2019-20 Cassidy Executive Summary for Schools

Cassidy Elementary School
Jill Hill
1125 Tates Creek Rd
Lexington, Kentucky, 40502
United States of America

Last Modified: 11/25/2019
Status: Open
Cassidy Elementary School is located in Chevy Chase neighborhood. It was built in 1935 by the federal Works Progress Administration on land that once belonged to renowned Kentucky statesman Henry Clay. Additions to the building were built in 1956 and 1987 with the latest renovations completed in 2010. Cassidy embodies the true feel of a neighborhood school. Many families grew up attending Cassidy and now have their children and grandchildren enrolled here. Our student population continues to grow. We presently serve 735 students in grades K-5. Our population includes 72% White, 6% Asian, 7% Hispanic, 9% African-American, and 5% Other. 30% of our students qualify for free and reduced lunch, 11% are English Language Learners, 8.2% are students with special needs, and 22.6% qualify for gifted/talented services. Our parents, PTA, and community members volunteer countless hours each year to support the work of our teachers and staff. With their support, Cassidy's tradition of excellence in education continues to shine. Our state test results continue to show high levels of academic student achievement each year. Our challenges include being a non title 1 school serving a large student population with lots of diversity of needs.

School’s Purpose

The mission for Cassidy is "Every Child a Proficient Learner and Good Citizen." This mission becomes reality through the daily motto of "Work Hard, Be Kind". Every staff member, student, and most guests who enter our building can recite this motto. Every decision we make focuses on what is right for our students. From our PTA to our School Based Decision Making Council, we ensure decisions honor our high expectations for students while challenging them to reach their fullest potential. Our vision is to provide a safe, loving climate where exciting, relevant learning takes place for all students. We want to prepare students to excel in a global society. The staff is empowered to create and maintain an environment of high expectations for all students. We provide the knowledge and critical thinking skills necessary for making effective decisions to be successful. We believe all children can learn and deserve an equitable education; that education should be designed to meet the unique needs of each child; our school community provides opportunities for students to be successful, maximizing academic achievement and building social character to ensure success for the future. Cassidy students have many opportunities to participate in performance and project based events. We organize 20 or more community service projects each year, some of which support programs such as UK Children's Hospital, United Way, God's Pantry, and Toys for Tots. Students at all grades can participate in the state PTA Reflections contest and school science fair. Fifth graders host Colonial Days and an Entrepreneur Fair. We have many children who participate in academic teams, our district run program and the Governor's Cup competitions. Students may also choose to participate in Battle of the Books teams and have brought home top honors the past several years. Extra curricular activities available to Cassidy students include: Spanish Club, chorus, Recyclers, academic teams, STLP Student Technology Leadership Program, Kindness is Power, Yearbook, Science Club, Art Club, Children's Theatre, Tennis Club, Slot Car Racing, Yoga, Girls on the Run, and Safety Patrol. Some
of our traditions include hosting an annual Variety Show and an Alumni Night where we name a Hall of Honor recipient.

Notable Achievements and Areas of Improvement

Describe the school's notable achievements and areas of improvement in the last three years. Additionally, describe areas for improvement that the school is striving to achieve in the next three years.

Cassidy has long been known for a tradition of excellence in education. Our program provides high quality instructional programs for children in grades Kindergarten through fifth along with in-depth reading, writing, science, social studies, problem solving and critical thinking instruction incorporated across all areas of the curriculum. Students are scheduled for art, music, guidance, media, physical education, science lab, and Spanish. Our media center provides a realistic approach to learning through the use of technology. Research, reading, and writing are incorporated into units of study as students use the variety of technology, resources available through the media center and into the classrooms. Every classroom is equipped with SMART technology. In addition we have one to one Chromebooks grades 1-5, with several mobile labs including laptops and ipads.

Additional Information

CSI/TSI Schools Only: Describe the procedures used to create the school's improvement plan and briefly state the specific efforts to address the causes of low student performance and resource inequities.

n/a

Additional Information

Provide any additional information you would like to share with the public and community that were not prompted in the previous sections.

We take pride in our intentional culture of success created daily by positive interactions between staff and students, students and students, high expectations, teamwork, and parent and community involvement. Cassidy is proud of our positive working conditions, focus on a safe learning environment, and high student achievement. Our outstanding PTA supports the many school events by providing avenues for parents to partner with the school staff. With thousands of volunteer hours logged annually the list of activities range from reading with students daily to face painting at our annual Fun Day event. The PTA hosts monthly events and provides a constant flow of communication about what is happening at Cassidy each week. With the use of our School DoJo account, PTA newsletter, and school Facebook page staff, students, parents and community members can stay abreast of the many ways we are working hard and being kind daily.
2019-20 Cassidy
Continuous Improvement Diagnostic for Schools

Cassidy Elementary School
Jill Hill
1125 Tates Creek Rd
Lexington, Kentucky, 40502
United States of America

Last Modified: 10/16/2019
Status: Open
**2019-20 Phase One: Continuous Improvement Diagnostic for Schools**

The **Comprehensive School Improvement Plan or CSIP** is defined as a *plan developed by the school council, or successor, and charter schools with the input of parents, faculty, and staff, based on a review of relevant data that includes targets, strategies, activities, and a time schedule to support student achievement and student growth, and to eliminate gaps among groups of students.*

The comprehensive school and district improvement plan process is outlined in 703 KAR 5:225. The requirements included in the administrative regulation are key components of the continuous improvement process in Kentucky and ultimately fulfillment of school, district, and state goals under the Kentucky State Plan as required by the Every Student Succeeds Act (ESSA).

