

## 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*, *Shiple*, *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.

<p><b>Improvement Priority #1: Develop a system that involves all stakeholders in the implementation of a continuous improvement process, using multiple measures to identify, address, and monitor student learning needs and effective instructional practices within a rigorous curriculum. (Standard 1.3)</b></p>	<p><b>Improvement Priority #2: Develop, implement, and monitor a rigorous curriculum that is vertically and horizontally aligned to Kentucky Academic Standards and is based on high expectations. (Standard 2.5)</b></p>	<p><b>Improvement Priority #3: Develop a formalized process to evaluate program effectiveness that uses data to analyze and refine programs and practices, improve the quality and fidelity of implementation, and continually measures the impact of programs and practices on student learning. (Standard 2.12)</b></p>
<p>Fairview Middle School will use multiple methods to ensure fidelity and effectiveness of quality learning targets and success criteria based on standards, integration of Direct Explicit Instruction, student data tracking through progress monitoring and goal setting, tier one instructional strategies, and vertical and horizontal curriculum planning. The Classroom Core Instruction Diagnostic and School-wide Core Instruction Diagnostic Tool (provided by the Novice Reduction for Gap Closure Initiative) will be utilized to establish a baseline and performance trajectory. These tools will additionally be utilized for monitoring specified strategies on a quarterly basis through walkthroughs conducted by school leadership.</p>	<p>Fairview Middle School Leadership will establish/Revise protocols (collaborative planning, PLC, RtI, walkthrough, lesson plan review, instructional coaching) to monitor effective implementation of quality learning targets and success criteria based on standards, integration of Direct Explicit Instruction with the EngageNY curriculum (Eureka Math), student data tracking through progress monitoring and goal setting, tier one instructional strategies, benchmark assessment system, and vertical and horizontal curriculum planning.</p>	<p>In order to ensure monitoring and revision of the systems and protocols occurs with fidelity, contingent based on school improvement funds received, the superintendent will recommend to the Board of Education the approval of one MTSS Specialist position. The MTSS Specialist will assist in all matters pertaining to the development and implementation of a consistent Multi-Tiered System of Support (MTSS) model of tiered intervention processes and procedures at Fairview Elementary School. The MTSS Specialist will provide information and professional development to school site teams, ensuring that M</p> <p>TSS components are established in the school.</p>

During collaborative planning, teachers will document deconstruction of standards into standards-based learning targets and develop success criteria in lesson plans. PLCs will document discussions on the successes, continued needs and next steps related to implementation and share student Plus/Delta feedback to assist with instructional planning within weekly collaborative planning sessions. The administrative team will utilize the walkthrough protocol/monitoring tool to collect and analyze implementation evidence and provide feedback with next steps. The School Leadership Team will monitor completion of 30/60/90 day activities related to this strategy.

In addition to monitoring by the MTSS Specialist, Fairview Middle School will implement a Professional Learning Community system that will allow for all teachers to analyze academic achievement data and determine next steps for instruction based on the data. Furthermore, FMS will ensure that stakeholder feedback is obtained when implementing a program or practice and then changes are made based on the feedback provided. Stakeholders involved in this will vary based on the type of program being implemented.

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

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

### 1: Proficiency Goal

<p><b>Goal 1 (State your proficiency goal.):</b>  <i>By the end of the 2023-24 school year:</i></p> <ul style="list-style-type: none"> <li>• 55.3% of students will score proficient or distinguished in reading;</li> <li>• 34.7% of students will score proficient or distinguished in math.</li> </ul>					
Objective	Strategy	Activities	Measure of Success	Progress Monitoring	Funding
<p><b>Objective 1:</b>  <i>By the end of the 2019-20 school year, 44.8% of students will score proficient/distinguished in reading.</i></p>	<p>Ensure that curricular delivery and assessment measures provide for all pertinent information needs for students.</p>	<p><b>Practice:</b> Teachers will ensure that formative assessments are occurring several times daily and are accounted for in lesson planning practices. Furthermore, teachers ensure that planning incorporates Direct Explicit Instruction and that modifications to instruction are made based on data gathered from formative assessments.  <b>(IP 1, 2, 3, KCWP 3)</b></p>	<p>Lesson Plans            Walkthrough Data            PLC Protocol  <a href="#">Classroom Core Instruction Diagnostic</a>  <a href="#">School-Wide Core Instruction Diagnostic</a></p>	<p>30-60-90 Day Planning</p>	

