

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.

While the focus of continuous improvement is student performance, the work must be guided by the aspects of teaching and learning that affect performance. An effective improvement process should address the contributing factors creating the learning environment (inputs) and the performance data (outcomes). Through the Needs Assessment for Schools, priorities were identified and processes, practices, and/or conditions were chosen for focus. This goal building template will assist your improvement team to address those priorities and outline your targets and the activities intended to produce the desired changes. Progress monitoring details will ensure that your plan is being reviewed regularly to determine the success of each strategy.

Please note that the objectives (short-term targets) set by your school under the Achievement Gap section of this planning template will be used by the district's superintendent to determine whether or not your school met its targets to reduce the gap in student achievement for any student group for two consecutive years as required by KRS 158.649. Likewise, operational definitions for each required planning component can be found on page 2 of the planning template.

For those schools operating a Title I Schoolwide Program, this plan meets the requirements of Section 1114 of the Every Student Succeeds Act as well as state requirements under 703 KAR 5:225. **No separate Schoolwide Program Plan is required.**

Requirements for Building an Improvement Plan

- The required goals for elementary/middle schools include the following:
 - State Assessment Results in reading and mathematics
 - State Assessment Results in science, social studies and writing
 - Achievement Gap
 - English Learner Progress
 - Quality of School Climate and Safety

- The required goals for high schools include the following:
 - State Assessment Results in reading and mathematics
 - State Assessment Results in science, social studies and writing
 - Achievement Gap

- English Learner Progress
- Quality of School Climate and Safety
- Postsecondary Readiness
- Graduation Rate

Explanations/Directions

Goal: Schools should determine long-term goals that are three to five year targets for each required school level indicator. Elementary/middle schools must address proficiency, separate academic indicator, achievement gap, and growth. High schools must address 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>Schools should determine short-term objectives to be attained by the end of the current academic year. There can be multiple objectives for each goal.</p>	<p>Describe your approach to systematically address a process, practice, or condition that was identified as a priority during the Needs Assessment for Schools. There can be multiple strategies for each objective. The strategy can be based upon Kentucky's six (6) Key Core Work Processes or another established improvement approach (i.e. <i>Six Sigma, Shipley, Baldrige, etc.</i>).</p>	<p>Describe the actionable steps that will occur to deploy the chosen strategy. There can be multiple activities for each strategy.</p>	<p>List the criteria that will gauge the impact of your work. The measures may be quantitative or qualitative but are observable in some way. Consider measures of input as well as outcomes for both staff and students.</p>	<p>Describe the process used to assess the implementation of the plan, the rate of improvement, and the effectiveness of the plan. Your description should include the artifacts to be reviewed, specific timelines, and responsible individuals.</p>	<p>List the specific federal, state, or local funding source(s) used to support each improvement initiative. If your school is a recipient of Title I, Part A funds, your CSIP serves as your annual plan and must indicate how Title I funds are utilized to carry out the planned activities.</p>