While the regulation outlines a timeline for compliance purposes, the plan itself is a strategic and proven approach to improve processes and to ensure students achieve. The timeline for the school's 2019-20 diagnostics is as follows:

**Phase One: August 1 - October 1**
- Continuous Improvement Diagnostic for Schools

**Phase Two: October 1 - November 1**
- The Needs Assessment for Schools
- School Assurances
- School Safety Report

**Phase Three: November 1 - January 1**
- Comprehensive School Improvement Plan
- Executive Summary for Schools
- Closing the Achievement Gap Diagnostic for Schools
- Title I Annual Review Diagnostic

**Phase Four: January 1 - December 31**
- Progress Monitoring

*As principal of the school, I hereby commit to implementing continuous improvement processes with fidelity to support student achievement and student growth and to eliminate achievement gaps among groups of students.*

Please enter your name and date below to certify.

Jill Hill
2019-20 Cassidy The Needs Assessment for Schools

Cassidy Elementary School
Jill Hill
1125 Tates Creek Rd
Lexington, Kentucky, 40502
United States of America

Last Modified: 10/24/2019
Status: Open
Understanding Continuous Improvement: The Needs Assessment

In its most basic form, continuous improvement is about understanding the current state and formulating a plan to move to the desired state. The comprehensive needs assessment is a culmination of an extensive review of multiple sources of data collected over a period of time (e.g. 2-3 years). It is to be conducted annually as an essential part of the continuous improvement process and precedes the development of strategic goals (i.e. desired state).

The needs assessment requires synthesis and analysis of multiple sources of data and should reach conclusions about the current state of the school/district, as well as the processes, practices and conditions that contributed to that state.

The needs assessment provides the framework for all schools to clearly and honestly identify their most critical areas for improvement that will be addressed later in the planning process through the development of goals, objectives, strategies and activities. 703 KAR 2:225 requires, as part of continuous improvement planning for schools, each school complete the needs assessment between October 1 and November 1 of each year and include: (1) a description of the data reviewed and the process used to develop the needs assessment; (2) a review of the previous plan and its implementation to inform development of the new plan; and, (3) perception data gathered from the administration of a valid and reliable measure of teaching and learning conditions. Further, as required by Section 1114 of the Every Student Succeeds Act (ESSA), Title I schools implementing a schoolwide program must base their Title I program on a comprehensive needs assessment.
Protocol

Clearly detail the process used for reviewing, analyzing and applying data results. Include names of school/district councils, leadership teams and stakeholder groups involved. How frequently does this planning team meet and how are these meetings documented?

Cassidy teachers review data as grade level teams each week during their grade level meetings. Teachers review unit assessments with administration at the end of each unit assessment. MAP data is shared with the SBDM Council at the end of each assessment window (fall, winter, spring). KPREP data is shared with SBDM council during the month of public release. Our SBDM council meets once a month and data related to the CIP is shared when appropriate. Our school support team includes our intervention team, MTSS lead, G/T teacher, guidance counselor, mental health specialist, principal and assistant principal. The support team meets every 4 weeks to discuss student needs both academic and behavior as part of our MTSS process. The support team meets with each grade level every 4 weeks to discuss specific student concerns. During these meetings the team makes and instructional or behavior plan of interventions as well as a plan to track student performance data. Data from support team meetings and MTSS meetings are documented in the school support team Google Folder. MTSS documentation is collected in each grade level folder. SBDM meeting minutes are collected and saved in the school SBDM google folder as well as the SBDM portal.

ATTACHMENTS

Attachment Name

- Needs Assessment
Current State

Plainly state the current condition using precise numbers and percentages as revealed by past, current and multiple sources of data. These should be based solely on data outcomes. Cite the source of data used.

Example of Current Academic State:
- Thirty-four (34%) of students in the achievement gap scored proficient on KPREP Reading.
- From 2017 to 2019, we saw an 11% increase in novice scores in reading among students in the achievement gap.
- Fifty-four (54%) of our students scored proficient in math compared to the state average of 57%.

Example of Non-Academic Current State:
- Teacher Attendance: Teacher attendance rate was 84% for the 2018-19 school year – a decrease from 92% in 2017-18.
- The number of behavior referrals increased from 204 in 2017-18 to 288 in 2018-19.
- Kentucky TELL Survey results indicated 62% of the school’s teachers received adequate professional development.

see attachment

ATTACHMENTS

Attachment Name

- Needs Assessment
Priorities/Concerns

Clearly and concisely identify areas of weakness using precise numbers and percentages.

**NOTE:** These priorities will be thoroughly addressed in the Continuous Improvement Planning Diagnostic for Schools.

**Example:** Sixty-eight (68%) of students in the achievement gap scored below proficiency on the KPREP test in reading as opposed to just 12% of non-gap learners.

see attachment
Analyzing data trends from the previous two academic years, which academic, cultural and behavioral measures remain significant areas for improvement?

see attachment

ATTACHMENTS

Attachment Name

- Needs Assessment
Potential Source of Problem

Which processes, practices or conditions will the school focus its resources and efforts upon in order to produce the desired changes? Note that all processes, practices and conditions can be linked to the six Key Core Work Processes outlined below:

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

see attachment
Strengths/Leverages

Plainly state, using precise numbers and percentages revealed by current data, the strengths and leverages of the school.

Example: Graduation rate has increased from 67% the last five years to its current rate of 98%.

see attachment

ATTACHMENTS

Attachment Name

PDF  Needs Assessment
### Attachment Summary

<table>
<thead>
<tr>
<th>Attachment Name</th>
<th>Description</th>
<th>Associated Item(s)</th>
</tr>
</thead>
<tbody>
<tr>
<td>Needs Assessment</td>
<td>Cassidy Needs Assessment Worksheet</td>
<td></td>
</tr>
</tbody>
</table>
2019-20 Cassidy Closing the Achievement Gap Diagnostic

Cassidy Elementary School
Jill Hill
1125 Tates Creek Rd
Lexington, Kentucky, 40502
United States of America

Last Modified: 12/18/2019
Status: Open
2019-20 Phase Three: Closing the Achievement Gap Diagnostic

Rationale

The Closing the Achievement Gap Report is required by KRS 158.649, which requires the school-based decision making council, or the principal if no council exists to set the school's 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 legal mandate, the Closing the Achievement Gap Report is also a vital component of the continuous improvement process. The report is designed to underscore a school's trend data (i.e. two-year window) relating to its individual gap groups. Upon completion of the Closing the Achievement Gap Report, schools will have already engaged in a significant piece of school improvement work by intentionally focusing on the gaps that exist among its underserved student populations.
I. Achievement Gap Group Identification

Schools should use a variety of measures and analysis to conduct its annual Closing the Achievement Gap Report pursuant to KRS 158.649.