<p><b>Objective 2:</b> By the end of the 2019-20 school year, 19.3% of students will score proficient/distinguished in math.</p>					
	<p>Ensure congruency is present between standards, learning targets, and assessment measures.</p>	<p><b>Practice:</b> Teachers will strategically plan lessons to include evidence-based instructional strategies that promote student engagement in each lesson daily.</p> <p>Teachers will focus on Direct Explicit Instruction as the primary delivery method. The SLT will monitor and provide feedback on the different uses of the strategies through walkthrough data, PLCs, and lesson plan reviews. <b>(IP 1, 2, 3, KCWP 2; EBP: Assisting Students Struggling with Mathematics: Response to Intervention (RtI) for Elementary and Middle Schools; Improving Adolescent Literacy: Effective Classroom and Intervention Practices)</b></p>	<p>Lesson Plans Walkthrough Data PLC Agenda/Minutes PLC Protocol SLT Agenda/Minutes <a href="#">Classroom Core Instruction Diagnostic</a> <a href="#">School-Wide Core Instruction Diagnostic</a></p>		<p>Year 1 &amp; 2: Travel for Visits to Hub Schools: \$500 Year 1 &amp; 2: Subs for Teachers for Hub School Visits: \$1000</p>
	<p>Ensure that all students have access to the same outlined, high expectations and continually assess, review, and revise school curricula to support the assurance that all students have the knowledge, skills, and dispositions for future success.</p>	<p><b>Practice:</b> School Leadership Team members will revise PLC protocol to ensure the following are taking place: 1. Process for Standards Deconstruction; 2. Item analysis methods to evaluate instructional effectiveness; 3. To determine if instructional adjustments are needed; 4. If adjustments are needed, what are those adjustments and how will they be implemented; and 5. Resource Sharing. <b>(IP 1, 2, 3, KCWP 5)</b></p>	<p>PLC Agenda/Minutes PLC Protocol SLT Agenda/Minutes</p>	<p>30-60-90 Day Planning</p>	

		<p><b>Practice:</b> Teachers deconstruct standards by content and grade level. Teachers also complete training on high quality learning targets and success criteria. Teachers will use learning targets and success criteria in each lesson daily.  <b>(IP 1, 2, 3, KCWP 1; EBP: Using Student Achievement Data in Instructional Decision Making)</b></p>	<p>Lesson Plans  Walkthrough Data  <a href="#">Classroom Core Instruction Diagnostic</a>  <a href="#">School-Wide Core Instruction Diagnostic</a></p>	<p>30-60-90 Day Planning</p>	<p>Year 1: Classroom Assessment for Student Learning Books \$1599.80 (20 books at 79.99 per book)</p>
		<p><b>Practice:</b> Principal and teachers utilize daily formative data collection tools, benchmark data, summative data, non-academic data, formative and summative teacher observations, and/or learning walk details to ensure high levels of teacher effectiveness and student achievement. <b>(IP 1, 2, 3, KCWP 2)</b></p>	<p>Lesson Plans  Walkthrough Data  <a href="#">Classroom Core Instruction Diagnostic</a>  <a href="#">School-Wide Core Instruction Diagnostic</a></p>		
		<p><b>Practice:</b> Teachers will utilize backwards planning to develop formative and summative assessments that are aligned to grade-level Kentucky Academic Standards. Teachers will then develop assignments and activities that reflect the learning targets students have had the opportunity to learn.  <b>(IP 1, 3, KCWP 2, 3; EBP: Using Student Achievement Data in Instructional Decision Making; Assisting Students Struggling with Mathematics: Response to Intervention (RtI) for Elementary and Middle Schools; Improving Adolescent Literacy: Effective Classroom and Intervention Practices)</b></p>	<p>Lesson Plans  Summer Professional Learning Agenda  Walkthrough Data  <a href="#">Classroom Core Instruction Diagnostic</a>  <a href="#">School-Wide Core Instruction Diagnostic</a></p>	<p>30-60-90 Day Planning</p>	<p>Year 1 and Year 2: \$8276 Case21 Benchmark Assessments  Year 1:: \$8000 iReady Assessments, Online Instruction, and Professional Development  Year 2: \$6030 iReady Assessments, Online Instruction, and Professional Development</p>