1: State Assessment Results in reading and mathematics

Goal 1 (State your reading and math goal.): Camargo Elementary School will increase the number of students scoring at the Proficient/Distinguished levels in reading and math by 15% by 2025. (Goal percentages ~ reading 56% and math 55% calculated from 2019 baselines)					
Objective	Strategy	Activities	Measure of Success	Progress Monitoring	Funding
Objective 1 Camargo Elementary school will increase the percentage of students scoring Proficient/Distinguished in reading from 46% to 53%	KCWP 1: Design and Deploy Standards KCWP 2: Design and Deliver Instruction	<ul style="list-style-type: none"> Continue to develop a schoolwide comprehensive literacy plan, aligned to the district vision, that will ensure equitable access to research based instruction in reading Continued professional learning and ongoing support for IRA, Shared Reading and Mini-lessons Ensure consistent learning expectations (e.g., learning targets, purpose, and criteria for success) through collaborative grade level planning Protected weekly grade level planning time Continue monthly vertical planning to unpack, identify and review gaps, address the rigor of 	<ul style="list-style-type: none"> Teachers attend 90% of offered PD that supports the comprehensive literacy plan Demonstrate a 3% increase in number of students scoring Proficient or Distinguished students on KSA Completed Vertical Planning Maps By the end of the year, Camargo Classroom Data walls will reflect: Kindergarten: 80% of students will demonstrate mastery of 1st four PA skills (initial and final sound isolation, blending and segmenting CVC) 	<ul style="list-style-type: none"> District Professional development sign-in sheets Review of administrative building walk-through data Review of Camargo Data Boards during teacher/administrator conferences and fall-spring data day Review of reading assessments and MAP Scores 3 times per year Minutes of vertical planning meetings Vertical Planning Maps under development Review of Master Schedule by admin team Administrative walk-throughs to observe explicit vocabulary instruction in grades 3-5 	<ul style="list-style-type: none"> Title I Reading Night Title I UFLI Foundations manual purchase for primary grades Title I Morpheme Magic purchase for grades 3-5 Title I funds used for staffing to decrease student to teacher ratio

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Objective	Strategy	Activities	Measure of Success	Progress Monitoring	Funding
		<p>instruction versus the rigor of the standard per grade level, while also developing a plan for instruction to meet the needs of students in ELA</p> <ul style="list-style-type: none"> ● Protect Tier 1 Literacy Block instruction ● Provide explicit foundational reading (phonological awareness and phonics instruction) for Tier 1 through Heggerty and Saxon in grades K-2 ● Provide small group differentiated instruction, responsive to classroom assessments, using Heggerty, UFLI, or Guided Reading in grades K-2 ● Provide explicit instruction in vocabulary and morphology through 	<p>and 80% will show 80% mastery of level A-C word writing inventory.</p> <p>1st Gr: 80% of students will demonstrate mastery of 80% of A-I word inventory skills and 80% of students will show mastery of 80% PA skills on Form C assessment.</p> <p>2nd Grade: 80% of students will demonstrate mastery of 80% of the word inventory skills through inflected endings</p> <ul style="list-style-type: none"> ● Review of MAP data (Vocabulary Acquisition and Use) in grades 3-5 ● K-3 teachers attend 90% of offered PD to support explicit 		

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Objective	Strategy	Activities	Measure of Success	Progress Monitoring	Funding
		<p>Morpheme Magic 3rd - 5th</p> <ul style="list-style-type: none"> ● Begin professional learning to support explicit instruction in foundational reading 	<p>instruction in foundational reading skills</p>		
	<p>KCWP 4: Review, Analyze and Apply Data</p> <p>KCWP 5: Design, Align and Deliver Support</p>	<ul style="list-style-type: none"> ● PLC teams will meet regularly to review assessment data (MAP, running records, letter/sound and sight word mastery checks, Heggerty, Mastery Connect and Case 21 Assessments) and determine gaps in learning. Responsive teaching and small, focused intervention groups will be implemented to close these gaps 	<ul style="list-style-type: none"> ● Increase in proficiency of ELA MAP scores and student outcomes building wide ● Decrease in students scoring 20%ile or below on ELA MAP ● Teachers increase proficiency in analyzing and responding to ELA assessment data 	<ul style="list-style-type: none"> ● Review of Camargo Classroom data boards ● Review PLC agendas dedicated to Literacy/ELA ● Review of MTSS sign-in sheets ● Review of SAT agendas ● Review of Professional Growth Plans 	

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Objective	Strategy	Activities	Measure of Success	Progress Monitoring	Funding
		<ul style="list-style-type: none"> ● Building-wide Student Assistance Team (SAT) will meet monthly to analyze individual student data, monitor progress and adjust instruction accordingly ● Monthly MTSS meetings to analyze school wide data to identify areas where additional support is needed to meet articulated achievement goals ● Throughout the year staff will have embedded professional learning opportunities to support analyzing and responding to the data ● Professional learning through PLCs for administration and teachers centered around analyzing student assignments for grade-level 			

