

West Hopkins 2023 – 2024 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

Alignment to Needs:

Results of the Phase Two needs assessment process should inform the development of the comprehensive school improvement plan. List the identified priorities below to be addressed in order to build staff capacity and increase student achievement.

Priorities/Concerns from Needs Assessment for Schools

List two or three of the greatest areas of weakness identified in question #5 of the Needs Assessment for Schools that will be thoroughly addressed in the strategies and activities outlined in this template.

- To reach our 2028 goal, we must hit an elementary reading target of 48% P/D by the end of the 23/24 year.
- In elementary math, to hit our 2028 goal, we must hit a target of 44% P/D by the end of the 23/24 school year.
- To reach our 2028 goal, we must hit an middle school reading target of 42% P/D by the end of the 23/24 year.
- In middle school math, to hit our 2028 goal, we must hit a target of 26.3% P/D by the end of the 23/24 school year.

Processes, Practices, or Conditions to be Addressed from Key Elements Template

List two or three of the processes, practices, or conditions identified on the School Key Elements Template that the school will focus its resources and efforts upon and thoroughly address in the strategies and activities outlined in this template.

1. Teachers and staff design lessons and assessments that are aligned to KAS standards. Additional supports such as Exact path, small group instruction, NWEA pathway, and MAP fluency are also utilized to ensure students are meeting designated standards. PBIS practices are used to promote positive behavior and the PBIS team regularly reviews and analyzes data. Guidance lessons are taught by the counselor in classrooms as well as through the Words of Wisdom program shared daily with students. Our building mental health counselor is available to support students who need additional intervention.
2. Teachers use NWEA pathway in Study Island, as well as IXL targeted plans to monitor student success. In addition, classwork is analyzed and reviewed to modify small groups. Feedback is provided on daily assignments and used to reteach students when needed. MAP scores data is compiled with to identify individual needs of students and teachers address these in small groups. One area of focus for us this year will be to align our assessments with KAS standards for all subject areas to ensure we are appropriately covering content and material.

Indicator Scores

List the overall scores of status and change for each indicator.

Indicator Elementary	Status	Change
State Assessment Results in reading and mathematics	Medium (55)	Increased
State Assessment Results in science, social studies and writing	Medium (50.6)	Increased
English Learner Progress	No Data	NA
Quality of School Climate and Safety	Medium (76.3)	Increased
Postsecondary Readiness (high schools and districts only)		
Graduation Rate (high schools and districts only)		
Indicator Middle	Status	Change
State Assessment Results in reading and mathematics	Medium (55)	Maintained
State Assessment Results in science, social studies and writing	Low (42.2)	Declined
English Learner Progress	No Data	NA
Quality of School Climate and Safety	High (68.6)	Declined
Postsecondary Readiness (high schools and districts only)		
Graduation Rate (high schools and districts only)		

Explanations/Directions

<p>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 state assessment results in reading and mathematics, state assessment results in science, social studies and writing, achievement gap, English learner progress, and quality of school climate and safety. High schools must address 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, and graduation rate. Long-term goals should be informed by The Needs Assessment for Schools.</p>					
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. Objectives should address state assessment results and/or aligned formative assessments. 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 the school will take 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 (Elementary) By 2028, 60% of West Hopkins elementary students will score proficient or distinguished in reading and math, as measured by MAP and KSA assessments. (State your reading and math goal.):					
Objective	Strategy	Activities	Measure of Success	Progress Monitoring	Funding
Objective 1 By the spring of 2024, 48% of students in grades 3-5 will be proficient or distinguished in reading as measured by MAP.	KCWP 2: Design and Deliver Instruction	Use ESGI to promote growth in phonics and sight word recognition.	Student Analysis reports will be shared monthly in PLC meetings to determine progress and student need. Information will be used to drive student instruction.		District Funds (Title V) Title I Funds
		New teachers will receive a mentor and or other extra support services and trainings.	Mentor logs Mentor needs survey Mentor Assessment		Title II Funds
	KCWP 2: Design and Deliver Instruction	Regular use of Study Island, Edulastic, Lexia, and Exact Path to monitor skill mastery.	Reports shared in monthly PLC meetings to monitor student progress and determine student need.		District Funds (Title V) Title I Funds
	KCWP 2: Design and Deliver Instruction	Use of small group and skill based instruction including ESS services before and after school opportunities.	Lesson plans will reflect use of small group instruction. Data acquired through use of small group instruction will be shared at PLC meetings. Classroom observations will be conducted to monitor use of small group and skill based instruction.		District staffing funds Title I Funds Title II Funds ESS funding

