Comprehensive School Improvement Plan (CSIP)—ALES 2019-2020

Rationale

School improvement efforts are a collaborative process involving multiple stakeholders. Through the improvement planning process, leaders focus on priority needs, funding, and closing the 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, Baldridge, 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**
Include short-term targets to be attained by the end of the current academic year. There can be multiple objectives for each goal.	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. *Six Sigma, Shipley, Baldridge, etc.*).	Include actionable steps used to deploy the chosen strategy. There can be multiple activities for each strategy.	List the criteria that shows the impact of the work. The **measures** may be quantitative or qualitative, but are observable in some way.	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.	List the funding source(s) used to support (or needed to support) the improvement initiative.

1: Proficiency Goal

Goal 1: Increase the combined proficiency indicator for reading and math for students in grades 3-5 from 67.0 in 2019 to 74.5 in May 2024 as measured by state-required assessments.		
Which **Strategy** will the district use to address this goal? *(The Strategy can be based upon the six Key Core Work Processes listed below or another research-based approach. Provide justification and/or attach evidence for why the strategy was chosen.)*	Which **Activities** will the district deploy based on the strategy or strategies chosen? *(The links to the Key Core Work Processes activity bank below may be a helpful resource. Provide a brief explanation or justification for the activity.)* ● [KCWP1: Design and Deploy Standards Classroom Activities](#)	In the following chart, identify the timeline for the activity or activities, the person(s) responsible for ensuring the fidelity of the activity or activities, and necessary funding to execute the activity or activities.

• [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](#)	• [KCWP2: Design and Deliver Instruction Classroom Activities](#) • [KCWP3: Design and Deliver Assessment Literacy Classroom Activities](#) • [KCWP4: Review, Analyze and Apply Data Classroom Activities](#) • [KCWP5: Design, Align and Deliver Support Classroom Activities](#) • [KCWP6: Establishing Learning Culture and Environment Classroom Activities](#)	

Objective	Strategy	Activities	Responsible Person	Measure of Success	Funding	Progress Monitoring Date & Notes
Objective 1 Increase the combined proficiency indicator for reading and math for students in grades 3-5 in 2019 from 67.0 to 68.5 by May 2020. This will be measured by state-required assessments.	Design and Deploy Standards such that the current curriculum is aligned to state standards, components support the instruction and assessment and paced with accuracy.	**Alignment** Teachers will collaborate as professional learning communities with principals and other district instructional staff to revise curriculum maps, common assessments, adjust instructional strategies and develop strategy groups or strategy lessons in an ongoing manner during team meetings, faculty meetings, early release time and analysis of student work sessions based on formative assessment data. Alignment to KAS will be the focus. This will include updates for the revised ELA and Math standards this spring. Teachers will make note of needed changes during the year and use early release, faculty meetings, team meetings, and/or summer professional development time to incorporate revisions.	Teachers, Principal, District Support Staff	PLC meeting notes	No funding required	I – teachers updated curriculum maps and assessments in May/June 2019 for the 19-20 school year. On-going adjustments were made during the school year as needed.
	Design and Deploy Standards such that the current curriculum is	**ELA Vertical Team Meetings** 3- 5 ELA teachers will participate in Vertical team meetings to discuss alignment of ELA curriculum,	Teachers, Principal, District Support Staff	Vertical Team meeting notes	No funding required	I – Vertical Team meetings were scheduled for the 3rd

	aligned to state standards, components support the instruction and assessment and paced with accuracy.	study research based strategies and activities, and share ideas and concerns relating to the school ELA program.				Friday of each month during Early Release.
	Design and Deploy Standards such that the current curriculum is aligned to state standards, components support the instruction and assessment and paced with accuracy.	**Math Vertical Team Meetings** 3– 5 Math teachers will participate in vertical team meetings to discuss alignment of math curriculum, study mathematical strategies and activities, and share ideas and concerns relating to the school math program.	Teachers, Principal, District Support Staff	Vertical Team meeting notes	No funding required	I – Vertical Team meetings were scheduled for the 3rd Friday of each month during Early Release
	Design and Deliver instruction to ensure teachers determine the most appropriate and effective high yield strategies to implement in order to ensure congruency to the intent of the learning target.	**School Professional Development-** Professional Development based on staff needs will be provided. PD sessions may include but not limited to: best practices in writing, Early childhood development, differentiation strategies for high performing students, novice reduction strategies, positive behavior supports, questioning, student engagement, conceptual math strategies, reading comprehension strategies, science, social studies, GRREC Systems Work etc.	Teachers, Principal, District Support Staff	PD sign in sheets, walk through data	Title II Funds $1,000	I – Teachers participated in one or more of the following PD sessions: Kentucky Writing Project, Kentucky Reading Project, PBIS, Conceptual Math Strategies, GRREC Systems Work, EL instructional strategies,
		Systems Work - GRREC Grade level representatives will participate in the GRREC systems work focusing on math instruction. Teachers will receive training and support based on the Eight Mathematics Teaching Practices from NCTM (National Council of				I – A Primary Representative from each grade level plus a special education teacher participated in GRREC systems work