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Objective	Strategy	Activities	Measure of Success	Progress Monitoring	Funding
		appropriateness, and defining what high-quality student work looks like			
Objective 2 Camargo Elementary school will increase the percentage of students scoring Proficient/Distinguished in math from 33% to 46%..	KCWP 1: Design and Deploy Standards KCWP 2: Design and Deliver Instruction	<ul style="list-style-type: none"> ● Begin developing a school-wide math plan that will ensure equitable access to research based instruction in math ● Implement professional learning and ongoing support for GoMath and Number Talks ● Ensure consistent learning expectations (e.g., learning targets, purpose, and criteria for success) through collaborative grade level planning. ● Protected weekly grade level planning time ● Continue monthly vertical planning to unpack, 	<ul style="list-style-type: none"> ● Teachers attend 90% of offered PD that supports the comprehensive math plan ● Demonstrate a 3% increase in number of students scoring Proficient or Distinguished students on KSA ● Completed Vertical Planning Maps ● All students receive uninterrupted Tier 1 instruction 	<ul style="list-style-type: none"> ● District Professional development sign-in sheets ● Review of administrative building walk-through data ● Review of Camargo Data Boards during teacher/administrator conferences and fall-spring data day ● Review of math assessments and MAP Scores 3 times per year ● Minutes of vertical planning meetings ● Vertical Planning Maps under development ● Review of Master Schedule by admin team ● Administrative walk-throughs to observe 	<ul style="list-style-type: none"> ● Title I funding to purchase resources for Number Talks grades K-5 ● Title I funding for professional development to support implementation of Number Talks

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Objective	Strategy	Activities	Measure of Success	Progress Monitoring	Funding
		<p>identify and review gaps, address the rigor of instruction versus the rigor of the standard per grade level, while also developing a plan for instruction to meet the needs of students in Math.</p> <ul style="list-style-type: none"> ● Protect Tier 1 math instruction. ● Provide explicit instruction to develop number sense, mental math and fluency through number talks. ● PLC teams will meet regularly to review assessment data (MAP, USNS screeners, Mastery Connect and Case 21 assessments) and determine gaps in learning. Responsive teaching and small, focused intervention groups will be 		<p>explicit number talks in grades K-5</p>	

Goal 1 (State your reading and math goal.): **Camargo Elementary School will increase the number of students scoring at the Proficient/Distinguished levels in reading and math by 15% by 2025. (Goal percentages ~ reading 56% and math 55% calculated from 2019 baselines)**

Objective	Strategy	Activities	Measure of Success	Progress Monitoring	Funding
		<p>implemented to close these gaps.</p> <ul style="list-style-type: none"> ● Building-wide Student Assistance Team (SAT) will meet monthly to identify students needing Tier 2 or Tier 3 interventions using MAP, USNS and AIMSWeb and evaluate effectiveness of interventions at regular intervals 			
	<p>KCWP 4: Review, Analyze and Apply Data</p> <p>KCWP 5: Design, Align and Deliver Support</p>	<ul style="list-style-type: none"> ● Monthly MTSS meetings to analyze school wide data to identify areas where additional support is needed to meet articulated achievement goals ● Throughout the year staff will have embedded professional learning opportunities to support 	<ul style="list-style-type: none"> ● Increase in proficiency of Math MAP scores and student outcomes building wide ● Decrease in students scoring 20%ile or below on Math MAP ● Teachers increase proficiency in analyzing and 	<ul style="list-style-type: none"> ● Review of Camargo Classroom data boards ● Review PLC agendas dedicated to Math ● Review of MTSS sign-in sheets ● Review of SAT agendas ● Review of Professional Growth Plans 	

Goal 1 (State your reading and math goal.): **Camargo Elementary School will increase the number of students scoring at the Proficient/Distinguished levels in reading and math by 15% by 2025. (Goal percentages ~ reading 56% and math 55% calculated from 2019 baselines)**