		<p><b>Practice:</b> The School Leadership Team will develop and implement a collaborative planning process, where teachers systematically share an understanding of expectations for standards, learning targets, success criteria, curriculum, assessment, and instruction. <b>(IP 1, 2, 3, KCWP 1, EBP -Using Student Achievement Data in Instructional Decision Making; Assisting Students Struggling with Mathematics: Response to Intervention (RtI) for Elementary and Middle Schools; Improving Adolescent Literacy: Effective Classroom and Intervention Practices)</b></p>	<p>Lesson Plans</p> <p>Summer Professional Learning Agenda</p> <p>Walkthrough Data</p>	<p>30-60-90 Day Planning</p>	<p>Year 1 &amp; 2: Teaching planning days (5 days per teacher) Year 1 Amount: \$10,000</p> <p>Year 2 Amount: \$10,000</p>
		<p><b>Practice:</b> Provide ongoing job-embedded professional learning to ensure fidelity of implementation of Eureka Math. <b>(IP 1, 2, 3, EBP-Developing Effective Fractions Instruction for Kindergarten through 8th Grade)</b></p>	<p>Lesson Plans</p> <p>Summer Professional Learning Agenda</p> <p>Walkthrough Data</p> <p><a href="#">Classroom Core Instruction Diagnostic</a></p> <p><a href="#">School-Wide Core Instruction Diagnostic</a></p>		<p>Year 1 and Year 2: Great Minds Eureka Math Curriculum: Year 1: \$13,712 Year 2: \$14,212 (Price includes print and digital materials)</p> <p>Year 1: Subs for Teachers for Release Time to Plan and Peer Observe: \$6000 (each teacher would get 3 release days)</p>

## 2: Separate Academic Indicator

<b>Goal 2 (State your separate academic indicator goal.):</b>					
<i>By the end of the 2023-24 school year:</i>					
<ul style="list-style-type: none"> <li>• 32.6% of students will score proficient or distinguished in science;</li> <li>• 50.7% of students will score proficient or distinguished in social studies;</li> <li>• 34.7% of students will score proficient or distinguished in writing.</li> </ul>					
<b>Objective</b>	<b>Strategy</b>	<b>Activities</b>	<b>Measure of Success</b>	<b>Progress Monitoring</b>	<b>Funding</b>
<b>Objective 1:</b> <i>By the end of the 2019-20 school year, 16.8% of students will score proficient/distinguished in science.</i>	Ensure that the design and delivery of instruction and formative/summative assessment measures provide for all pertinent information needs for students.	<b>Practice-</b> Teachers will provide students with opportunities to write for authentic purposes, analyze rich text, use rubrics and success criteria, exemplars, collaborate with peers, and improve critical thinking skills that will address on-demand writing prompts, extended response questions, lab reports, DBQs, essays and research papers. <b>(IP 1, 3)</b>	Lesson Plans  Walkthrough Data  PLC Agenda/Minutes  PLC Protocol  <a href="#">Classroom Core Instruction Diagnostic</a>  <a href="#">School-Wide Core Instruction Diagnostic</a>	30-60-90 Day Planning	
<b>Objective 2:</b> <i>By the end of the 2019-20 school year, 39.1% of students will score proficient/distinguished in social studies.</i>		<b>Practice-</b> Teachers will select and utilize a common school-wide writing graphic organizer. <b>(IP 1, 3)</b>		30-60-90 Day Planning	
		<b>Practice-</b> Teachers will embed materials from the TCI curriculum for Science and Social Studies into instructional units as appropriate. <b>(IP 1, 3, KCWP 1, 2; Organizing Instruction and Study to Improve Student Learning)</b>	Lesson Plans  Walkthrough Data  PLC Agenda/Minutes  PLC Protocol  <a href="#">Classroom Core Instruction Diagnostic</a>  <a href="#">School-Wide Core Instruction Diagnostic</a>	30-60-90 Day Planning	Year 1: StemScopes \$24,905  Year 1: TCI History Alive! \$26,624
<b>Objective 3:</b>	Ensure that all students have access to the same outlined,	<b>Practice:</b> Teachers will utilize backwards planning to develop	Lesson Plans	30-60-90 Day Planning	