Complete the Achievement Gap Group spreadsheet and attach it.

attached
II. Achievement Gap Analysis

A. Describe the school's climate and culture as they relate to its achievement gap population.

Cassidy utilizes the PLC framework and approaches student learning as a team effort. Leadership team works with each grade level and all support staff to ensure student placement can accommodate for individual learning needs prior to the start of school. Cassidy provides opportunities for parents and families to become involved and create partnerships such as: Kindergarten Kickoff, Open House, Orientation Night, New Student Orientation, Family Fun Nights, etc... We work with PTA to ensure a variety of one and two way communication avenues are available. We have adopted School DoJo to communicate with families as individual classrooms and school wide communication. We provide interpreters or translators as needed to reduce barriers and increase parent involvement. Surveys results describe a very welcoming culture and high level of overall satisfaction with the school performance. PTA, parent and community partnerships are a key to the continued success of our school.

B. Which achievement gaps has the school successfully closed? Use specific data from the previous two academic years when analyzing trends.

Over the past few years our trend data for all gap populations shows growth with decreases in the percentage of students scoring novice in reading. The percentage of African American students scoring distinguished in reading has increased from 3.6% in 2016/17, to 3.2% in 2017/18 to 8% in 2018/2019. Also the percent of African American students scoring novice has decreased from 39.3% in 2016/17 to 32.3% in 2017/18 to 24% in 2018/19. Percentages increased for English language learners reading and math combined scores from 37% P/D in 2016-2017 to 51% P/D 2017-2018 to 76% in 2018/19.

C. Based upon the analysis of the school’s achievement gap data, identify the gap groups and content areas where the school has shown improvement. Use specific data from the previous two academic years when analyzing trends.

We have shown improvement with males in reading by increasing distinguished percentages. There has also been an increase in P/D with students who are economically disadvantaged in reading. The percent of African Americans scoring distinguished has increased and the percent of novice has decreased.

D. Based upon the analysis of the gap data, identify the gap groups and content areas where the school has lacked progression or regressed. Use specific data from the previous two academic years when analyzing trends.

Students with disabilities scored below the state threshold in the content areas of science, social studies, and writing. There has been a continued increase in novice with economically disadvantaged students over the last 2 years in both reading and math.

E. Describe the processes, practices and/or conditions that have prevented the school from closing existing and persistent achievement gaps.

In collaboration with district special needs support staff, all teachers and administration will receive training in highly effective strategies and continuous classroom improvement for a systematic approach to improved learning. Plus one co-teaching team of special education and general
education teachers along with administration will be trained and will implement co-teaching. We will also offer support to economically disadvantaged students during the school day through small group instruction as well as monitoring their data on both formative and summative assessments. These students will also be our first priority when recommending students for summer school.

F. Describe the process used to involve teachers, leaders, and other stakeholders in the continuous improvement and planning process as it relates to closing the achievement gap. List the names and roles of strategic partners involved.

We have strong systems in place for PLCs, MTSS and RTI. All support staff and general education staff meet regularly to analyze student data, then make adjustments to curriculum and services as needed to impact learning. Our focus will be on ensuring high quality instruction and support while students are in general ed. classrooms by providing job embedded professional learning on high yield strategies. All instructional staff members will receive professional development in unpacking the standards as well as writing student friendly learning targets and success criteria. This will become a school wide process and teachers will have the opportunity to collaborate during release days, grade level planning meetings, and weekly team meetings.

G. Describe in detail the school's professional development plan related to its achievement gaps.

(Note: School-based decision making councils, or principals in schools where no council exists, are required by KRS 158.649(8) to submit revisions to the school improvement plan describing the use of professional development funds to reduce achievement gaps for review and approval by the superintendent. Superintendents shall report, pursuant to KRS 158.649(9), to the local school board and Commissioner of Education schools failing to meet targets to reduce the gap in student achievement for any student group two years in a row, and improvement plans for those schools will be subject to review and approval by KDE.)

The leadership team is comprised of teachers from all grade levels, special education, special areas, RTI specialists, G/T teacher, FRYSC, counselor, and administration. This team along with the SBDM council systemically monitors data and contributes to the improvement planning process. See Needs Assessment Document attached for names and roles.
III. Planning the Work

Closing the Achievement Gap Goals

List all measurable goals for each identified gap population and content area for the current school year. This percentage should be based on trend data identified in Section II and based on data such as universal screeners, classroom data, ACT, and Response to Intervention (RTI). Content areas should never be combined into a single goal (i.e., Combined reading and math should always be separated into two goals – one for reading and one for math – in order to explicitly focus on strategies and activities tailored to the goal).

By May 2021 will increase the percent of economically disadvantaged students scoring proficiency in:
- Mathematics from 44.1% to 49.2%.
- Reading from 52.0% to 56.4%.

By May 2020, increase the percent of economically disadvantaged Mathematics students scoring proficiency from 44.1% to 46.6%.

By May 2020, increase the percent of economically disadvantaged Reading students scoring proficiency from 52.0% to 54.2%.