Objective	Strategy	Activities	Measure of Success	Progress Monitoring	Funding
		analyzing and responding to the data ● Professional learning through PLCs for administration and teachers centered around analyzing student assignments for grade-level appropriateness, and defining what high-quality student work looks like	responding to Math assessment data		

2: State Assessment Results in science, social studies and writing

Goal 2: Camargo Elementary School will increase the number of students scoring at the Proficient/Distinguished levels in science, social studies, and writing by 15% by 2025. (Targets: Science 25%, Writing 69%, Social Studies 41% ~ calculated from 2019 baselines)

REVISED SCIENCE GOAL: Camargo Elementary School will increase the number of students scoring at Proficient/Distinguished levels in science by 30% by 2025. (2022 baseline 24%)

Objective	Strategy	Activities	Measure of Success	Progress Monitoring	Funding
<p>Objective 1 Camargo Elementary school will increase the percentage of students scoring Proficient/Distinguished in writing from 51% to 65%.</p>	<p>KCWP 1: Design and Deploy Standards KCWP 2: Design and Deliver Instruction KCWP 4: Review, Analyze and Apply Data</p>	<ul style="list-style-type: none"> ● Continual development of a schoolwide writing plan using the Montgomery County Instructional framework that will ensure equitable access to research based instruction in writing ● Ensure consistent learning expectations (e.g., learning targets, purpose, and criteria for success) through collaborative grade level planning ● Protected weekly grade level planning time ● Deconstruct standards, identify and review gaps, address the rigor 	<ul style="list-style-type: none"> ● Demonstrate a 3% increase in number of students scoring Proficient or Distinguished students on KSA ● Completed Vertical Planning Maps ● All students receive uninterrupted Tier 1 instruction ● All teachers participate in vertical meetings 	<ul style="list-style-type: none"> ● PLC agendas ● Review of administrative building walk-through data ● Minutes of vertical planning meetings ● Vertical Planning Maps under development ● Review of Master Schedule by admin team ● Administrative walk-throughs to observe explicit writing instruction ● Periodic review of student writing samples 	<p>Title I Funds purchased the Digital Library that has embedded writing in guided reading instruction.</p>

Goal 2: Camargo Elementary School will increase the number of students scoring at the Proficient/Distinguished levels in science, social studies, and writing by 15% by 2025. (Targets: Science 25%, Writing 69%, Social Studies 41% ~ calculated from 2019 baselines)

REVISED SCIENCE GOAL: Camargo Elementary School will increase the number of students scoring at Proficient/Distinguished levels in science by 30% by 2025. (2022 baseline 24%)

Objective	Strategy	Activities	Measure of Success	Progress Monitoring	Funding
		of instruction versus the rigor of the standard per grade level during monthly vertical planning <ul style="list-style-type: none"> ● Protect Tier 1 Literacy Block instruction ● Provide explicit writing instruction with ample opportunities to apply skills ● PLC teams analyze student writing samples and calibrate growth feedback for students 			
Objective 2 Camargo Elementary school will increase the percentage of students scoring Proficient/Distinguished	KCWP 2: Design and Deliver Instruction	<ul style="list-style-type: none"> ● Ensure consistent learning expectations (e.g., learning targets, purpose, and criteria for success) through 	<ul style="list-style-type: none"> ● Demonstrate a 5% increase in number of students scoring Proficient or 	<ul style="list-style-type: none"> ● Administrative walk-throughs to observe explicit science instruction 	

Goal 2: Camargo Elementary School will increase the number of students scoring at the Proficient/Distinguished levels in science, social studies, and writing by 15% by 2025. (Targets: Science 25%, Writing 69%, Social Studies 41% ~ calculated from 2019 baselines)

REVISED SCIENCE GOAL: Camargo Elementary School will increase the number of students scoring at Proficient/Distinguished levels in science by 30% by 2025. (2022 baseline 24%)