<p><i>By the end of the 2019-20 school year, 19.3% of students will score proficient/distinguished in writing.</i></p>	<p>high expectations and that teachers continually assess, review, and revise school curricula to support the assurance that all students have the knowledge, skills, and dispositions for future success.</p>	<p>formative and summative assessments that are aligned to grade-level Kentucky Academic Standards. Teachers will then develop assignments and activities that reflect the learning targets students have had the opportunity to learn. <b>(IP 1, 3, KCWP 1,2)</b></p>	<p>Walkthrough Data          PLC Agenda/Minutes          PLC Protocol  <a href="#">Classroom Core Instruction Diagnostic</a>    <a href="#">School-Wide Core Instruction Diagnostic</a></p>		
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### 3: Achievement Gap

**Goal 3 (State your achievement gap goal.):**

*By the end of the 2023-24 school year:*

- 51.2% of students with F/R lunch will score proficient or distinguished in reading;
- 26.2% of students with an IEP will score proficient or distinguished in reading;
- 31.8% of students with F/R lunch will score proficient or distinguished in math;
- 33.2% of students with an IEP will score proficient or distinguished in math.

Objective	Strategy	Activities	Measure of Success	Progress Monitoring	Funding
<p><b>Objective 1:</b> <i>By the end of the 2019-20 school year:</i></p> <ul style="list-style-type: none"> <li>• 39.8% of students with F/R lunch will score proficient or distinguished in reading;</li> <li>• 8.8% of students with an IEP will score proficient or distinguished in reading.</li> </ul>	<p>Develop, implement, and monitor instruction assessment measures to ensure Tier I practices are implemented effectively to account for the needs of all students.</p>	<p><b>Process:</b> Teachers will complete a book study: <i>RTI and CSI: Using Data, Vision, and Leadership to Design, Implement, and Evaluate a Schoolwide Prevention System</i> by Victoria Bernhardt and Connie Herbert. This will allow teachers to learn about RTI in the context of a continuous improvement system. This will provide proven response to intervention strategies to differentiate instruction, engage students, increase success, and avoid additional interventions. <b>(IP 2, EBP-Using Student Achievement Data in Instructional Decision Making)</b></p>	<p>Lesson Plans Walkthrough Data PLC Agenda/Minutes PLC Protocol <a href="#">Classroom Core Instruction Diagnostic</a> <a href="#">School-Wide Core Instruction Diagnostic</a></p>	<p>30-60-90 Day Planning</p>	<p>Year 1: Books for Book Study: \$1100 (\$44/book)</p>
		<p><b>Practice:</b> Teachers will strategically plan lessons to include Tier 1 instructional strategies to ensure the needs of all students are addressed in reading and math. We will be using reading and math practice guides from the What Works Clearinghouse. <b>(IP 2, 3, EBP: Using Student Achievement Data in Instructional Decision Making; Assisting Students Struggling with Mathematics: Response to Intervention (RtI) for Elementary</b></p>	<p>Lesson Plans Walkthrough Data PLC Agenda/Minutes PLC Protocol <a href="#">Classroom Core Instruction Diagnostic</a> <a href="#">School-Wide Core Instruction Diagnostic</a></p>	<p>30-60-90 Day Planning</p>	<p>Year 1: Aleks \$18,000 (\$45/student)  Year 1: Reading Plus</p>

		<p><b>and Middle Schools; Improving Adolescent Literacy: Effective Classroom and Intervention Practices)</b></p>			
<p><b>Objective 2:</b> By the end of the 2019-20 school year:</p> <ul style="list-style-type: none"> <li>15.7% of students with F/R lunch will score proficient or distinguished in reading;</li> <li>17.5% of students with an IEP will score proficient or distinguished in reading.</li> </ul>		<p><b>Process/Practice:</b> Create new position for Multi-Tiered Systems of Support (MTSS) Specialist and a Positive Behavioral Interventions and Supports (PBIS) Specialist for Fairview Middle School. See <a href="#">MTSS Specialist</a> link for job description and details. <b>(IP 2, 3, EBP: Using Student Achievement Data in Instructional Decision Making; Assisting Students Struggling with Mathematics: Response to Intervention (RtI) for Elementary and Middle Schools)</b></p>	<p>Lesson Plans Walkthrough Data PLC Agenda/Minutes PLC Protocol <a href="#">Classroom Core Instruction Diagnostic</a> <a href="#">School-Wide Core Instruction Diagnosti</a></p>		<p>Year 1 and Year 2: 1 MTSS Specialist Salary, 1 PBIS Specialist Salary: estimated \$59,169, each - amount of \$118,338 for year 1, \$118,338 for year 2</p>
		<p><b>Process/Practice:</b> Administrative team will ensure that teachers receive professional learning on quality co-teaching practices. Co-teaching teams will be trained in the effective use of evidence based practices in the classroom to remove barriers to learning for individual students. All inclusion classroom will adopt the co-teaching model. Evidence of co-teaching observed through lesson plans and during monthly walkthroughs. <b>(IP 2, 3)</b></p>	<p>Lesson Plans Walkthrough Data PLC Agenda/Minutes <a href="#">Classroom Core Instruction Diagnostic</a> <a href="#">School-Wide Core Instruction Diagnostic</a></p>	<p>30-60-90 Day Planning</p>	
	<p>Implement a systematic approach to review, analyze, and apply data in order to determine priorities for individual student success.</p>	<p><b>Process/Practice:</b> Administrative team will ensure that all teachers complete systems training. Teachers will implement the systems approach in all classrooms, including classroom mission</p>	<p>Lesson Plans Walkthrough Data PLC Agenda/Minutes</p>	<p>30-60-90 Day Planning</p>	<p>Year 1: Shipley Training: \$10,000</p>