		Mathematics). The Kentucky Mathematics Innovation Tool (KMIT) will be used to inform the systems and supports available to K-2 teachers and inform implementation of evidence-based practices in mathematics.				focusing on the Eight Mathematics Teaching Practices from NCTM. Trainings were held in July 2019 and during early release in November and February
	Design and deliver assessment literacy analyze the data in order to identify priorities and implement actionable steps that impact instruction/student learning.	**PLC/Common Scoring** Grade level and/or content PLC meetings will be held to focus on the four PLC guiding questions. Intentional focus will be placed on scoring assessments as a team and analyzing results. PLC in action forms will be submitted to the principal weekly.	Teachers, Principal, District Support Staff	PLC meeting notes	No funding required	PI – Primary grades meet regularly to score assessments in all content areas. Intermediate grades struggle in this area due to departmentalization.
	Design and deliver assessment literacy to ensure the appropriate assessment design is used that will best evaluate the level of student learning.	**Timed Assessments** Assessments, which include MC, short answer and/or extended response questions in grades 3-5, will be timed to help students learn to manage time on tests and build stamina	Teachers, Principal, District Support Staff	Lesson Plans	No funding required	I – students in grades 3-5 are regularly timed during assessments in all subject areas
	Design and Deliver instruction to ensure teachers determine the most appropriate and effective high yield strategies to implement in order to ensure congruency to the intent of the learning target.	**Classroom Observations** Teachers will have the opportunity to observe teachers in other grade levels. An observation schedule will be developed to allow teachers to visit another classroom during core instruction.	Teachers, Principal, District Support Staff	Observation schedule	Title One: $1,000	PI – observations in other classrooms were scheduled when substitute teachers were

						available. An observation schedule for all staff was not created.
	Design and Deliver instruction to ensure teachers determine the most appropriate and effective high yield strategies to implement in order to ensure congruency to the intent of the learning target.	**Professional Learning** Teachers and other professionals will be supported in implementation of required certified evaluation plan activities as needed to develop their understanding of the expectations in Kentucky's Framework for Teaching. Working sessions will be provided as needed for self-reflection, professional growth plans, and action research projects.	Teachers, Principal, District Support Staff	Sign in sheets, completed observations	No funding required	I – Teachers were offered support from Curriculum Specialists and other district personnel during team meetings or as needed
		Math Professional Growth Teachers will participate in facilitated professional learning experiences to study clusters of standards across grade spans. Study will include vertical alignment, conceptual understanding, and effective instructional strategies such as use of manipulatives. Professional growth will include follow up and supports (i.e. modeling, peer observation, resources, coaching, guided planning, etc.).	Teachers, Principal, District Support Staff	Sign in sheets, completed observations	District Funding	I – Grade level representatives and 2 classroom teachers participated in math professional development with GRREC or as part of the MAF grant
	Design and Deploy standards such that the current curriculum is aligned to state standards, components support the instruction and assessment and paced with accuracy.	**Curriculum Alignment** Teachers will collaborate as professional learning communities to review current curriculum maps, common assessments, instructional strategies, and materials used in all content areas. Teachers will revise these items as needed to ensure they meet the level of rigor required by standards. Departmental teachers will be given the opportunity to	Teachers, Principal, District Support Staff	Curriculum Maps	No funding required	I – teachers updated curriculum maps and assessments in May/June 2019 for the 19-20 school year. On-going adjustments were made during the

	participate in cross school content-based PLCs.				school year as needed.
	Design and Deliver instruction such that the teacher can ensure cognitive engagement versus passive or active engagement.	**Student Engagement** Student engagement will be enhanced through the use of Kagan principles and structures. As a result, more students will be actively engaged in academic learning while simultaneously developing critical social skills. Ongoing training and support will be provided during faculty meetings, early release, classroom observations, peer coaching, etc.	Teachers, Principal, District Support Staff	Walk through data, observation, observation schedule	No funding required	I – Teachers continue to use Kagan or other student engagement strategies.
	Design and Deliver instruction to ensure teachers determine the most appropriate and effective high yield strategies to implement in order to ensure congruency to the intent of the learning target.	**Writing Across Content Areas** All teachers will incorporate writing to learn, writing to demonstrate learning, and writing for an authentic purpose across all content areas.	Teachers, Principal, District Support Staff	Lesson Plans	No funding required	I – Teachers incorporate writing activities regularly in all content areas.
	Design and Deploy standards such that teachers readjust the curriculum to meet student needs based on assessment results.	**Extension** Students who are excelling (as determined by test data and classroom performance) will be challenged with literature circles, selection of rigorous text for independent and guided reading, use of Journey's above level readers, strategies for deeper analysis, differentiated instruction, and /or other resources such as I Ready instruction, Dyna-math, Accelerated Math (3-5) Story-works, Accelerated Math, and/or seminar/workshops.	Teachers, Instructional Assistants, Principal, District Support Staff	Lesson plans, reports from computer based programs	Title I: 10,000	I – I-Ready, Accelerated Math, Small group instruction and RTI groups was used to challenge students who are excelling.
	Review, analyze and apply data results such	**Writing Prompts**	Writing Team comprised of one	Writing Team		I – One prompt per 9 weeks is