Objective	Strategy	Activities	Measure of Success	Progress Monitoring	Funding
<p>in science from 24% to 27%</p> <p>REVISED GOAL for 2025 reflects 10% per year increase 2023, 2024, 2025</p>		<p>collaborative grade level planning</p> <ul style="list-style-type: none"> Deconstruct standards and aligning instruction to the rigor of the standard during weekly grade level common planning Protected weekly grade level planning time Provide explicit science instruction 	<p>Distinguished students on KSA</p>		
<p>Objective 3 Camargo Elementary school will increase the percentage of students scoring Proficient/Distinguished in social studies from 36% to 39%.</p>	<p>KCWP 2: Design and Deliver Instruction</p>	<ul style="list-style-type: none"> Ensure consistent learning expectations (e.g., learning targets, purpose, and criteria for success) through collaborative grade level planning Deconstruct standards and aligning instruction 	<ul style="list-style-type: none"> Demonstrate a 3% increase in number of students scoring Proficient or Distinguished students on KSA 	<ul style="list-style-type: none"> Administrative walk-throughs to observe explicit social studies instruction 	

Goal 2: Camargo Elementary School will increase the number of students scoring at the Proficient/Distinguished levels in science, social studies, and writing by 15% by 2025. (Targets: Science 25%, Writing 69%, Social Studies 41% ~ calculated from 2019 baselines)

REVISED SCIENCE GOAL: Camargo Elementary School will increase the number of students scoring at Proficient/Distinguished levels in science by 30% by 2025. (2022 baseline 24%)

Objective	Strategy	Activities	Measure of Success	Progress Monitoring	Funding
		to the rigor of the standard during weekly grade level common planning <ul style="list-style-type: none"> ● Protected weekly grade level planning time ● Provide explicit social studies instruction 			

3: Achievement Gap

KRS 158.649 requires the school-based decision making (SBDM) council, or the principal if no council exists, to set the school's yearly targets for eliminating any achievement gap. The targets should be established with input from parents, faculty, and staff and submitted to the superintendent for consideration and the local board of education for adoption. In addition to being a statutory requirement, intentionally focusing on the achievement gaps that exist among a school's underserved student populations is also a vital component of the continuous improvement process. Schools should use a variety of measures and analysis when conducting its review of its achievement gaps, including a review of the school's climate and culture. Schools are not required to establish long term achievement gap goals; however, schools must establish yearly targets (objectives).

Goal 3: Camargo Elementary School will increase the combined percentage of students scoring Proficient/Distinguished in Reading and Math for students with disabilities by 15% by 2025. (Goal percentages~ Reading: 18% Math: 18%)

REVISED Reading by 15%: (2023 5%, 2024 5%, 2025 5%) Goal for 2025 33.3%

REVISED Math Goal: Increase by 15% (2023 5%, 2024 5%, 2025 5%) Goal for 2025 19.5%

Objective	Strategy	Activities	Measure of Success	Progress Monitoring	Funding
<p>Objective 1 Camargo Elementary will increase the percentage of students with disabilities scoring proficient and distinguished in reading from 22% to 23.5%.</p>	<p>KCWP1: Design and Deploy Standards</p> <p>KCWP2: Design and Deliver Instruction</p> <p>KCWP5: Design, Align and Deliver Support</p>	<ul style="list-style-type: none"> Co-teaching will occur in classrooms K-5 to meet student needs Provide specially designed instruction to allow content mastery Analyze student data from a variety of resources such as Running Records, MAP, and formative assessments to create appropriate goals for the student. 	<ul style="list-style-type: none"> Teachers attend 90% of offered PD that supports the comprehensive literacy plan Demonstrate a 3% increase in number of students scoring Proficient or Distinguished students on KSA Completed Vertical Planning Maps All students receive uninterrupted Tier 1 instruction 	<ul style="list-style-type: none"> Review of Camargo Data Board student progress during PLCs and teacher and administrator meetings Data review in Student Spotlight meetings Review of administrative building walk-through data 	