		statements, whole class and individual student goal-setting, and student data tracking. Evidence of the systems work will be observed through walkthroughs. <b>(IP 1, 2, 3, EBP-Using Student Achievement Data in Instructional Decision Making)</b>	<a href="#">Classroom Core Instruction Diagnostic</a>  <a href="#">School-Wide Core Instruction Diagnostic</a>		
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#### 4: Growth

<b>Goal 4 (State your growth goal):</b>					
<i>By the end of the 2019-20 school year, the percent of students making growth overall will increase from 47.5% to 52.5% (from low to medium).</i>					
<b>Objective</b>	<b>Strategy</b>	<b>Activities</b>	<b>Measure of Success</b>	<b>Progress Monitoring</b>	<b>Funding</b>
<b>Objective 1:</b> <i>By the end of the 2019-20 school year, the percent of students making growth in reading will increase from 32.2% to 52.5%.</i>	<b>Practice:</b> Implement a systematic approach to review, analyze, and apply data in order to determine priorities for individual student success.	<b>Practice:</b> Teachers will utilize Data Wall to monitor and track individual students on their performance on summative assessments (can include, but not limited to: end of unit assessments, benchmark assessments, I-Ready, KPrep, etc.). Each student will individually set goals for each standard and track mastery through data tracking sheets. <b>(IP 1, 2, 3, EBP-Using Student Achievement Data in Instructional Decision Making)</b>	Lesson Plans  Walkthrough Data  PLC Agenda/Minutes  <a href="#">Classroom Core Instruction Diagnostic</a>  <a href="#">School-Wide Core Instruction Diagnostic</a>	30-60-90 Day Planning	Shiple Systems Training
		<b>Process/Practice:</b> Create a “Watch List” for students performing below proficiency that is monitored every six weeks. Provide small group instruction and specific tiered intervention strategies to remediate skills to ensure student progress towards standards mastery. As a part of this process, identify which students need Tier 2/3 intervention. <b>(IP 1, 2, 3, EBP-Using Student</b>	Lesson Plans  Walkthrough Data  PLC Agenda/Minutes  RtI Protocol  <a href="#">Classroom Core Instruction Diagnostic</a>	30-60-90 Day Planning	Aleks Reading Plus

		<b>Achievement Data in Instructional Decision Making)</b>	<b>School-Wide Core Instruction Diagnostic</b>		
<b>Objective 2:</b> <i>By the end of the 2019-20 school year, the percent of students making growth in math will increase from 17.9% to 52.5%.</i>	<b>Practice:</b> Improve and sustain the learning culture in the classroom and/or small group setting in order to achieve an optimal and safe learning environment conducive to meeting students' specific needs.	<b>Process/Practice:</b> Teachers and Administrative Team will collaborate to ensure that students with intense behavior concerns/disabilities are addressed with positive behavior modification, response plans, sensory room for student needs, and early identification. <b>(IP 2, 3)</b>	Lesson Plans Walkthrough Data PLC Agenda/Minutes RtI Protocol  <b>Classroom Core Instruction Diagnostic</b>  <b>School-Wide Core Instruction Diagnostic</b>	30-60-90 Day Planning	
		<b>Process/Practice:</b> Teachers and Administrative Team communicate consistently between home and school by intentionally consulting with parents/guardians to discuss academic and behavioral strategies that can be reinforced at home and in the community so that students can generalize skills taught at school. <b>(IP 1, 2, 3)</b>	Parent Contact Logs	30-60-90 Day Planning	
		<b>Practice:</b> Teachers and Administrative Team communicate consistently between home and school by intentionally consulting with parents/guardians to discuss academic and behavioral strategies that can be reinforced at home and in the community so that students can generalize skills taught at school. <b>(IP 2, 3, EBP-Using Student Achievement Data in Instructional Decision Making)</b>	Lesson Plans Walkthrough Data PLC Agenda/Minutes PLC Protocol  <b>Classroom Core Instruction Diagnostic</b>  <b>School-Wide Core Instruction Diagnosti</b>	30-60-90 Day Planning	Summer Camp for Students Teacher Work Days for Summer Camp:  Math Camp - Four Weeks, Two Teachers \$375 per teacher per week = \$3000