that student data is collected, analyzed, and being used to drive classroom instruction.	The School writing team will create a calendar for on-demand writing prompts and writing pieces for each quarter. Teachers will score collaboratively using rubrics aligned to common core writing standards and use analysis to determine next steps for instruction.	teacher per grade level, Principal, District Support Staff	meeting agenda and minutes, writing prompt dates, writing spreadsheet, PLC notes	Title I- $2,000	collaboratively scored and data entered in Grade Cam for each grade level. The prompt for the 4th 9 weeks will not be entered due to NTI days.
Design and Deliver instruction to ensure teachers determine the most appropriate and effective high yield strategies to implement in order to ensure congruency to the intent of the learning target.	**Organizers** Organizers (such as RUN and RACE) a consistent form will be used for short answer, extended written response item, and on demand writing across the content areas and grade levels. Teachers will develop and implement strategies to model and scaffold learning for students.	Teachers, Principal, District Support Staff	Lesson plans, vertical team meeting minutes	No funding required	I – Teachers use Run Race as an organizer for extended response questions.
Design and Deliver instruction to ensure teachers determine the most appropriate and effective high yield strategies to implement in order to	**Novice Reduction Strategies** All teachers will incorporate Novice Reduction Strategies into their instruction as learned in prior year training. (Metacognition, closure, lesson structure, explicit instruction, corrective feedback, chunking/chained tasks, competent vs. novice learners, 8 frames of mind, special education strategies, intervention strategies, and in-class intervention strategies)	Teachers, Principal, District Support Staff	Lesson plans, classroom observations	No funding required	I – Teachers use Novice reduction strategies to help meet the needs of all learners.
Design, align, deliver support processes such that school leadership measure the effectiveness of current programs and initiatives implemented in classrooms and school.	**Schedule Review** Master schedule will be reviewed with respect to opportunity and access for all students. Schedule will be set so that students are in the classroom for core reading and math instruction and that interventions are provided outside of core instruction time. Schedule will be double checked prior to the	Principal, SBDM council	Master schedule	No funding required	I – The master schedule is reviewed regularly and changes made when needed.

		start of the school year and revised as needed during the school year.			
	Design and Deliver instruction to ensure teachers determine the most appropriate and effective high yield strategies to implement in order to ensure congruency to the intent of the learning target.	**Math Instruction** Math instruction, K-5, will focus on conceptual understanding and mathematical practices through the use of researched-based practices such as problem-based learning, hands-on activities, math fact fluency, and on-going skills review. Teachers will incorporate instructional strategies from math trainings such as CBB, MAF +2 Collaborative Teaching Model, and Number Talks and Everyday Math Calendar. Online programs such as I Ready Math Instruction and Accelerated will also be utilized.	Teachers, Principal, District Support Staff	Lesson plans, Walk through data, Online program reports	Title One: $10,000	I – Teachers regularly use manipulatives to build conceptual understandings. Teachers participating in math PD have shared new learning with teammates.
	Design and Deliver instruction to ensure teachers determine the most appropriate and effective high yield strategies to implement in order to ensure congruency to the intent of the learning target.	**Reading Instruction** Balanced literacy instruction, K-5, will include the use of guided reading, interactive read-aloud, Big 8 comprehension strategies, questioning about and beyond the text, optimal learning model, computer programs such as but not limited to Reading Plus, RTA +1 Collaborative Teaching Model, and literature circles (upper grades). Progress in implementation and student results will be reviewed at least annually and revised as needed. HMH Journeys Reading Program and other support material as needed will be used in all K-5 classrooms. An increased emphasis will be placed on phonics and word work with students reading at K-2 levels	Teachers, Principal, District Support Staff	Lesson plans, Walk through data, Online program reports	Title One: $10,000	I – HMH Journeys Reading Program is the foundation for reading instruction, with teachers supplementing as needed.
		Phonics Instruction			

	Review, analyze and apply data results such that student data is collected, analyzed, and being used to drive classroom instruction. Data is used to determine student needs (e.g. movement through the tiers of intervention, grouping/regrouping, teacher placement, scheduling)	**Intervention Staff Supports** Multiple assessments such as but not limited to; I-Ready Universal Screener, benchmarking, SNAP, and common assessments will be used to identify students that are one or more grade levels behind or students that are one or more grade levels behind or students that are having difficulty reaching proficiency. Identified students will receive extra math and/or reading instruction from highly qualified staff such as Reading and Math intervention teachers and assistants.	Teachers, Principal, District Support Staff	Master schedule, RTI student placement lists,	ESS: $11,009.00 Rural School: $11,103.50 RTA Grant: $50,000 MAF- $50,000	I – Intervention teachers hired to provide extra support during RTI time for reading and math meet with classroom teachers and district support staff to determine students needing extra support. Those students receive RTI instruction 4 days a week.
	Review, Analyze and Apply Data Results such that a system is in place to ensure that student data is collected, analyzed, and used to drive classroom instruction.	**GRADE-CAM** Teachers will track student performance on common assessments in Grade Cam. Assessments and reports will be analyzed using the four Dufour"s critical questions for a PLC meeting… What do we want all students to know and be able to do? How will we know if they learn it? How will we respond when some students do not learn? How will we extend the learning for students who are already proficient?	Teachers, Principal, District Support Staff	PLC minutes, Grade Cam Data	District Funding	I – Grade Cam reports are used to help teachers analyze data and determine next steps.