Objective	Strategy	Activities	Measure of Success	Progress Monitoring	Funding
		<ul style="list-style-type: none"> ● Quarterly Student Spotlight meetings led by DOSE for data reviews ● Deploy and adapt the schoolwide comprehensive literacy plan, aligned to the district vision, that will ensure equitable access to research based instruction in reading ● Ensure consistent learning expectations (e.g., learning targets, purpose, and criteria for success) through collaborative grade level planning ● Protected weekly grade level planning time for co-teaching teams ● Continue monthly vertical planning to unpack, identify and review gaps, address the rigor of instruction versus the rigor of the standard per grade level, while also developing a plan for 	<ul style="list-style-type: none"> ● By the end of the year, Camargo Classroom Data walls will reflect: Kindergarten: 80% of students will demonstrate mastery of 1st four PA skills (initial and final sound isolation, blending and segmenting CVC) and 80% will show 80% mastery of level A-C word writing inventory. 1st Gr: 80% of students will demonstrate mastery of 80% of A-I word inventory skills and 80% of students will show mastery of 80% PA skills on Form C assessment. 2nd Grade: 80% of students will demonstrate mastery of 80% of the word inventory skills through inflected endings ● K-3 teachers attend 90% of offered PD to support explicit instruction in foundational reading skills 	<ul style="list-style-type: none"> ● Review of Camargo Data Boards during teacher/administrator conferences and fall-spring data day ● Review of reading assessments and MAP Scores 3 times per year ● Minutes of vertical planning meetings ● Vertical Planning Maps under development ● Review of Master Schedule by admin team 	

Objective	Strategy	Activities	Measure of Success	Progress Monitoring	Funding
		<p>instruction to meet the needs of students in ELA</p> <ul style="list-style-type: none"> ● Protect Tier 1 Literacy Block instruction ● Provide explicit foundational reading (phonological awareness and phonics instruction) through Heggerty and Saxon in grades K-2 ● Provide explicit instruction in vocabulary and morphology through Morpheme Magic 3rd - 5th ● Begin professional learning to support explicit instruction in foundational reading 			
<p>Objective 2 Camargo Elementary will increase the percentage of students with disabilities scoring proficient and distinguished in math from 14% to 15%.</p>	<p>KCWP1: Design and Deploy Standards</p> <p>KCWP2: Design and</p>	<ul style="list-style-type: none"> ● Co-teaching will occur in classrooms K-5 to meet student needs ● Provide specially designed instruction to allow content mastery ● Analyze student data from a variety of resources such 	<ul style="list-style-type: none"> ● Demonstrate a 3% increase in number of students scoring Proficient or Distinguished students on KSA ● Completed Vertical Planning Maps 	<ul style="list-style-type: none"> ● Review of Camargo Data Board student progress during PLCs and teacher and administrator meetings 	

Objective	Strategy	Activities	Measure of Success	Progress Monitoring	Funding
	<p>Deliver Instruction</p>	<p>as USNS, MAP, and formative assessments to create appropriate goals for the student.</p> <ul style="list-style-type: none"> ● Deploy and adapt the schoolwide comprehensive plan, aligned to the district vision, that will ensure equitable access to research based instruction in math ● Ensure consistent learning expectations (e.g., learning targets, purpose, and criteria for success) through collaborative grade level planning ● Protected weekly grade level planning time for co-teaching teams ● Continue monthly vertical planning to unpack, identify and review gaps, address the rigor of instruction versus the rigor of the standard per grade level, while also developing a plan for 	<ul style="list-style-type: none"> ● All students receive uninterrupted Tier 1 instruction 	<ul style="list-style-type: none"> ● Bi-Monthly Sped meetings led by DOSE for data reviews ● Review of administrative building walk-through data ● Review of Camargo Data Boards during teacher/administrator conferences and fall-spring data day ● Review of math assessments and MAP Scores 3 times per year ● Minutes of vertical planning meetings ● Vertical Planning Maps under development ● Review of Master Schedule by admin team ● Professional Growth Goals 	