ATTACHMENTS

Attachment Name

Goal Setting

Closing the Achievement Gap

Step 1: Download the Closing the Achievement Gap Summary spreadsheet.
Step 2: Complete your findings and answers.
Step 3: Upload the Completed Closing the Achievement Gap Plan Summary spreadsheet.

see attachment

ATTACHMENTS

Attachment Name

Measurable Gap
## Attachment Summary

<table>
<thead>
<tr>
<th>Attachment Name</th>
<th>Description</th>
<th>Associated Item(s)</th>
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<tbody>
<tr>
<td>Cassidy Achievement Gap Group</td>
<td>Gap Group</td>
<td>•</td>
</tr>
<tr>
<td>Goal Setting</td>
<td>Cassidy Goals Worksheet</td>
<td>• III</td>
</tr>
<tr>
<td>Measurable Gap</td>
<td>Measurable Gap Goal</td>
<td>• III</td>
</tr>
</tbody>
</table>
2019-20 Cassidy School Assurances

Cassidy Elementary School
Jill Hill
1125 Tates Creek Rd
Lexington, Kentucky, 40502
United States of America

Last Modified: 10/20/2019
Status: Open
Teacher Performance

1. The Every Study Succeeds Act (ESSA) requires each school to report data regarding ineffective teachers. An ineffective teacher receives a summative effectiveness rate of “Ineffective” as determined through the local performance evaluation system that meets the requirements established by KRS 157.557. An ineffective teacher consistently fails to meet expectations as determined by a trained evaluator, in competencies identified as the performance criteria in the Kentucky Framework for Teaching.

Responses to this assurance will be collected in the Kentucky Teacher Performance survey. Responses to each survey question should be based on data from the 2018-19 school year. Once you have completed the survey, return to the 2019-20 Phase Two: School Assurances diagnostic to certify that your school has completed the survey and to complete the remaining assurances on the diagnostic.

I certify this school has completed the Kentucky Teacher Performance survey.

- Yes
  - No
  - N/A
Title I Schoolwide Programs

2. If the school is implementing a schoolwide program, the school developed a comprehensive plan during a 1-year period or qualifies for an exception under Section 1114(b)(1) of the Every Student Succeeds Act (ESSA).

- Yes
- No
- N/A

3. If the school is implementing a schoolwide program, the school developed a comprehensive plan with the involvement of parents and other members of the community to be served as well as individuals who will carry out such plan (e.g. teachers, administrators, classified staff, etc.) as required by Section 1114(b)(2) of ESSA.

- Yes
- No
- N/A

4. If the school is implementing a schoolwide program, the school developed a comprehensive plan that will remain in effect for the duration of the school’s participation under Title I, Part A of ESSA as required by Section 1114(b)(3) of ESSA.

- Yes
- No
- N/A

5. If the school is implementing a schoolwide program, the school developed a comprehensive plan that is available to district leadership, parents, and the public and in an understandable and uniform format as required by Section 1114(b)(4) of ESSA.

- Yes
- No
- N/A

6. If the school is implementing a schoolwide program, the school developed a comprehensive plan that, to the extent appropriate and applicable, coordinates with other federal, state, and local programs, including but not limited to the implementation of improvement activities in schools identified for comprehensive or targeted support and improvement, as required by Section 1114(b)(5) of ESSA.

- Yes
- No
- N/A

7. If the school is implementing a schoolwide program, the school developed a comprehensive plan that is based on a comprehensive needs assessment, which included a review of academic achievement data, and includes, among other items, a description of the strategies the school will implement to address school needs as required by Section 1114(b)(6) of ESSA.
8. If the school is implementing a schoolwide program, the school developed, pursuant to Section 1114(b)(7), a comprehensive plan that includes a description of the strategies to be implemented to address school needs, including how such strategies: (1) provide opportunities for all children; (2) use methods and instructional strategies that strengthen the academic program in the school, increase learning time, and provide an enriched and accelerated curriculum; and, (3) address the needs of all children through, for example, the following activities: school-based mental health programs; a tiered model to prevent and address behavioral problems; professional development to improve instruction and use of data from academic assessments, and to recruit and retain effective teachers; and/or, strategies for assisting preschool children transition to local elementary school programs.

- Yes
- No
- N/A
Title I Targeted Assistance School Programs

9. If the school is implementing a targeted assistance school program, participating students are identified in accordance with Section 1115(c) and on the basis of multiple, educationally related, objective criteria.

○ Yes
○ No
● N/A

10. If the school is implementing a targeted assistance school program, the school serves participating students using resources under Title I, Part of ESSA to meet challenging state academic standards as required by Section 1115(b)(2)(A) of ESSA.

○ Yes
○ No
● N/A

11. If the school is implementing a targeted assistance school program, the school serves, pursuant to Section 1115(b)(2)(B) of ESSA, participating students using methods and instructional strategies to strengthen the academic program of the school, which may include, for example, expanded learning time, summer programs, and/or a tiered model to prevent and address behavioral problems.

○ Yes
○ No
● N/A

12. If the school is implementing a targeted assistance school program, the school serves participating students by coordinating with and supporting the regular educational program as required by Section 1115(b)(2)(C) of ESSA.

○ Yes
○ No
● N/A

13. If the school is implementing a targeted assistance school program, the school serves participating students by providing professional development to, for example, teachers, administrators, classified staff, and/or other school personnel who work with participating students as required by Section 1115(b)(2)(D) of ESSA.

○ Yes
○ No
● N/A

14. If the school is implementing a targeted assistance school program, the school serves, pursuant to Section 1115(b)(2)(E) of ESSA, participating students by implementing strategies to increase the involvement of parents of participating students in accordance with Section 1116 of ESSA.
15. If the school is implementing a targeted assistance school program, the school serves participating students, to the extent appropriate and applicable, by coordinating with other federal, state, and local programs, including but not limited to the implementation of improvement activities in schools identified for comprehensive or targeted support and improvement, as required by Section 1115(b)(2)(F) of ESSA.