	Establish Learning Culture and Environment to ensure that processes are in place to communicate with parents in order to address barriers to learning	**Parent Nights/Online Support** School staff will offer Reading and Math nights/online support to help parents understand grade level standards and how they can help their child at home.	Teachers, Principal, District Support Staff	Sign in sheets, Flyers, planning meeting notes	Title I: $3,374.76	I – A combined Family Literacy and Math night was held in December. The event was combined with other school activities in hopes of having a larger number of families attend. The Spring event was cancelled due to NTI days.
	Design and Deploy standards such that teachers readjust the curriculum to meet student needs based on assessment results.	**Effective RTI practices** RTI progress monitoring forms will be used to track progress in Reading and Math. School RTI plans, procedures, and forms will be revised as needed to reflect new learning and to improve the RTI process.	Teachers, Principal, District Support Staff	RTI progress monitoring forms	No funding required	I – Classroom and intervention teachers monitor student performance regularly using common data tracking forms.
	Design and Deploy standards such that teachers readjust the curriculum to meet student needs based on assessment results.	**Ongoing Student Reading Data** Teachers will regularly assess student reading progress through the use of a variety of methods such as running records, anecdotal notes, individual conferencing, reader's notebooks, timed reading passages, common assessments, Journey's Comprehensive Screener and/or Diagnostic Assessment, and online program reports (I-Ready etc.). Analysis of these assessments will be used to guide instruction.	Teachers, Principal, District Support Staff	Conferring notebooks, Data Binders, Running Records, Online Program reports	Title One: $10,000	I – Teachers use running records, common assessments, diagnostics and individual conferencing to determine student reading progress.

Design, Align, and Deliver Support Processes such that processes are in place to ensure appropriate academic interventions are taking place to meet the needs of all students.	**RTI Team Meetings** Grade level teams will meet regularly to discuss individual student progress and next steps. Classroom teachers and Tier 2 and/or Tier 3 intervention teachers will attend meetings.	Classroom Teachers, Intervention teachers, Principal, District Support Staff	RTI meeting notes, student placement lists	No funding required	I – RTI team meetings are held following each I-Ready test. Informal meetings are held when student needs arise.
Review, Analyze and Apply Data Results such that a system is in place to ensure that student data is collected, analyzed, and being used to drive classroom instruction	**Progress Monitoring** Student progress will be monitored regularly through the use of RTI monthly meetings, spreadsheet, I Ready reports, and/or other formative assessments. Student groupings for intervention will be changed as needs are identified.	Classroom Teachers, Intervention teachers, Principal, District Support Staff	RTI meeting notes, student placement lists	No funding required	I - RTI team meetings are held following each I-Ready test to analyze data and adjust groups as needed. Informal meetings are held when student needs arise.
Design, Align, Deliver Support processes that insure behavioral interventions are taking place and monitored to meet the needs of all students	**IMPACT Kentucky Teacher Survey** Principal, instructional support staff, and school staff will review the IMPACT Kentucky survey results to identify strengths and areas for improvement leading towards new working conditions goals for the 18-19 school year.	Teachers, Principal	Team and staff meeting agendas	No funding required	I – Survey closed on February 21 with ALES having 100% participation.
Design, Align, Deliver Support processes that insure behavioral interventions are taking place and monitored to meet the needs of all students	**Culture and Climate** School culture and climate will be supported through survey results and school culture committee meetings. Areas investigated for change will include school wide procedures, motivational celebrations for students and staff, etc.	Grade level Teacher representatives, Counselor, Principal	Committee minutes, surveys, procedures implemented	No funding required	I – PBIS procedures and student reward activities were supported by the Student Management Committee.

	Review, Analyze and Apply Data Results such that a system is in place to ensure that student data is collected, analyzed, and being used to drive classroom instruction	**Data Cards** Individual student performance on I-Ready and K-PREP exams will be tracked using data cards. Teachers will meet to update and reflect on student performance and next steps after each assessment. Cards will note demographic information about students as well as assessment data.	Data Cards	Teachers Principal District Support Staff	No funding required	I – Data Cards were used during team meetings to monitor student performance

2: Separate Academic Indicator

Goal 2: Increase the combined separate academic indicator for science, social studies and writing for students in grades 3-5 from 79.0 in 2019 to 83.8 by May 2024 as measured by state-required assessments.

Which **Strategy** will the district use to address this goal? *(The Strategy can be based upon the six Key Core Work Processes listed below or another research-based approach. Provide justification and/or attach evidence for why the strategy was chosen.)* - 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	Which **Activities** will the district deploy based on the strategy or strategies chosen? *(The links to the Key Core Work Processes activity bank below may be a helpful resource. Provide a brief explanation or justification for the activity.* - KCWP1: Design and Deploy Standards Classroom Activities - KCWP2: Design and Deliver Instruction Classroom Activities - KCWP3: Design and Deliver Assessment Literacy Classroom Activities - KCWP4: Review, Analyze and Apply Data Classroom Activities - KCWP5: Design, Align and Deliver Support Classroom Activities - KCWP6: Establishing Learning Culture and Environment Classroom Activities	In the following chart, identify the timeline for the activity or activities, the person(s) responsible for ensuring the fidelity of the activity or activities, and necessary funding to execute the activity or activities.

Objective	Strategy	Activities	Responsible Person	Measure of Success	Funding	Progress Monitoring Date & Notes
1. Increase the combined separate academic indicator for science, social studies and writing for students in grades 3-5 from 79.0 in 2019 to 80.0 by May 2020 as measured by state-required assessments.	Design and Deploy standards such that the current curriculum is aligned to state standards, components support the instruction and assessment and paced with accuracy.	**Social Studies Standards** Curriculum maps, common assessments, units and lessons will be updated to reflect the revised KAS social studies standards. Content will be aligned vertically with inquiry throughout, integration of literacy and sourcing documents. Supplemental resources for integration will be purchased.	Teachers, Principal, District Support Staff	Curriculum maps	**SRCL 15,000 Materials for Reading/Social studies integration**	PI – New SS standards were not approved until July 2019. Following an introduction to the new standards in Aug/Sept 2019, teachers in grades K-4 began incorporating the new standards into SS instruction.
	Design and deliver assessment literacy to ensure the appropriate assessment design is used that will best evaluate the level of student learning.	**Timed Assessments** Assessments, which include MC, short answer and/or extended response questions in grades 3-5, will be timed to help students learn to manage time on tests and build stamina	Teachers, Principal, District Support Staff	Lesson plans	No funding required	I – students are regularly timed during assessments in all subject areas
	Design and Deploy standards such that the current curriculum is aligned to state standards, components support the	**Curriculum Alignment** Teachers will collaborate as professional learning communities to review current curriculum maps, common assessments, instructional strategies, and materials used in all content areas. Teachers will revise these items as needed to ensure they meet the	Classroom Teachers, District Support Staff	Curriculum maps	No funding required	I – teachers updated curriculum maps and assessments in May/June 2019 for the 19-20 school