Objective	Strategy	Activities	Measure of Success	Progress Monitoring	Funding
		instruction to meet the needs of students in Math <ul style="list-style-type: none"> ● Protect Tier 1 Math instruction ● Provide explicit instruction to develop number sense, mental math and fluency through number talks. ● Individualized professional development for special education teachers based on professional growth goals 			

4: English Learner Progress

Goal 4: Camargo Elementary will increase the number of EL students demonstrating a least .5 point growth from 67% to 72% by the year 2025.					
Objective	Strategy	Activities	Measure of Success	Progress Monitoring	Funding
<p>Objective 1</p> <p>Demonstrate an increase of 2% in the number of students demonstrating a .5 gain as measured by WIDA ACCESS</p>	<p>KCWP1: Design and Deploy Standards</p> <p>KCWP2: Design and Deliver Instruction</p> <p>KCWP5: Design, Align and Deliver Support</p>	<ul style="list-style-type: none"> Professional learning for instructional staff (PLCs, Summer PD Opportunities, BOY training) EL and classroom teachers will collaborate to develop and implement individualized Progress Service Plan Teachers will collaborate with EL support teacher to design and provide specialized instruction EL teacher will meet with students in small groups to provide specialized instruction. Digital programming to enhance English Language Development 	<ul style="list-style-type: none"> Completion of EL training by instructional staff Completion of PSP plans Completion of digital language acquisition lessons by students 	<ul style="list-style-type: none"> Review EL student WIDA ACCESS data yearly Review of EL teacher agendas for meetings 	<p>Title 3 funding for Professional Learning and Digital programming</p>

5: Quality of School Climate and Safety

Goal 7: Camargo Elementary School will develop and implement school-wide structures and supports to nurture positive relationships, foster social, emotional and academic growth, ensure individual student success and eliminate barriers so ALL students receive an equitable education.					
Objective	Strategy	Activities	Measure of Success	Progress Monitoring	Funding
Objective 1 Decrease the number of reported behavior incidents within the building by 10%		<ul style="list-style-type: none"> School counselor, behavior specialist, administrators, FRYSC, district personnel, and teachers will work to eliminate barriers and develop proactive plans for students who regularly do not participate in virtual learning opportunities Share Tier 2 behavior plan with teachers and implement interventions Morning Meetings with use of SEL Harmony program - District wide initiative Family involvement in developing and actively maintaining behavior plans 	<ul style="list-style-type: none"> 3% decrease in crises behavior incidents 	<ul style="list-style-type: none"> Administrative walk-throughs Review of MTSS agendas Review of counselor and behavior interventionist data 	

Goal 7: Camargo Elementary School will develop and implement school-wide structures and supports to nurture positive relationships, foster social, emotional and academic growth, ensure individual student success and eliminate barriers so ALL students receive an equitable education.

Objective	Strategy	Activities	Measure of Success	Progress Monitoring	Funding
<p>Objective 2 Identify students needing social/emotional/behavioral supports and collaborate with behavior coach/admin team/ community partners/ school-based mentors to ensure that identified needs are being met.</p>		<ul style="list-style-type: none"> ● Behavior Interventionist ● SRSS Behavior screener for all students in grades K-5 -District wide initiative ● Morning Meetings with use of SEL Harmony program ● MTSS monthly meetings targeting mental health ● Collaborative Partnerships Pathways for student support ● Address behavior concerns in SAT meetings and refer to behavior interventionist as needed ● Continued implementation of Positive Behavioral Intervention and Supports building wide ● Implementation of Student of the Month Recognition per grade-level (yard sign) 	<ul style="list-style-type: none"> ● Improve of student reporting percentage in for positive responses on Student Climate Survey ● Decrease in the number of reported building behavior incidents 	<ul style="list-style-type: none"> ● Administration team meets monthly to discuss trends across the student body. ● Administration and teacher team meetings to address individual student concerns as needed. 	<ul style="list-style-type: none"> ● Behavior interventionist funded through Title I ●

Goal 7: Camargo Elementary School will develop and implement school-wide structures and supports to nurture positive relationships, foster social, emotional and academic growth, ensure individual student success and eliminate barriers so ALL students receive an equitable education.