- Yes
- No
- N/A

16. If the school is implementing a targeted assistance school program, the school serves participating students by reviewing the progress of participating students on an ongoing basis and revising the targeted assistance program, if necessary, to provide additional assistance to meet challenging state academic standards as required by Section 1115(b)(2)(G) of ESSA.

- Yes
- No
- N/A
Schools Identified for Targeted Support and Improvement

17. If identified for targeted support and improvement pursuant to Section 1111(d)(2) of ESSA, the school developed and implemented a plan to improve student outcomes that, among other items, was informed by all indicators, including student performance against long-term goals; included evidence-based interventions; and, approved by local leadership. For reference, “evidence-based” is defined in ESSA Section 8101(21).

○ Yes
○ No
● N/A
All School Programs

18. The school provides professional development for staff that is in accordance with the purpose of Title II of ESSA; addresses the needs of all students; and, strives to ensure all students are college, career and transition ready as intended by Section 2103 of ESSA, which governs the local use of Title II funding.

- Yes
- No
- N/A

19. The school collects and publicly disseminates, in compliance with Kentucky’s Consolidated State Plan and in alignment with Section 1111(g)(1)(B), data through the School Report Card that addresses students’ access to effective/experienced teachers.

- Yes
- No
- N/A

20. The school ensures that, if the Title I application includes funding for certified or classified positions (e.g. counselors, nurses, media specialists, etc.), there is documentation indicating such is needed to improve student achievement. This ensures the use is reasonable and necessary in compliance with the Code of Federal Regulations (CFR), including 2 CFR 200.403 and 200.405.

- Yes
- No
- N/A

21. The school ensures that all teachers and paraprofessionals working in a program supported with Title I, Part A funding meet applicable state certification and licensure requirements as required by Section 1111(g)(2)(J) of ESSA.

- Yes
- No
- N/A

22. The school distributes to parents and family members of participating children a written parent and family engagement policy, agreed on by such parents, that complies with Section 1116(c)-(f) of ESSA and is in an understandable and uniform format as required by Section 1116(b) of ESSA. For reference, Section 1116(b) of ESSA allows existing parent and family engagement policies the school may have in place to be amended to meet the requirements under Title I, Part A.

- Yes
- No
- N/A
Comprehensive School Improvement Plan – Goal Alignment
Goal Development – 3 Years (2019-2021) ~ Objective Development – 1 Year

School: Cassidy Elementary Date: November 2019

**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 school 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 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**: The actionable steps used to deploy the chosen strategy. There can be multiple activities for each strategy.

**Key Core Work Processes**: A series of processes 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.

**Measure of Success**: the criteria that you believe shows the impact of our work. The measures may be quantitative or qualitative but are observable in some way. Without data on what is being accomplished by our deliberate actions, we have little or no foundation for decision-making or improvement.

**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.

**Requirements for Building an Improvement Plan**

- There are 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.
I. Clearly Defined Goals

Correct Data Used

- **Proficiency** based on the Accountable NAPD Data
  - ES/MS/HS Reading and Math
- **Separate Academic Indicator** based on the Accountable NAPD Data
  - ES/MS (Science, Social Studies/Writing)
  - HS (Science/Writing)
- **Achievement Gap** based on the Accountable NAPD Data
  - ES/MS/HS (Filter by specific population identified)
- **Growth Score** based on Accountability Summary> Growth Tab
- **HIGH SCHOOL: Graduation Rate** based on Cohort Data (4-year cohort Graduation Rate)
- **HIGH SCHOOL: Transition Readiness** based on the Accountability Summary> Transition Tab

Goal 1: **Proficiency Goal** – **Three Years** – ALL Levels
Comprehensive School Improvement Plan – Goal Alignment
Goal Development – 3 Years (2019-2021) ~ Objective Development – 1 Year
School: Cassidy Elementary  Date: November 2019
By May 2021 increase the combined (reading and math) percentage of (elementary/middle/high) students scoring proficient/distinguished from 74% to 76.6%.

<table>
<thead>
<tr>
<th>All Students</th>
<th>2019 Content Score</th>
<th>2019 P/D %</th>
<th>2021 Target Combined</th>
<th>Gains needed each year</th>
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</thead>
<tbody>
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<td>Proficiency</td>
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<tr>
<td></td>
<td>Reading % P/D</td>
<td>75.3%</td>
<td>Combined %P/D</td>
<td>76.6%</td>
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<tr>
<td></td>
<td>Math % P/D</td>
<td>72.7%</td>
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</table>

**Proficiency Objective 1:**
By May 2020 increase reading proficiency scores from 75.5% to 76.8%

**Proficiency Objective 2:**
By May 2020 increase math proficiency scores from 73.0% to 74.3%

<table>
<thead>
<tr>
<th>Strategy (Identify KCWP) – Aligned to Objective</th>
</tr>
</thead>
<tbody>
<tr>
<td>KCWP 1 Design and Deploy Standards</td>
</tr>
<tr>
<td>Ensure curricular alignment reviews are an ongoing action of the PLC’s planning process. Ensure regularly scheduled curriculum meetings to review the alignment between standards and learning targets and assessment measures.</td>
</tr>
</tbody>
</table>
Comprehensive School Improvement Plan – Goal Alignment
Goal Development – 3 Years (2019-2021) ~ Objective Development – 1 Year

School: Cassidy Elementary  Date: November 2019

Goal 2: Separate Academic Indicator Goal – Three Years – All Levels
By May 2021 will increase the percentage of all students scoring proficient/distinguished

In:
Science from 42.5% to 47.7%.
Social Studies from 80.0% to 81.8%.
Writing from 81.8% to 83.5%.