	instruction and assessment and paced with accuracy.	level of rigor required by standards. Departmental teachers will be given the opportunity to participate in cross school content-based PLCs.				year. On-going adjustments were made during the school year as needed.
	Design and Deploy standards such that the current curriculum is aligned to state standards, components support the instruction and assessment and paced with accuracy.	**Science/Social Studies Aligned Curriculum** Curriculum and resources will be aligned in grades K-2 to integrate science and social studies standards/instruction with the Journey's literacy program. Teachers will be given time to update maps and resources annually and progress will be discussed in vertical and or team meetings to identify strengths and areas for improvement. Supplemental resources for integration will be purchased.	K-2 Teachers, Principal, District Support staff	Curriculum maps	No funding required	I – Primary teachers do a combination of incorporating Science/SS instruction in reading and writing lessons plus having additional time as needed in the schedule for hands on activities.
	Design and Deliver instruction such that the teacher can ensure cognitive engagement versus passive or active engagement.	**Student Engagement** Student engagement will be enhanced through the use of Kagan principles and structures. As a result, more students will be actively engaged in academic learning while simultaneously developing critical social skills. Ongoing training and supports will be provided during faculty meetings, early release, classroom observations, peer coaching, etc.	Teachers, Principal, District Support Staff	Walk through data, observation, PD sign in sheet, observation schedule	Title II: $1,000	I – Teachers continue to use Kagan or other student engagement strategies.
	Design and Deploy standards such that the current curriculum is aligned to state standards, components support the instruction and assessment and paced with accuracy.	**Writing Across Content Areas** All teachers will incorporate writing to learn, writing to demonstrate learning, and writing for an authentic purpose across all content areas.	Teachers, Principal, District Support Staff	Lesson plans	No funding required	I – Teachers incorporate writing activities regularly in Science and Social Studies.
	Design and Deploy standards such that the current curriculum is aligned to state standards, components support the instruction and assessment and paced with accuracy.	**Previewing Common Assessments** During the school year, teachers will review assessments (in person or online) before beginning a unit of study. Questions will be measured against the standards to insure congruence. PLC time may be used for revisions.	Teachers, Principal, District Support Staff	PLC meeting notes	No funding required	I – Assessments are reviewed and revised as needed.
	Design and Deploy standards such that the current curriculum is aligned to state standards, components support the	**Science Assessment** K-5 students will participate in two state-required science Through Course Tasks (TCT) assessments. Teachers will follow KDE protocol to collaborate prior to and after the tasks, submitting student evidence and feedback. Training and support	Teachers, Principal, District Support Staff	TCT student work samples	No funding required	PI – Students completed one TCT that was submitted in December. The second TCT was not

	instruction and assessment and paced with accuracy.	will be provided as needed to help teachers and students understand the purpose of the TCT and to use the data generated to inform instruction. KDE guidance on classroom embedded assessment will be shared with staff.				completed due to NTI days.
	Review, Analyze and Apply Data Results such that a system is in place to ensure that student data is collected, analyzed, and used to drive classroom instruction.	**GRADE-CAM** Teachers will track student performance on common assessments using Grade-Cam. Assessments and reports will be analyzed using the for Dufour's critical questions for a PLC meeting… What do we want all students to know and be able to do? How will we know if they learn it? How will we respond when some students do not learn? How will we extend the learning for students who are already proficient?	Teachers, Principal, District Support Staff	PLC minutes, Grade Cam Data	District Funding -	I – Grade Cam reports are used to help teachers analyze data and determine next steps.
	Design and Deliver instruction to ensure teachers determine the most appropriate and effective high yield strategies to implement in order to ensure congruency to the intent of the learning target.	**School Professional Development-** Professional Development based on staff needs will be provided. PD sessions may include but are not limited to: best practices in writing, Early childhood development, differentiation strategies for high performing students, novice reduction strategies, positive behavior supports, questioning, student engagement, conceptual math strategies, reading comprehension strategies, science, social studies, etc.	Teachers, Principal, District Support Staff	PD sign in sheets, walk through data	Title II: $1,000.00	I – Teachers participated in one or more of the following PD sessions: Kentucky Writing Project, Kentucky Reading Project, PBIS, Conceptual Math Strategies, GRREC Systems Work, KAS for SS overview

Goal 3: Increase the combined proficiency indicator for reading and math for students who qualify for free or reduced lunches in grades 3-5 from 53.9 in 2019 to 64.4 by May 2024 as measured by state required assessments. Increase the combined proficiency indicator for reading and math for students with disabilities in grades 3-5 from 35.9 in 2019 to 50.5 by May 2024 as measured by state required assessments.