Objective	Strategy	Activities	Measure of Success	Progress Monitoring	Funding
		<ul style="list-style-type: none"> • Offer social/emotional/behavioral targeted service through small group and individual sessions with behavior interventionist, school counselor, and supports from the MTSS coordinator • Implement Leadership Academy led by school counselor targeting school expectations and life skills 			
<p>Build positive relationships with students and family members</p>		<ul style="list-style-type: none"> • Recognize students for positive achievement and growth through quarterly Pow-Wow assemblies, school newsletter, social media, Friday celebrations on morning announcements. • Welcome parents into the building during Open House, Parent Conference Night, Title I Parent 		<ul style="list-style-type: none"> • School-wide calendar • Camargo Courier Newsletters 	<ul style="list-style-type: none"> • Title I Funding-Title I Math/Reading Night accompanied with social emotional well being is scheduled

Goal 7: Camargo Elementary School will develop and implement school-wide structures and supports to nurture positive relationships, foster social, emotional and academic growth, ensure individual student success and eliminate barriers so ALL students receive an equitable education.					
Objective	Strategy	Activities	Measure of Success	Progress Monitoring	Funding
		Nights, Student showcase performances <ul style="list-style-type: none"> • Provide and participate in community engagement events (Fall Festival, Cookies with Santa, Family Dinners, Trunk or Treat) • FRC initiative of leading Christmas Assistance, Backpack program, Leadership group, Sweet Dreams, Big Brothers Big Sisters 			for the Spring

6: Postsecondary Readiness (high school only)

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

7: Graduation Rate (high school only)

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

8: Other (Optional)

Goal 8 (State your separate goal.):					
Objective	Strategy	Activities	Measure of Success	Progress Monitoring	Funding
Objective 1					
Objective 2					

Special Considerations for Targeted Support and Improvement (TSI) including Additional Targeted Support and Improvement (ATSI) Schools

TSI schools (including ATSI schools) must embed their subgroup(s) plan for improvement within their CSIPs. TSI stakeholders, including the principal and other school leaders, teachers, and parents, should carefully consider what must be done to ensure the subgroup(s) perform(s) at high levels in the state accountability system. In addition to identifying strategies and activities within the CSIP that address the specific needs of underperforming groups, provide narrative information regarding the additional requirements for TSI schools in the following chart:

Components of Turnaround Leadership Development and Support:
<p>Consider: How will you ensure that school leadership has or develops the skills and disposition to achieve accelerated, meaningful, and sustainable increases in student achievement for underperforming subgroups? Response:</p>
Identification of Critical Resources Inequities:
<p>Consider: Describe the process used to review the allocation and use of resources (people, time, and money), any resource inequities that were identified that may contribute to underperformance, and how identified resource inequities will be addressed. Response:</p>
Additional Actions That Address the Causes of Consistently Underperforming Subgroups of Students
<p>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:</p>
Targeted Subgroups and Evidence-Based Interventions:
<p>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? Response:</p>

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.

TSI/ATSI 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) including Additional Targeted Support and Improvement (ATSI) 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, ATSI 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 “[Compliance Requirements](#)” resource available on KDE’s [Evidence-based Practices website](#).

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

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

Provide narrative information regarding the additional requirements for CSI schools in the following chart:

Turnaround Team:
<p>Consider: Provide 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</p> <p>Response:</p>
Identification of Critical Resources Inequities:
<p>Consider: Describe the process used to review the allocation and use of resources (people, time, and money), any resource inequities that were identified that may contribute to underperformance, and how identified resource inequities will be addressed.</p> <p>Response:</p>

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) including Additional Targeted Support and Improvement (ATSI) 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, ATSI 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 “[Compliance Requirements](#)” 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.

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