<table>
<thead>
<tr>
<th>Separate Academic Indicator</th>
<th>2019 P/D %</th>
<th>2021 Target</th>
<th>Gains needed each year</th>
<th>Comments</th>
</tr>
</thead>
<tbody>
<tr>
<td>Science</td>
<td>42.5%</td>
<td>47.7%</td>
<td>2.6</td>
<td></td>
</tr>
<tr>
<td>Social Studies</td>
<td>80.0%</td>
<td>81.8%</td>
<td>0.9</td>
<td></td>
</tr>
<tr>
<td>Writing</td>
<td>81.8%</td>
<td>83.5%</td>
<td>0.85</td>
<td></td>
</tr>
</tbody>
</table>

SAI Objective 3: By May 2020 increase all Science proficiency scores from 42.5% to 45.1%.
SAI Objective 3: By May 2020 increase all Social Studies proficiency scores from 80.1% to 80.9%.
SAI Objective 3: By May 2020 increase all Writing proficiency scores from 80.1% to 82.6%.

<table>
<thead>
<tr>
<th>KCWP 1 Design and Deploy Standards</th>
<th>KCWP 2 Design and Deliver Instruction</th>
<th>KCWP 3 Design and Deliver Assessment Literacy</th>
<th>KCWP 4 Review, Analyze and Apply Data Results</th>
<th>KCWP 5 Design, Align and Deliver Support</th>
<th>KCWP 6 Establishing Learning Culture and Environment</th>
<th>Comments</th>
</tr>
</thead>
<tbody>
<tr>
<td>Determine if learning targets are clear to teachers.</td>
<td>Ensure that vertical curriculum mapping is occurring to identify instructional gaps, including planning for the introduction of the standard, development and gradual release phases, and arrival at standards mastery.</td>
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</tbody>
</table>
Goal 3: **Achievement Gap** Goal – **Three Years** – ALL Levels
By May 2021 will increase the percent of economically disadvantaged students scoring proficiency in:
- Mathematics from 44.1% to 49.2%.
- Reading from 52.0% to 56.4%.

<table>
<thead>
<tr>
<th>ATSI or Gap group:</th>
<th>2019 Gap Group P/D %</th>
<th>2021 Gap Group Target</th>
<th>Gains needed each year for Gap Group</th>
<th>Comments</th>
</tr>
</thead>
<tbody>
<tr>
<td>Mathematics</td>
<td>44.1%</td>
<td>49.2%</td>
<td>2.55%</td>
<td></td>
</tr>
<tr>
<td>Reading</td>
<td>52.0%</td>
<td>56.4%</td>
<td>2.2%</td>
<td></td>
</tr>
</tbody>
</table>

**Gap Objective 1: By May 2020,** increase the percent of economically disadvantaged Mathematics students scoring proficiency from 44.1% to 46.6%.

**Gap Objective 2: By May 2020,** increase the percent of economically disadvantaged Reading students scoring proficiency from 52.0% to 54.2%.

<table>
<thead>
<tr>
<th>KCWP 1 Design and Deliver Standards</th>
<th>KCWP 2 Design and Deliver Instruction</th>
<th>KCWP 3 Design and Deliver Assessment Literacy</th>
<th>KCWP 4 Review, Analyze and Apply Data Results</th>
<th>KCWP 5 Design, Align and Deliver Support</th>
<th>KCWP 6 Establishing Learning Culture and Environment</th>
<th>Comments</th>
</tr>
</thead>
<tbody>
<tr>
<td>Ensure ongoing professional development in the area of best practice/high yield instructional strategies to aid in curricular adjustments when students fail to meet mastery.</td>
<td>Use formative and summative evidence to inform what comes next for individual students and groups of students.</td>
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</tbody>
</table>
Goal 4: **Growth** Goal Three Years – Required for ES/MS
By May 2021 will increase the growth indicator score from 62.2% to 65.3%.

<table>
<thead>
<tr>
<th>Growth</th>
<th>Indicator</th>
<th>Content Indicator Score</th>
<th>Combined 2019 Growth Score</th>
<th>2021 Target</th>
<th>Gains needed each year (Over the next three years)</th>
<th>Comments</th>
</tr>
</thead>
<tbody>
<tr>
<td>All Students ES</td>
<td>Reading</td>
<td>61.3%</td>
<td>Math</td>
<td>65.7</td>
<td></td>
<td></td>
</tr>
<tr>
<td>All Students MS</td>
<td></td>
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<td></td>
</tr>
</tbody>
</table>

**ANNUAL Growth Objective 1:**
By May 2020, increase (elementary/middle) school students’ reading growth indicator score from 58.3% to 61.3%.

**ANNUAL Growth Objective 2:**
By May 2020, increase (elementary/middle) school students’ math growth indicator scores from 62.6% to 65.7%.

**Strategy (Identify KCWP) – Aligned to Objective**

<table>
<thead>
<tr>
<th>KCWP 1 Design and Deploy Standards</th>
<th>KCWP 2 Design and Deliver Instruction</th>
<th>KCWP 3 Design and Deliver Assessment Literacy</th>
<th>KCWP 4 Review, Analyze and Apply Data Results</th>
<th>KCWP 5 Design, Align and Deliver Support</th>
<th>KCWP 6 Establishing Learning Culture and Environment</th>
<th>Comments</th>
</tr>
</thead>
<tbody>
<tr>
<td>Use formative and summative evidence to inform what comes next for individual students and groups of students.</td>
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</table>

Comments
Comprehensive School Improvement Plan – Goal Alignment
Goal Development – 3 Years (2019-2021) ~ Objective Development – 1 Year
School: Cassidy Elementary Date: November 2019

Goal 5: *Transition readiness* Three Years – Required for High School (TR)

(HIGH SCHOOL) By May 2021, ____________High School will increase the percentage of students who are Academic and Career Ready from _________% to _________%.