Goal 1 (Elementary) By 2028, 60% of West Hopkins elementary students will score proficient or distinguished in reading and math, as measured by MAP and KSA assessments. (State your reading and math goal.):					
Objective	Strategy	Activities	Measure of Success	Progress Monitoring	Funding
Objective 2 By the spring of 2024, 44% of students in grades 3-5 will be proficient or distinguished in math as measured by MAP.	KCWP 2: Design and Deliver Instruction	Interventionists including CSRT will be scheduled to target reading and math skills with Tier 2 and Tier 3 students.	KSI data will be reported and analyzed. MAP data will be analyzed to determine changes in interventionists' schedules as needed.		Title I Funds Title II
		New teachers will receive a mentor and or other extra support services and trainings.	Mentor logs Mentor needs survey Mentor Assessment		Title II Funds
	KCWP 4: Review, Analyze, and Apply Data	PLC meetings will be focused on discussions about student needs, support systems in place, and use of Early Warning tool available in Infinite Campus to target at-risk students.	PLC agendas will reflect discussions about students.		District Funds
		Teachers will use MAP data to set both student and classroom goals.	A Name and Claim document was created and completed by teachers to project student performance on Spring MAP and KSA assessments.		District Funds Title I Funds
	KCWP 4: Review, Analyze, and Apply Data	Teachers will use pretest and posttest data to determine needs for skill based and small group instruction. Progress will be monitored to determine effectiveness of instruction.	Data will be shared at PLC meetings Teachers will reflect on how their posttest data shows progress toward meeting their MAP goals for individual		District Funds Title I Funds

Goal 1 (Elementary) By 2028, 60% of West Hopkins elementary students will score proficient or distinguished in reading and math, as measured by MAP and KSA assessments. (State your reading and math goal.):					
Objective	Strategy	Activities	Measure of Success	Progress Monitoring	Funding
			students, as well as for their classroom goals.		

1: State Assessment Results in Reading and Mathematics

Goal 1 (Middle) By 2028, 65% of West Hopkins Middle students will score proficient or distinguished in reading and math, as measured by MAP and KSA assessments.					
Objective	Strategy	Activities	Measure of Success	Progress Monitoring	Funding
Objective 1 By the spring of 2024, 44.2% of students in grades 6-8 will be proficient or distinguished in reading as measured by MAP.	KCWP 2: Design and Deliver Instruction	Use of small group and skill based instruction including ESS services before and after school opportunities.	Lesson plans will reflect the use of small group instruction.		District Staffing Funds Title I Funds ESS Funding
	KCWP 2: Design and Deliver Instruction	Interventionists will be scheduled to target reading skills with Tier 2 and Tier 3 students.	KSI data will be reviewed. MAP data will be analyzed to determine changes in interventionists' schedules. The master schedule will be developed to include an intervention class that targets student.		District Funds Title I Funds
	KCWP 2: Design and Deliver Instruction	Use of small group and skill based instruction including ESS services before and after school opportunities.	PLC meetings will be focused on discussions about student needs, support systems in place, and use of the Early Warning tool available in Infinite		District staffing funds Title I Funds ESS Funding

Goal 1 (Middle) By 2028, 65% of West Hopkins Middle students will score proficient or distinguished in reading and math, as measured by MAP and KSA assessments.					
Objective	Strategy	Activities	Measure of Success	Progress Monitoring	Funding
			Campus to target at-risk students.		
Objective 2 By the spring of 2024, 29.24% of students in grades 6-8 will be proficient or distinguished in math as measured by MAP.	KCWP 2: Design and Deliver Instruction	Use of small group and skill based instruction including ESS services before and after school opportunities.	Lesson plans will reflect the use of small group instruction. Data acquired through use of small group instruction will be shared at PLC meetings. Classroom observations will be conducted to monitor use of small group instruction and skill based instruction.		District staffing funds Title I funds ESS Funding
		Math teachers will participate in the Access to Algebra program and will include the use of "Laying the Foundation" lessons at the rate of one per unit to expose students to higher level content and promote critical thinking and application skills.	Middle school math teachers will meet with the content manager (the school's instructional leader) at least four times during the year to discuss vertical and curriculum planning for students in 8th grades.		District staffing funds Title I funds

