development and professional development.</p> <p>-Strategically plan proctoring and providing of modifications/ accommodations throughout the year.</p>	<p>Progress monitoring, observations, google drive, teacher input</p> <p>Special Education PLC's; progress monitoring</p>	<p>Implemented and in progress</p>	<p>No funding needed</p>

Goal 3 (State your achievement gap goal.): The achievement gap goal for Conkwright Elementary is to increase the percentage of students with disabilities that are proficient/distinguished in reading from 16.7 in 2019 to 44.4 in 2022; and to increase the percentage of students with disabilities that are proficient/distinguished in math from 20 in 2019 to 36.3 in 2022 as based on the KASC K-PREP Data Forecast for Conkwright Elementary.

Objective	Strategy	Activities	Measure of Success	Progress Monitoring	Funding
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	<p>model that monitors what is working</p>	<p>In addition to resource time, SPED students receive tier 1 reading instruction from the general education classroom teacher--including components of the F&P classroom.</p>	<p>benchmark assessments/ running records; classroom data; student progress monitoring</p>		
	<p>KCWP 6: Establishing Learning Culture and Environment The environment in which students learn and the support they are offered to meet their individual needs is just as important as solid curriculum, instruction, and systems of continuous improvement. Students need to know they are safe and their needs will be met, no matter what those needs are. This is how you know that your environment is one that creates support for positive behavior. Schools must ensure students are learning at the optimal</p>	<p>SPED instructors use evidence based practices focusing on relationships and interest in student learning.</p>	<p>Classroom observations and student data</p>	<p>Implemented and in progress</p>	<p>No funding needed</p>

	level				
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Goal 3 (State your achievement gap goal.): The achievement gap goal for Conkwright Elementary is to increase the percentage of students with disabilities that are proficient/distinguished in reading from 16.7 in 2019 to 44.4 in 2022; and to increase the percentage of students with disabilities that are proficient/distinguished in math from 20 in 2019 to 36.3 in 2022 as based on the KASC K-PREP Data Forecast for Conkwright Elementary.

Objective	Strategy	Activities	Measure of Success	Progress Monitoring	Funding
	in a safe learning environment				
Objective 2- The objective is to increase the percentage of students with disabilities that are proficient/ distinguished in math from 20.0 in 2019 to 36.2 in 2021 as based on the KASC K-PREP Data Forecast for Conkwright Elementary.	<p>KCWP 2: Design and Deliver Instruction Intentional and of the highest quality. Tier I is the highly effective, culturally responsive, evidence-based core instruction, provided to all students in the classroom. Implementation of evidence-based curriculum and/or strategies with fidelity is essential for both academic and behavioral instruction.</p>	<p>90 Minute Math Block – All students at Conkwright Elementary will receive 90 minutes of math instruction. All instruction is standards based and responsive to student needs. Digital programs IXL and MasteryConnect will also be utilized when appropriate.</p>	<p>Mastery Connect data -Unit plans; team planning, Classroom assessment data, teacher support</p>	<p>Implemented and in progress</p>	<p>No funding needed</p>

	<p>KCWP 4: Review, Analyze and Apply Data School leaders must ensure a uniform way of examining and interpreting all of the data that is in their schools in order to determine priorities for school success. Likewise, teachers must have an established system for examining and interpreting all of the data that is in their classrooms (e.g., formative, summative, benchmark, and interim assessment data) in order to determine priorities for individual student success</p>	<p>WIN time (What I Need) Flexible grouping – School –wide flexible grouping based on responsive needs and intervention supports for students. Remediation and enrichment opportunities will be offered for all students.</p>	<p>Progress monitoring, Special Education PLC's</p>	<p>Implemented and in progress</p>	<p>No funding needed</p>

4: Growth

<p>Goal 4 (State your growth goal): The growth goal for Conkwright Elementary is to increase the growth indicator score from 51.5 in 2019 to 70 in 2022 based on 2018-2019 KPREP data.</p>					
Objective	Strategy	Activities	Measure of Success	Progress Monitoring	Funding
<p>Objective 1- The objective is to increase the percentage of gap (SPED)</p>	<p>KCWP 2: Design and Deliver Instruction Intentional and of the</p>				