<table>
<thead>
<tr>
<th>Transition Readiness</th>
<th>2019 Percentage</th>
<th>2019 Score Overall</th>
<th>2021 Target</th>
<th>Gains needed each year</th>
<th>Comments</th>
</tr>
</thead>
<tbody>
<tr>
<td>Transition Readiness Indicator</td>
<td>Academic</td>
<td></td>
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<td></td>
<td></td>
</tr>
<tr>
<td></td>
<td>Career</td>
<td></td>
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</tr>
</tbody>
</table>

TR Objective 1:
By May 2020, increase academic readiness indicator from

TR Objective 2:
By May 2020, increase career readiness indicator from

<table>
<thead>
<tr>
<th>Strategy (Identify KCWP) – Aligned to Objective</th>
</tr>
</thead>
<tbody>
<tr>
<td>KCWP 1 Design and Deploy Standards</td>
</tr>
<tr>
<td>-----------------------------------------------</td>
</tr>
<tr>
<td>KCWP 1 Design and Deploy Standards</td>
</tr>
</tbody>
</table>
Goal 6: *Graduation rate* Goal *Three Years*— Required for HIGH SCHOOL
By May 2021, ____________________High School will increase the graduation rate from ___% to ___% as measured by the 4-Year Cohort Graduation Rate.

<table>
<thead>
<tr>
<th>Graduation Rate</th>
<th>2019 Score</th>
<th>2021 Target</th>
<th>Gains needed each year for Gap Group</th>
<th>Comments</th>
</tr>
</thead>
<tbody>
<tr>
<td>All</td>
<td></td>
<td></td>
<td></td>
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<tr>
<td>Group (if applicable)</td>
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<tr>
<td>Group (if applicable)</td>
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</tbody>
</table>

**GR Objective 1:** Increase the 4-Year Cohort Graduation Rate from ___% to ___%  

<table>
<thead>
<tr>
<th>Strategy (Identify KCWP) – Aligned to Objective</th>
</tr>
</thead>
<tbody>
<tr>
<td>KCWP 1 Design and Deploy Standards</td>
</tr>
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<td>KCWP 1 Design and Deploy Standards</td>
</tr>
</tbody>
</table>
Cassidy’s Comprehensive School Improvement Plan (CSIP)

**Rationale**
School improvement efforts are a collaborative process involving multiple stakeholders. Through the improvement planning process, leaders focus on priority needs, funding, and closing achievement gaps among identified subgroups of students. When implemented with fidelity, the Comprehensive School Improvement Plan (CSIP) cultivates an environment that promotes student growth and achievement.

**Operational Definitions**

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

**Objective**: Short-term target to be attained by the end of the current academic year. There can be multiple objectives for each goal.

**Strategy**: An approach to systematically address the process, practice, or condition that the school will focus its efforts upon in order to reach its goals or objectives. There can be multiple strategies for each objective. The strategy can be based upon Kentucky’s six (6) Key Core Work Processes listed below or another established improvement approach (i.e. *Six Sigma, Shipley, 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

<table>
<thead>
<tr>
<th>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.</th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>Objective</strong></td>
</tr>
<tr>
<td>Include short-term targets to be attained by the end of the current academic year. There can be multiple objectives for each goal.</td>
</tr>
</tbody>
</table>
Goal 1 (State your proficiency goal): By May 2021 increase the combined (reading and math) percentage of (elementary/middle/high) students scoring proficient/distinguished from 74% to 76.6%.

<table>
<thead>
<tr>
<th>Objective</th>
<th>Strategy</th>
<th>Activities</th>
<th>Measure of Success</th>
<th>Progress Monitoring</th>
<th>Funding</th>
</tr>
</thead>
<tbody>
<tr>
<td>Objective 1</td>
<td>By May 2020 increase reading proficiency scores from 75.5% to 76.8%</td>
<td>Ensure curricular alignment reviews are an ongoing action of the PLC’s planning process.</td>
<td>The teacher orchestrates effective discussions, questioning, and learning tasks that promote higher-order thinking skills. The teacher will challenge students to analyze, synthesize and evaluate individual and multiple texts for a variety of purposes. The teacher orchestrates engaging classroom discussions and questioning to construct meaning and make connections about a variety of texts.</td>
<td>Administration will monitor standards, learning targets and assessment alignment through review of team’s instructional planning tool, PLCs data review will measure the impact of alignment through summative assessments, MAP scores, and formative data.</td>
<td>Monthly based on walkthrough data collection</td>
</tr>
</tbody>
</table>

**Sigma, Shipley, Baldridge, etc.**
| Objective 2 | By May 2020 increase math proficiency scores from 73.0% to 74.3% | see objective 1 | Teacher provides meaningful learning opportunities for students. The teacher provides opportunities for students to be actively engaged in mathematical activities which promote meaningful learning and discussions among students. | see objective 1 | see objective 1 | see objective 1 | see objective 1 | the needs assessment process. |
2: Separate Academic Indicator

Goal 2 (State your separate academic indicator goal.):
By May 2021 will increase the percentage of all students scoring proficient/distinguished in:

Science from 42.5% to 47.7%.
Social Studies from 80.0% to 81.8%.
Writing from 81.8% to 83.5%.

<table>
<thead>
<tr>
<th>Objective</th>
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<th>Measure of Success</th>
<th>Progress Monitoring</th>
<th>Funding</th>
</tr>
</thead>
<tbody>
<tr>
<td>Objective 1</td>
<td>Ensure that vertical curriculum mapping is occurring to identify instructional gaps, including planning for the introduction of the standard, development and gradual release phases, and arrival at standards mastery.</td>
<td>Teachers and admin will work together to scaffold instruction to help students reason and develop problem-solving strategies.</td>
<td>Administration will monitor standards, learning targets and assessment alignment through review of team's instructional planning tool, PLCs data review will measure the impact of alignment through summative assessments, MAP scores, and formative data.</td>
<td>Monthly based on walkthrough data collection</td>
<td>The School SBDM Council will allocate funds for teacher release time to participate in professional learning to include standards, learning targets and assessment alignment. SBDM through development and review of this plan commits to allocating resources including approving a PD plan that reflects time for staff professional learning aligned to the identified activity which was developed through the needs assessment process.</td>
</tr>
<tr>
<td>Objective 2</td>
<td>Determine if learning targets are clear to teachers. Determine if assignments/activities/assessments reflect the learning targets students have had the opportunity to learn.</td>
<td>Teachers and admin create learning targets and success criteria focused on specific social students skills with students</td>
<td></td>
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<tr>
<td>Objective 3</td>
<td>see objective 2</td>
<td>see objective 2</td>
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<td></td>
</tr>
</tbody>
</table>
### 3: Achievement Gap

#### Goal 3 (State your achievement gap goal.):
By May 2021 will increase the percent of economically disadvantaged students scoring proficiency in:

- Mathematics from 44.1% to 49.2%.
- Reading from 52.0% to 56.4%.