Goal 1 (Middle) By 2028, 65% of West Hopkins Middle students will score proficient or distinguished in reading and math, as measured by MAP and KSA assessments.					
Objective	Strategy	Activities	Measure of Success	Progress Monitoring	Funding
By the spring of 2024, 29.24% of students in grades 6-8 will be proficient or distinguished in math as measured by MAP.	KCWP 2: Design and Deliver Instruction	Interventionists will be scheduled to target reading and math skills with Tier 2 and Tier 3 students.	KSI data will be reviewed weekl. MAP data will be analyzed to determine changes in interventionists' schedules.		District Funds
		Teachers will use MAP data to set both student and classroom goals.	A Name and Claim document was created and completed by teachers to project student performance on Spring MAP and KSA assessments.		District Funds Title I Funds
	KCWP 4: Review, Analyze, and Apply Data	Teachers will use pretest and posttest data to determine needs for skill based and small group instruction. Progress will be monitored to determine effectiveness of instruction.	Data will be shared at PLC meetings Teachers will reflect on how their posttest data shows progress toward meeting their MAP goals for individual students, as well as for their classroom goals.		District Funds Title I Funds
		New teachers will receive a mentor and or other extra support services and trainings.	Mentor logs Mentor needs survey Mentor Assessment		Title II Funds

2: State Assessment Results in Science, Social Studies and Writing

Goal 2 (Elementary): By 2028, 65% of West Hopkins elementary school students will score proficient or distinguished in science, social studies, and writing as measured by KSA assessments.					
Objective	Strategy	Activities	Measure of Success	Progress Monitoring	Funding
Objective 1 By the Spring of 2024, 36.2% of students will be proficient or distinguished in science as measured by the Spring KSA and MAP assessments.	KCWP 2: Design and Deliver Instruction	Teachers will use daily bellringers that require students to apply science knowledge to answer questions about reading passages and/or graphs and tables that relate to HMH curriculum.	Lesson plans will reflect the use of daily bellringers. Student work samples and student scores will be analyzed during PLC meetings.		District Funds Title I Funds
		Teachers will use technology resources to supplement the HMH curriculum and to enhance student engagement with the material.	Lesson plans will reflect the use of additional technology resources.		Title I Funds District Funds
	KCWP 2: Design and Deliver Instruction	New teachers will receive a mentor and or other extra support services and trainings.	Mentor logs Mentor needs survey Mentor Assessment		Title II Funds

Goal 2 (Elementary): By 2028, 65% of West Hopkins elementary school students will score proficient or distinguished in science, social studies, and writing as measured by KSA assessments.						
Objective	Strategy	Activities	Measure of Success	Progress Monitoring	Funding	
<p>Objective 2</p> <p>By the spring of 2024, 25.8% of students will be proficient or distinguished in writing as measured by the Spring KSA and MAP assessments.</p>	<p>KCWP 2: Design and Deliver Instruction</p>	<p>Teacher will introduce, model, and provide practice with use of a variety of graphic organizers to help students organize their writing.</p>	<p>Teacher lesson plans will show a consistent structure for student writing. Graphic organizers will be posted in each classroom as a consistent strategy for answering extended response and short answer questions.</p>		<p>District Staffing Funds</p> <p>Title I Funds</p>	
		<p>Teacher will utilize small group instruction, as well as collaboration with Title I staff to provide feedback to students on their writing pieces during the literacy block.</p>	<p>Lesson plans will reflect use of small group instruction. Student data and writing samples will be analyzed at PLC meetings. The master schedule will be developed to provide time for Title I staff to collaborate during the students' literacy block.</p>		<p>District Staffing Funds</p> <p>Title I Funds</p>	