<p>students scoring proficient/ distinguished in Reading from 16.7 in 2019 to 37.5 in 2021 as based on the KASC K-PREP Data Forecast for Conkwright Elementary.</p>	<p>highest quality. Tier I is the highly effective, culturally responsive, evidence-based core instruction, provided to all students in the classroom. Implementation of evidence-based curriculum and/or strategies with fidelity is essential for both academic and behavioral instruction.</p>	<p>90 Minute Literacy Block – All students at Conkwright Elementary will receive 90 minutes of literacy instruction. Students will use components of the Fountas and Pinnell classroom. All instruction is standards based and responsive to student needs. Digital programs IXL and MasteryConnect will also be utilized when appropriate.</p>	<p>Mastery Connect data – Benchmark assessments three times a year -Progress monitoring, Special Education PLC’s Unit plans; team planning, Classroom assessment data, teacher support</p>	<p>Implemented and in progress</p>	<p>No funding needed</p>
		<p>PLC’s to review curriculum alignment; deconstructing standards; formal and informal observations; student friendly learning targets</p>	<p>Unit plans; curriculum maps; Progress monitoring</p>	<p>Implemented and in progress</p>	<p>No funding needed</p>
	<p>KCWP 4: Review, Analyze and Apply Data School leaders must ensure a uniform way of examining and interpreting all of the data that is in their schools in order to determine priorities for school success. Likewise, teachers must have an established system for examining and interpreting all of the data that is in their classrooms (e.g., formative, summative, benchmark, and interim assessment data) in</p>	<p>WIN time (What I Need) Flexible grouping – School-wide flexible grouping based on responsive needs and intervention supports for students. Remediation and enrichment opportunities will be offered for all students.</p>	<p>Progress monitoring, Special Education PLC’s</p>	<p>Implemented and in progress</p>	<p>No funding needed</p>
		<p>-Interventionists will work with students for tier 3 literacy interventions</p>	<p>Student data – student movement back to tier 1</p>	<p>Implemented and in progress</p>	<p>No funding needed</p>

Goal 4 (State your growth goal.): The growth goal for Conkwright Elementary is to increase the growth indicator score from 51.5 in 2019 to 70 in 2022 based on 2018-2019 KPREP data.

Objective	Strategy	Activities	Measure of Success	Progress Monitoring	Funding
	order to determine priorities for individual student success.				
		Job embedded Professional Development for reading instruction through Fountas and Pinnell reading strategies; autism PD, Digital Literacy PD			
		Formative and Summative Assessments with immediate feedback of student learning and progress	Mastery Connect Classroom Data	Implemented and in progress	No funding needed
Objective 2: The objective is to increase the percentage of students with disabilities that are proficient/distinguished in math from 20.0 in 2019 to 36.2 in 2021 as based on the KASC K-PREP Data Forecast for Conkwright Elementary.	KCWP 2: Design and Deliver Instruction Intentional and of the highest quality. Tier I is the highly effective, culturally responsive, evidence-based core instruction, provided to all students in the classroom. Implementation of evidence-based curriculum and/or strategies with fidelity is essential for both academic and behavioral instruction.	90 Minute Math Block – All students at Conkwright Elementary will receive 90 minutes of math instruction. All instruction is standards based and responsive to student needs. Digital programs IXL and MasteryConnect will also be utilized when appropriate.	Mastery Connect data -Progress monitoring, Special Education PLC's Unit plans; team planning, Classroom assessment data, teacher support		

	KCWP 4: Review, Analyze and Apply Data School leaders must ensure a uniform way of examining and interpreting all of the data that is in their schools in order to determine priorities for school success. Likewise, teachers must have an established system	Formative and Summative Assessments with immediate feedback of student learning and progress	Mastery Connect Classroom Data	Implemented and in progress	No funding needed
		WIN time (What I Need) Flexible grouping – School –wide flexible grouping based on responsive needs and intervention supports for students. Remediation and enrichment opportunities will be offered for all students.	Progress monitoring, Special Education PLC's	Implemented and in progress	No funding needed

Goal 4 (State your growth goal.): The growth goal for Conkwright Elementary is to increase the growth indicator score from 51.5 in 2019 to 70 in 2022 based on 2018-2019 KPREP data.

Objective	Strategy	Activities	Measure of Success	Progress Monitoring	Funding
	for examining and interpreting all of the data that is in their classrooms (e.g., formative, summative, benchmark, and interim assessment data) in order to determine priorities for individual student success.				

5: Transition Readiness

Goal 5 (State your transition readiness goal.): The transition readiness goal for Conkwright Elementary is to increase the mean RIT MAP score for all 4th graders in reading from 202.4 in 2019 to 205 in 2022; and to increase the mean RIT MAP score for all 4th graders in math from 207.2 in 2019 to 211 in 2022.