<table>
<thead>
<tr>
<th>Objective</th>
<th>Strategy</th>
<th>Activities</th>
<th>Measure of Success</th>
<th>Progress Monitoring</th>
<th>Funding</th>
</tr>
</thead>
</table>
| Objective 1  
By May 2020, increase the percent of economically disadvantaged Mathematics students scoring proficiency from 44.1% to 46.6. | Ensure ongoing professional development in the area of best practice/high yield instructional strategies to aid in curricular adjustments when students fail to meet mastery.  
Use formative and summative evidence to inform what comes next for individual students and groups of students. | Teacher/admin uses student work/data, observations of instruction, assignments and interactions with colleagues to reflect on and improve teaching practices. The teacher/admin use results from observations, achievement data, constructed response, on demand writing situations to inform instructional practices. | Formative and summative assessment data will be analyzed bi-weekly within PLCs and at MTSS meetings. Admin will monitor implementation with walkthrough data, implementation checks and providing feedback and support as needed. | PLC minutes will be monitored and assessment data will be discussed during grade level meetings | The School SBDM Council will allocate funds for teacher release time to participate in professional learning to include standards, learning targets and assessment alignment. SBDM through development and review of this plan commits to allocating resources including approving a PD plan that reflects time for staff professional learning aligned to the identified activity which was developed through the needs assessment process. |
| Objective 2  
By May 2020, increase the percent of economically disadvantaged Reading students scoring proficiency from 52.0% to 54.2. |  |  |  |  |  |
**4: Growth**

**Goal 4 (State your growth goal): By May 2021 will increase the growth indicator score from 62.2% to 65.3%.**

<table>
<thead>
<tr>
<th>Objective</th>
<th>Strategy</th>
<th>Activities</th>
<th>Measure of Success</th>
<th>Progress Monitoring</th>
<th>Funding</th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>Objective 1</strong>&lt;br&gt;By May 2020, increase <em>(elementary/middle) school students’ reading growth indicator score</em> from 58.3% to 61.3%.&lt;br&gt;Use formative and summative evidence to inform what comes next for individual students and groups of students. Ensure students understand the success criteria within each learning target.</td>
<td>Teacher/admin use student work/data, observations of instruction, assignments and interactions with colleagues to reflect on and improve teaching practices. The teacher/admin use results from observations, achievement data, constructed response, on demand writing situations to inform instructional practices. Teachers and admin create learning targets and success criteria focused on specific social students skills with students.</td>
<td>Formative and summative assessment data will be analyzed bi-weekly within PLCs and at MTSS meetings. Admin will monitor towards standards mastery and ensure students below mastery are provided support. Admin will monitor implementation with walkthrough data providing feedback and support as needed.</td>
<td>PLC minutes will be monitored and assessment data will be discussed during grade level meetings.</td>
<td>The School SBDM Council will allocate funds for teacher release time to participate in professional learning to include standards, learning targets and assessment alignment. SBDM through development and review of this plan commits to allocating resources including approving a PD plan that reflects time for staff professional learning aligned to the identified activity which was developed through the needs assessment process.</td>
<td></td>
</tr>
<tr>
<td><strong>Objective 2</strong>&lt;br&gt;By May 2020, increase <em>(elementary/middle) school students’ math growth indicator scores</em> from 62.6% to 65.7%.</td>
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<tr>
<td>Objective</td>
<td>Strategy</td>
<td>Activities</td>
<td>Measure of Success</td>
<td>Progress Monitoring</td>
<td>Funding</td>
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<tr>
<td>Objective 1</td>
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<td>Objective 2</td>
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</table>
## 6: Graduation Rate

### Goal 6 (State your graduation rate goal):

<table>
<thead>
<tr>
<th>Objective</th>
<th>Strategy</th>
<th>Activities</th>
<th>Measure of Success</th>
<th>Progress Monitoring</th>
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<tbody>
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<td>Objective 1</td>
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<td>Objective 2</td>
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</tbody>
</table>
### Goal 7 (State your separate goal.):

<table>
<thead>
<tr>
<th>Objective</th>
<th>Strategy</th>
<th>Activities</th>
<th>Measure of Success</th>
<th>Progress Monitoring</th>
<th>Funding</th>
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<tbody>
<tr>
<td>Objective 1</td>
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<tr>
<td>Objective 2</td>
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</table>
Special Considerations for Targeted Support and Improvement (TSI) Schools

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

**Consider:** How will you ensure that school leadership has or develops the skills and disposition to achieve accelerated, meaningful, and sustainable increases in student achievement for underperforming subgroups?

**Response:**

---

<table>
<thead>
<tr>
<th>Identification Of Critical Resources Inequities:</th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>Consider:</strong> 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.</td>
</tr>
<tr>
<td><strong>Response:</strong></td>
</tr>
</tbody>
</table>

---
**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:**

<table>
<thead>
<tr>
<th>Evidence-based Activity</th>
<th>Evidence Citation</th>
<th>Uploaded in eProve</th>
</tr>
</thead>
<tbody>
<tr>
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</tbody>
</table>

**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 |