					<p>Reading Camp - Four Weeks, Two Teachers \$375 per teacher per week = \$3000</p> <p>Reading Materials for Summer Camp Scholastic Lit Camp Grades 6-7 \$800</p> <p>Reading Materials for Summer Camp Scholastic Lit Camp Grades 7-8 \$812</p> <p>Reading Materials for Summer Camp Scholastic Lit Camp Grade 8 \$835</p> <p>Mango Math Camp Materials: Middle School Math Camp \$830</p>
		<p><b>Process/Practice:</b> Administrative team will ensure that all teachers complete systems training. Teachers will implement the systems approach in all classrooms, including classroom mission statements, whole class and individual student goal-setting, and student data tracking. Evidence of the systems work will be observed through walkthroughs. <b>(IP 1, 2, 3,</b></p>	<p>Lesson Plans</p> <p>Walkthrough Data</p> <p>PLC Agenda/Minutes</p> <p>PLC Protocol</p>	30-60-90 Day Planning	

		<p><b>EBP-Using Student Achievement Data in Instructional Decision Making)</b></p>			
		<p><b>Practice:</b> Develop and implement a process for collaboration between general classroom teacher and co-teacher for the implementation of high-yield student engagement activities. <b>(IP 2, 3)</b></p>	<p>Lesson Plans Walkthrough Data PLC Agenda/Minutes PLC Protocol</p>	<p>30-60-90 Day Planning</p>	

## 5: Transition Readiness

<b>Goal 5 (State your transition readiness goal.):</b>					
<i>By the end of the 2023-24 school year, 80% of students will exit each grade level by mastering at least 80% of the grade level standards in reading and math.</i>					
<b>Objective</b>	<b>Strategy</b>	<b>Activities</b>	<b>Measure of Success</b>	<b>Progress Monitoring</b>	<b>Funding</b>
<b>Objective 1:</b> <i>By the end of the 2019-20 school year, 50% of students will exit each grade level by mastering at least 80% of the grade level standards in reading.</i>	Ensure that all students have access to the same outlined, high expectations and that teachers continually assess, review, and revise school curricula to support the assurance that all students have the knowledge, skills, and dispositions for future success.	<b>Practice:</b> Teachers will utilize backwards planning to develop formative and summative assessments that are aligned to grade-level Kentucky Academic Standards. Teachers will then develop assignments and activities that reflect the learning targets students have had the opportunity to learn. <b>(IP 1, 3)</b>	End of Year Assessment Data Benchmark  Assessment Data  <a href="#">Assessment Literacy for Principals Diagnostic</a>	30-60-90 Day Planning	
		<b>Practice:</b> Provide math and ELA teachers with ongoing job-embedded professional learning to ensure fidelity of implementation of Eureka Math and EngageNY Reading. <b>(IP 2)</b>	Lesson Plans  Walkthrough Data  PLC Agenda/Minutes  <a href="#">Classroom Core Instruction Diagnostic</a>  <a href="#">School-Wide Core Instruction Diagnostic</a>	30-60-90 Day Planning	
<b>Objective 2:</b> <i>By the end of the 2019-20 school year, 50% of students will exit each grade level by mastering at least 80% of the grade level standards in math.</i>	Develop a systematic approach that establishes a safe, supportive and positive learning culture and environment. Maintain an atmosphere that allows students to learn at the optimum level to increase the percentage of students who master grade level standards and successfully transition to the next level.	<b>Practice:</b> The School Leadership Team will establish a process to assess, review, and revise school curricula in order to monitor alignment between the standards, assessments, and learning targets. The team will meet with grade level teams monthly to discuss outcomes, provide feedback and plan next steps. <b>(IP 1, 3)</b>	Lesson Plans  Walkthrough Data  SLT Agenda/Minutes  PLC Protocol  <a href="#">Classroom Core Instruction Diagnostic</a>  <a href="#">School-Wide Core Instruction Diagnostic</a>	30-60-90 Day Planning	