Objective	Strategy	Activities	Measure of Success	Progress Monitoring	Funding
<p>Objective 1- The objective is to increase the mean RIT score in reading on MAP for all 4th graders from 202.4 in 2019 to 204 in 2021.</p>	<p>KCWP 4: Review, Analyze and Apply Data School leaders must ensure a uniform way of examining and interpreting all of the data that is in their schools in order to determine priorities for school success. Likewise, teachers must have an established system for examining and interpreting all of the data that is in their classrooms (e.g., formative, summative, benchmark, and interim assessment data) in order to determine priorities for individual student success.</p>	<p>Screeners used to determine appropriate tiered intervention needs; progress monitoring; tiered intervention movement; monitor mastery for standards</p>	<p>Unit plans; classroom data; MAP data; Tier instruction; PLC meetings</p>	<p>Implemented and in progress</p>	<p>No funding needed</p>
		<p>Interventionist – response to intervention time is built into the master schedule that allows for tier 2 and tier 3 services for students who are below grade level in reading.</p>	<p>Student data – student movement back to tier 1</p>	<p>Implemented and in progress</p>	<p>No funding needed</p>

	<p>KCWP 5: Design, Align and Deliver Support Evaluate effectiveness in order to improve problems and improve the system rather than function under crisis management. Continuous improvement uses data to improve work processes to support student learning. A system is in place to monitor student data regularly and to ensure a continuous improvement model that monitors what is working</p>	<p>Purposeful, scheduled monitoring efforts; professional knowledge of best practices – knowledge of personalized student needs; proper data collection efforts are documented; solid planning, scheduling and participation on PLC's to enhance and promote a culture of/for learning</p>	<p>Tier interventions; teacher support; Unit plans; classroom data; MAP data; Tier instruction; PLC meetings/notes</p>	<p>Implemented and in progress</p>	<p>No funding needed</p>

Goal 5 (State your transition readiness goal.): The transition readiness goal for Conkwright Elementary is to increase the mean RIT MAP score for all 4th graders in reading from 202.4 in 2019 to 205 in 2022; and to increase the mean RIT MAP score for all 4th graders in math from 207.2 in 2019 to 211 in 2022.

Objective	Strategy	Activities	Measure of Success	Progress Monitoring	Funding
<p>Objective 2- The objective is to increase the mean RIT in math on MAP for all 4th graders from 207.2 in 2019 to 209 in 2021.</p>	<p>KCWP 4: Review, Analyze and Apply Data School leaders must ensure a uniform way of examining and</p>	<p>Screeners used to determine appropriate tiered intervention needs; progress monitoring; tiered intervention movement; monitor mastery for standards</p>	<p>Unit plans; classroom data; MAP data; Tier instruction; PLC meetings</p>	<p>Implemented and in progress</p>	<p>No funding needed</p>

	<p>interpreting all of the data that is in their schools in order to determine priorities for school success. Likewise, teachers must have an established system for examining and interpreting all of the data that is in their classrooms (e.g., formative, summative, benchmark, and interim assessment data) in order to determine priorities for individual student success.</p>		<p>Student data – student movement back to tier 1</p>	<p>Implemented and in progress</p>	<p>No funding needed</p>
	<p>KCWP 5: Design, Align and Deliver Support Evaluate effectiveness in order to improve problems and improve the system rather than function under crisis management. Continuous improvement uses data to improve work processes to support student learning. A system is in place to monitor student data regularly and to ensure a continuous</p>	<p>Purposeful, scheduled monitoring efforts; professional knowledge of best practices – knowledge of personalized student needs; proper data collection efforts are documented; solid planning, scheduling and participation on PLC’s to enhance and promote a culture of/for learning</p>	<p>Tier interventions; teacher supports; Unit plans; classroom data; MAP data; Tier instruction; PLC meetings/notes</p>	<p>Implemented and in progress</p>	<p>No funding needed</p>

Goal 5 (State your transition readiness goal.):The transition readiness goal for Conkwright Elementary is to increase the mean RIT MAP score for all 4th graders in reading from 202.4 in 2019 to 205 in 2022; and to increase the mean RIT MAP score for all 4th graders in math from 207.2 in 2019 to 211 in 2022.

Objective	Strategy	Activities	Measure of Success	Progress Monitoring	Funding
	improvement model that monitors what is working				

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:

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"/>

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

teaching strategies.		
		<input type="checkbox"/>
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