Which **Strategy** will the district use to address this goal? *(The Strategy can be based upon the six Key Core Work Processes listed below or another research-based approach. Provide justification and/or attach evidence for why the strategy was chosen.)*	Which **Activities** will the district deploy based on the strategy or strategies chosen? *(The links to the Key Core Work Processes activity bank below may be a helpful resource. Provide a brief explanation or justification for the activity.*	In the following chart, identify the timeline for the activity or activities, the person(s) responsible for ensuring the fidelity of the activity or activities, and necessary funding to execute the activity or activities.
- 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	- KCWP1: Design and Deploy Standards Classroom Activities - KCWP2: Design and Deliver Instruction Classroom Activities - KCWP3: Design and Deliver Assessment Literacy Classroom Activities - KCWP4: Review, Analyze and Apply Data Classroom Activities - KCWP5: Design, Align and Deliver Support Classroom Activities - KCWP6: Establishing Learning Culture and Environment Classroom Activities	

Objective	Strategy	Activities	Responsible Person	Measure of Success	Funding	Progress Monitoring Date and notes
Objective 1: Increase the combined proficiency indicator for reading and math for students who qualify for free or reduced lunches in grades 3-5 from 53.9 in 2019 to 56.0 by May 2020 as measured by state required assessments. Increase the combined proficiency indicator for reading and math for students with disabilities in grades 3-5 from 35.9 in 2019 to 38.8 by May 2020 as	Design and Deliver instruction to ensure teachers determine the most appropriate and effective high yield strategies to implement in order to ensure congruency to the intent of the learning target.	**English Language Learners** Staff will be trained in understanding and implementation of specific strategies and supports for academic success for Hispanic/English as Second Language learners at various levels of English Language proficiency, such as understanding WIDA standards, types of modifications, the impact of culture, understanding the needs of newcomers, the district process for placement, assessment, and release, using the ACCESS results to inform instructional and intentional instructional strategies such for vocabulary development.	Teachers, Principal, District Support Staff	PD sign in sheets	District Funding	I – Teachers participated in an ELL training provided by the district on December 10 during faculty meeting.
	Review, analyze and apply data results such that student data is collected, analyzed, and being used to drive classroom instruction. Data is used to determine student needs (e.g. movement through the tiers of intervention, grouping/regrouping, teacher placement, scheduling)	**EL Instructional Supports** Resources will be provided to support the instructional needs of English Learners such as bilingual dictionaries, picture dictionaries, bilingual reading materials, and/or content specific materials. A full time instructional assistant, shared between all schools in the district, will provide additional targeted support for newcomers and English learners with the greatest needs as determined by WIDA ACCESS and W-APT results.	EL instructional assistant, Teachers, Principal, District Support Staff	IA schedule, parent communication log	District Funding	I – Full time IA met with EL learners based on a schedule established by the district.

measured by state required assessments.	Review, analyze and apply data results such that student data is collected, analyzed, and being used to drive classroom instruction. Data is used to determine student needs (e.g. movement through the tiers of intervention, grouping/regrouping, teacher placement, scheduling)	**Intervention Staff Supports** Multiple assessments, such as but not limited to I Ready, benchmarking, SNAP, and common assessments will be used to identify students that are one or more grade levels behind or students that are one or more grade levels behind or students that are having difficulty reaching proficiency. Identified students will receive extra math and/or reading instruction from highly qualified staff such as Reading and Math intervention teachers and assistants.	Teachers, Principal, District Support Staff	Master schedule, RTI student placement lists	ESS: $11,009.00 Rural School: $11,103.50 RTA Grant: $50,000 MAF- $50,000	I – Intervention teachers hired to provide extra support during RTI time for reading and math meet with classroom teachers and district support staff to determine students needing extra support. Those students receive RTI instruction 4 days a week.
	Establish Learning Culture and Environment to ensure that processes are in place to communicate with parents in order to address barriers to learning	**EL Parent Communication & Engagement** The district's full time instructional assistant for English learners will encourage communication and engagement with parents by personally contacting parents about school activities, inviting them to attend school events and attending these events to translate as needed (conferences, parent nights, etc.), provide literacy sessions for EL families on Family Literacy Nights, etc. Teachers will work with the EL IA to translate notes home. Communication is two-way as parents can also contact the EL IA directly. The EL IA's schedule is flexible to account for parent support and communication needs outside of school hours. The EL IA will keep a log of her parent communication and engagement activities by student name and school.	Title III coordinator, Principal, Teachers, EL Instructional Assistant	Log, increase in student success in both content and English Proficiency	No funding required	I – EL Instructional Assistant works with office staff and classroom teachers to communicate with EL families.
	Design and Deliver instruction to ensure teachers determine the most appropriate and effective high yield strategies to implement in order to ensure congruency to the intent of the learning target.	**Novice Reduction Strategies** All teachers will incorporate Novice Reduction Strategies into their instruction as learned in prior year training. (Metacognition, closure, lesson structure, explicit instruction, corrective feedback, chunking/chained tasks, competent vs. novice learners, 8 frames of mind, special education strategies, intervention strategies, and in-class intervention strategies)	Teachers, Principal, District Support Staff	classroom observations	No funding required	I – Teachers use novice reduction strategies help to meet the needs of all learners.
	Design, Align, and Deliver Support Processes such that processes are in place to ensure appropriate academic interventions are taking place to meet the needs of all students.	**Inclusion** All special education students will be included in the regular classroom to the fullest extent allowed by the IEP. This will help to ensure all students have access to a rigorous curriculum that is congruent to the Kentucky Core Academic Standards. and modifications according to IEP	Director of Special Ed, Principal, Special Education Teachers	Master schedule, WT data, IEP minutes in co-taught setting	No funding required	I – The master schedule is developed to ensure all special education students receive instruction