**6: Graduation Rate**

<b>Goal 6 (State your graduation rate goal.)</b>					
N/A					
<b>Objective</b>	<b>Strategy</b>	<b>Activities</b>	<b>Measure of Success</b>	<b>Progress Monitoring</b>	<b>Funding</b>
<b>Objective 1:</b>					

## 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:

<b>Components Of Turnaround Leadership Development And Support:</b>
<b>Consider:</b> 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? <b>Response:</b>
<b>Identification Of Critical Resources Inequities:</b>
<b>Consider:</b> 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. <b>Response:</b>

**Targeted Subgroups and Evidence-Based Interventions:**

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

**Response:**

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

**Additional Actions That Address The Causes Of Consistently Underperforming Subgroups Of Students**

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

**Response:**

## Special Considerations for Comprehensive Support and Improvement (CSI) Schools


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

### Evidence-based Practices


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

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

Evidence-based Activity	Evidence Citation	Uploaded in eProve
Train staff to implement inductive teaching strategies.	Hattie, J. (2009). <i>Visible Learning: a synthesis of over 800 meta-analyses relating to achievement</i> . Routledge: New York, NY.	<input checked="" type="checkbox"/>
Teachers will focus on Direct Explicit Instruction as the primary delivery method.	Gersten, R., Beckmann, S., Clarke, B., Foegen, A., Marsh, L., Star, J. R., & Witzel, B. (2009). <i>Assisting students struggling with mathematics: Response to Intervention (RtI) for elementary and middle schools (NCEE 2009-4060)</i> . Washington, DC: National	<input type="checkbox"/>

<p>The SLT will monitor and provide feedback on the different uses of the strategies through walkthrough data, PLCs, and lesson plan reviews.</p> <p>Teachers will utilize backwards planning to develop formative and summative assessments that are aligned to grade-level Kentucky Academic Standards. Teachers will then develop assignments and activities that reflect the learning targets students have had the opportunity to learn.</p> <p>The School Leadership Team will develop and implement a collaborative planning process, where teachers systematically share an understanding of expectations for standards, learning targets, success criteria, curriculum, assessment, and instruction.</p> <p>Teachers will strategically plan lessons to include Tier 1 instructional strategies to ensure the needs of all students are addressed in reading and math. We will be using reading and math practice guides from the What Works Clearinghouse.</p> <p>Create new position for Multi-Tiered Systems of Support (MTSS) Specialist and a Positive Behavioral Interventions and Supports (PBIS) Specialist for Fairview Middle School. See <a href="#">MTSS Specialist</a> link for job description and details.</p>	<p>Center for Education Evaluation and Regional Assistance, Institute of Education Sciences, U.S. Department of Education. Retrieved from <a href="http://ies.ed.gov/ncee/wwc/publications/practiceguides/">http://ies.ed.gov/ncee/wwc/publications/practiceguides/</a>.</p>	
<p>Teachers deconstruct standards by content and grade level. Teachers also complete training on high quality learning targets and success criteria. Teachers will use learning targets and success criteria in each lesson daily.</p>	<p>Hamilton, L., Halverson, R., Jackson, S., Mandinach, E., Supovitz, J., &amp; Wayman, J. (2009). Using student achievement data to support instructional decision making (NCEE 2009-4067). Washington, DC: National Center for Education Evaluation and Regional Assistance, Institute of Education Sciences, U.S. Department of Education. Retrieved from <a href="http://ies.ed.gov/ncee/wwc/publications/practiceguides/">http://ies.ed.gov/ncee/wwc/publications/practiceguides/</a>.</p>	

<p>Teachers will utilize backwards planning to develop formative and summative assessments that are aligned to grade-level Kentucky Academic Standards. Teachers will then develop assignments and activities that reflect the learning targets students have had the opportunity to learn.</p> <p>The School Leadership Team will develop and implement a collaborative planning process, where teachers systematically share an understanding of expectations for standards, learning targets, success criteria, curriculum, assessment, and instruction.</p> <p>Teachers will complete a book study: <i>RTI and CSI: Using Data, Vision, and Leadership to Design, Implement, and Evaluate a Schoolwide Prevention System</i> by Victoria Bernhardt and Connie Herbert. This will allow teachers to learn about RTI in the context of a continuous improvement system. This will provide proven response to intervention strategies to differentiate instruction, engage students, increase success, and avoid additional interventions.</p> <p>Teachers will strategically plan lessons to include Tier 1 instructional strategies to ensure the needs of all students are addressed in reading and math. We will be using reading and math practice guides from the What Works Clearinghouse.</p> <p>Create new position for Multi-Tiered Systems of Support (MTSS) Specialist and a Positive Behavioral Interventions and Supports (PBIS) Specialist for Fairview</p>		
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<p>Middle School. See <a href="#">MTSS Specialist</a> link for job description and details.</p> <p>Administrative team will ensure that all teachers complete systems training. Teachers will implement the systems approach in all classrooms, including classroom mission statements, whole class and individual student goal-setting, and student data tracking. Evidence of the systems work will be observed through walkthroughs.</p> <p>Teachers will utilize Data Wall to monitor and track individual students on their performance on summative assessments (can include, but not limited to: end of unit assessments, benchmark assessments, I-Ready, KPrep, etc.). Each student will individually set goals for each standard and track mastery through data tracking sheets.</p> <p>Ensure that all students have equal access to Tier 1 instruction and use evidence -based practices to teach students who have deficits in reading, writing and math to make this content more accessible.</p>		
<p>Teachers will strategically plan lessons to include evidence-based instructional strategies that promote student engagement in each lesson daily.</p> <p>Teachers will focus on Direct Explicit Instruction as the primary delivery method. The SLT will monitor and provide feedback on the different uses of the strategies through walkthrough data, PLCs, and lesson plan reviews.</p> <p>Teachers will utilize backwards planning to develop formative and summative</p>	<p>Kamil, M. L., Borman, G. D., Dole, J., Kral, C. C., Salinger, T., and Torgesen, J. (2008). Improving adolescent literacy: Effective classroom and intervention practices: A Practice Guide (NCEE #2008-4027). Washington, DC: National Center for Education Evaluation and Regional Assistance, Institute of Education Sciences, U.S. Department of Education. Retrieved from <a href="http://ies.ed.gov/ncee/wwc">http://ies.ed.gov/ncee/wwc</a>.</p>	



<p>assessments that are aligned to grade-level Kentucky Academic Standards. Teachers will then develop assignments and activities that reflect the learning targets students have had the opportunity to learn.</p> <p>The School Leadership Team will develop and implement a collaborative planning process, where teachers systematically share an understanding of expectations for standards, learning targets, success criteria, curriculum, assessment, and instruction.</p> <p>Teachers will strategically plan lessons to include Tier 1 instructional strategies to ensure the needs of all students are addressed in reading and math. We will be using reading and math practice guides from the What Works Clearinghouse.</p>		
<p>Provide ongoing job-embedded professional learning to ensure fidelity of implementation of Eureka Math.</p>	<p>Siegler, R., Carpenter, T., Fennell, F., Geary, D., Lewis, J., Okamoto, Y., Thompson, L., &amp; Wray, J. (2010). Developing effective fractions instruction for kindergarten through 8th grade: A practice guide (NCEE #2010-4039). Washington, DC: National Center for Education Evaluation and Regional Assistance, Institute of Education Sciences, U.S. Department of Education. Retrieved from <a href="http://whatworks.ed.gov/publications/practiceguides">whatworks.ed.gov/publications/practiceguides</a>.</p>	<input type="checkbox"/>
<p>Teachers will embed materials from the TCI curriculum for Science and Social Studies into instructional units as appropriate.</p>	<p>Pashler, H., Bain, P., Bottge, B., Graesser, A., Koedinger, K., McDaniel, M., and Metcalfe, J. (2007) Organizing Instruction and Study to Improve Student Learning (NCER 2007-2004). Washington, DC: National Center for Education Research, Institute of Education Sciences, U.S. Department of Education. Retrieved from <a href="http://ncer.ed.gov">http://ncer.ed.gov</a>.</p>	<input type="checkbox"/>