						in the regular classroom.
	Review, Analyze and Apply Data Results such that a system is in place to ensure that student data is collected, analyzed, and being used to drive classroom instruction.	**Progress Monitoring** Student progress will be monitored regularly through the use of RTI meetings, spreadsheet, I Ready reports, and/or other formative assessments. Student groupings for intervention will be changed as needs are identified.	Teachers, Principal, District Support Staff	RTI progress monitoring data, meeting minutes, RTI student placement lists	No funding required	I - RTI team meetings are held following each I-Ready test to analyze data and adjust groups as needed. Informal meetings are held when student needs arise.
	Design, Align and Deliver Support Processes such that processes are in place to ensure appropriate academic interventions are taking place to meet the needs of all students.	**Co-Teaching visit/observation** Master schedule will be set to allow for co-teaching model (placement of students and staff). Professional growth opportunities, such as but not limited to study groups and peer observations, will be provided as needed.	Special Education Teachers, Classroom Teachers, Principal, District Support Staff	Master schedule, lesson plans	No funding required	I – The master schedule is developed and revised as needed to ensure the co-teaching model is used in classes with Special Education students.
	Review, Analyze, and Apply Data Results such that a system is in place to ensure that student data is collected, analyzed, and being used to drive classroom instruction.	**Progress Monitoring – Special Ed** Special Education teachers and administrators will participate in training for writing IEP goals, writing IEP objectives, strategies and structures for monitoring student progress and communicating results of progress monitoring using KDE guidance and GRREC resources. . Special attention will be made to the accommodations and modifications defined in the IEP so that students receive those adjustments on every assessment.	Special Education Teachers, Classroom Teachers, Principal, District Support Staff	IEPs	District Funding	I -Special Education teachers received training focused on IEP's and goals in Fall 2019.

4: Growth

Goal 4: Increase the growth indicator for students in grades 3-5 from 48.2in 2019 to 60.0 by May 2024 as measured by state-required assessments.

Which **Strategy** will the district use to address this goal? *(The Strategy can be based upon the six Key Core Work Processes listed below or another research-based approach. Provide justification and/or attach evidence for why the strategy was chosen.)*	Which **Activities** will the district deploy based on the strategy or strategies chosen? *(The links to the Key Core Work Processes activity bank below may be a helpful resource. Provide a brief explanation or justification for the activity.*	In the following chart, identify the timeline for the activity or activities, the person(s) responsible for ensuring the fidelity of the activity or activities, and necessary funding to execute the activity or activities.
• 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	• KCWP1: Design and Deploy Standards Classroom Activities • KCWP2: Design and Deliver Instruction Classroom Activities • KCWP3: Design and Deliver Assessment Literacy Classroom Activities • KCWP4: Review, Analyze and Apply Data Classroom Activities • KCWP5: Design, Align and Deliver Support Classroom Activities • KCWP6: Establishing Learning Culture and Environment Classroom Activities	

Objective	Strategy	Activities	Responsible Person	Measure of Success	Funding	Progress Monitoring Date and Notes
Objective 1 Increase the growth indicator for students in grades 3-5 from 48.2 in 2019 to 50.6 by May 2020 as measured by state-required assessments.	Design, Align, and Deliver Support Processes such that processes are in place to ensure appropriate academic interventions are taking place to meet the needs of all students.	**Extensions** Students who are excelling (as determined by test data and classroom performance) will be challenged with literature circles, selection of rigorous text for independent and guided reading, use of Journey's above level readers, strategies for deeper analysis, differentiated instruction, and /or other resources such as I Ready instruction, Accelerated Reader, Accelerated Math, Out of This World Literacy and/or seminar/workshops.	Teachers, Principal, Instructional Assistants, District Support Staff	Increase in student success, lesson plans, master schedule	Title I: $10,000	I – I-Ready, Accelerated Math, Small group instruction and RTI groups was used to challenge students who are excelling.
		Student Growth **Students who show growth on assessments such as I-Ready and K-Prep will be recognized in a variety of ways. Recognitions may include but are not limited to shout outs on school announcements, hallway displays, special activities, etc.**	Teachers, Principal, Instructional Assistants, District Support Staff	Increase in student success, lesson plans, master schedule		PI – shout outs were given on the intercom for students showing growth on I-Ready. K-Prep recognition was cancelled due to NTI
		GT Instruction Students identified for Gifted and Talented (grades 4 and 5) and Primary Talent Pool (grades K – 3) will be provided enrichment services by the GT resource teacher	Teachers, Principal, Instructional Assistants,	Increase in student success, lesson plans, master schedule		I – Students identified for GT or PTP receive instruction from the district GT teacher weekly.

		and/or classroom teacher. Lessons will have a focus on STEM activities and/or enrichment in their identified area.	District Support Staff			
	See Proficiency and SAI for activities that will affect Growth					

5: Transition Readiness

Goal 5: Increase the percentage of Kindergarten student readiness skills from 43.2 in 2019 to 51.0 in 2020 as measured by the Brigance assessment and improve school learning and culture environment to increase student success at all levels.

Which **Strategy** will the district use to address this goal? *(The Strategy can be based upon the six Key Core Work Processes listed below or another research-based approach. Provide justification and/or attach evidence for why the strategy was chosen.)*	Which **Activities** will the district deploy based on the strategy or strategies chosen? *(The links to the Key Core Work Processes activity bank below may be a helpful resource. Provide a brief explanation or justification for the activity.*	In the following chart, identify the timeline for the activity or activities, the person(s) responsible for ensuring the fidelity of the activity or activities, and necessary funding to execute the activity or activities.
• 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	• KCWP1: Design and Deploy Standards Classroom Activities • KCWP2: Design and Deliver Instruction Classroom Activities • KCWP3: Design and Deliver Assessment Literacy Classroom Activities • KCWP4: Review, Analyze and Apply Data Classroom Activities • KCWP5: Design, Align and Deliver Support Classroom Activities • KCWP6: Establishing Learning Culture and Environment Classroom Activities	

Objective	Strategy	Activities	Responsible Person	Measure of Success	Funding	Progress Monitoring Date and Notes
Objective 1 Increase the percentage of students who meet the transition readiness benchmark on the composite score for their most recent reading, math, science, social studies, and writing scores from 43,2 in 2019 to 60 in 2024.	Establish Learning Culture and Environment to ensure that processes are in place to communicate with parents in order to address barriers to learning.	**K Screening** Kindergarten students will be given the Brigance Test during the required window and this information will be used to determine which students still need readiness skills in order to have early intervention activities.	Teachers, Principal, District Support Staff	Brigance results	No funding required	I – K students were given the Brigance test in Aug. 2019
	Design, Align, Deliver Support Processes by partnering with outside agencies.	**Brigance Communication** Following Brigance Testing, school staff will share findings with local child care facilities. Information on how to prepare children for kindergarten will be offered.	Counselor, Principal, District Support Staff	Reports sent to childcare facilities	No funding required	I – Brigance results were shared with classroom teachers and childcare centers by district support staff.
	Establish Learning Culture and Environment to ensure that processes are in place to communicate with	**Wee Time/Kindergarten KHIC** Toddlers and preschool students have the opportunity to participate in a program sponsored by the Family Resource Center. Wee Time fosters readiness skills. Students have the opportunity to attend KHIC the year before starting school.	FRYSC staff	Sign in sheets, activity plans	FRC: $250.00	I – Wee Time and KHIC met weekly on a rotating schedule between HES and ALES.

	parents in order to address barriers to learning				
	Establish Learning Culture and Environment to ensure that processes are in place to communicate with parents in order to address barriers to learning	**Kindergarten Expectations Parent Meeting** Parents who have students entering K the following year are invited to come to a pre-registration meeting to learn about the standards for Kindergarten as well as other expectations. Information that will be helpful in preparing the student for school will be provided.	FRYSC staff, Teachers, Principal, District Support Staff	Sign in Sheets, Agenda	FRC: $100.00	I – Kindergarten students and parents participated in Kindergarten Launch on August 2. Materials to help students prepare for K instructional expectations were also provided to parents at Kindergarten registration in March 2019.
	Establish Learning Culture and Environment by having processes in place to communicate with students in order to address barriers to learning.	**Summer School for Incoming Kindergarten Students** Incoming Kindergarten students with risk factors will be encouraged to participate in the district's KHIC start program.	Teachers, Principal, District Support Staff	Student roster, summer school schedule	District Funding	I – Kindergarten Camp was held July 15-19. The camp helps incoming K students prepare for classroom expectations and an opportunity to orient themselves to the school building in a small group setting.
	Establish Learning Culture and Environment to ensure that processes are in place to communicate with parents in order to address barriers to learning	**Kindergarten Launch** Incoming Kindergarten students will be invited to attend a Kindergarten Launch day which helps acclimate students to the building and their classroom.	Kindergarten teachers, Instructional Assistants, Principal, District Support Staff	School calendar	Title One: $1,000.00	I – Incoming K students participated in K launch on August 2, 2019.
	Establish Learning Culture and Environment by having processes in place to communicate with students in order to address barriers to learning.	**LCMS Transition Day** In May, 5th grade students will attend a Transition Day at LaRue County Middle School. Students will tour the school and attend an informational presentation.	LCMS staff, 5th grade teachers, FRYSC	Calendar	No funding required	NI – Transition Day was cancelled due to NTI days.
	Establish Learning Culture and	**Attendance Incentives**	PTSO, Teachers,	Pictures, Rewards	No Funding	I – students received rewards such as goodie bags, arts and

	Environment to address the culture in the school and classrooms.	Students will be offered several incentives for being at school every day. Incentives may include, but not limited to PTSO sponsored Reward Activities, Bulletin Board competition, pizza parties, etc. Incentives will be offered more frequently which will allow all students to have the opportunity to participate regardless of previous absences.	Principal, Counselor, Attendance Clerk	Day schedule, pizza party	Required	crafts activities, guest speakers, dances as rewards for monthly perfect attendance and 9 weeks perfect attendance
	Design, Align, Deliver support Processes that ensure behavioral interventions are taking place and monitored to meet the needs of all students.	**Student Risk Screening Scale** The "Student Risk Screening Scale" will be used as a behavior screener in accordance with the district's KSI plan. The screener will be used to identify student needs and plan for appropriate interventions. The district's RTI committee will review implementation to determine recommendations for adjustments as needed.	Teachers, Principal, District Support Staff	Student risk screening spreadsheet	No funding required	I – Teachers completed the survey in Fall 2019