Goal 2 (Elementary): By 2028, 65% of West Hopkins elementary school students will score proficient or distinguished in science, social studies, and writing as measured by KSA assessments.					
Objective	Strategy	Activities	Measure of Success	Progress Monitoring	Funding
Objective 3 By the spring of 2024, 41% of West Hopkins Elementary School students will score proficient in social studies as measured by the Spring KSA assessment.	KCWP 2: Design and Deliver Instruction	Instructional leader will provide ongoing support and instructional guidance to teachers in the areas of instructional planning, assessment design and data analysis	Teachers will analyze and monitor formative assessment data in PLCs and individual guided planning sessions to ensure instructional growth is occurring.		Title I Funds District Funds
		Teacher will incorporate reading strategies and skills to deepen understanding of social studies content.	Lesson plans will reflect the use of Social Studies weekly periodicals as a resource.		District Staffing funds Title I funds

2: State Assessment Results in Science, Social Studies and Writing

Goal 2 (Middle): By 2028, 65% of West Hopkins elementary school students will score proficient or distinguished in science, social studies, and writing as measured by KSA assessments.					
Objective	Strategy	Activities	Measure of Success	Progress Monitoring	Funding
Objective 1 By the spring of 2024, 27.4% of students will be proficient or distinguished in science as measured by the spring KSA and MAP assessments.	KCWP 2: Design and Deliver Instruction	Teacher will use daily bellringers that require students to apply science knowledge to answer questions about reading passages and/or graphs and tables that relate to curriculum.	Lesson plans will reflect use of daily bellringers. Student work samples and student scores will be analyzed during PLC meetings.		District Staffing funds Title I funds
		Teacher will design instruction that utilizes a variety of delivery methods including hands-on and discussion strategies.	PLC discussions will be focused on strategies and techniques to guide instruction based on student need.		District Staffing funds Title I funds
	KCWP 4: Review, Analyze, and Apply Data	Teachers will use pretest and posttest data to determine needs for skill based small group instruction. Progress will be monitored to determine effectiveness of instruction.	Data will be shared at PLC meetings. Teachers will reflect on how their posttest data shows progress toward meeting their MAP goals for individual students, or their classroom goals.		District Staffing funds Title I funds
		New teachers will receive a mentor and or other extra support services and trainings.	Mentor logs Mentor needs survey Mentor Assessment		Title II Funds

Goal 2 (Middle): By 2028, 65% of West Hopkins elementary school students will score proficient or distinguished in science, social studies, and writing as measured by KSA assessments.					
Objective	Strategy	Activities	Measure of Success	Progress Monitoring	Funding
Objective 2 By the spring of 2024, 31.4% of students will be proficient or distinguished in writing as measured by the Spring KSA and classroom assessments.	KCWP 2: Design and Deliver Instruction	Teachers will use materials such as Scholastic Scope magazines to promote student engagement and to relate language arts content to real world situations.	Lesson plans will reflect the use of Scholastic magazines in the classroom.		District Staffing funds Title I funds
Objective 3 By the spring of 2024, 25% of students will be proficient or distinguished in social studies as measured by the Spring KSA and classroom assessments.	KCWP 2: Design and Deliver Instruction	Teacher will incorporate strategies that promote cognitive engagement and inquiry skills when teaching social studies content.	Teacher will participate in a training provided by WKEC on Social Studies to acquire strategies to use in the classroom. These strategies will be reflected in the teacher's lesson plans.		Title I Funds District Funds
		Instructional leader will provide ongoing support and instructional guidance to teachers in the areas of instructional planning, assessment design and data analysis	Teachers will analyze and monitor formative assessment data in PLCs and individual guided planning sessions to ensure instructional growth is occurring.		Title I Funds District Funds

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).

Objective	Strategy	Activities	Measure of Success	Progress Monitoring	Funding
Objective 1 By Spring 2024, West Hopkins Elementary will reduce the percentage of students in the free & reduced subgroup scoring Novice on reading KSA from 37% to 32%.	KCWP 6: Establish Learning Culture and Environment	Family Resource Center will support basic needs and attendance of students in the free and reduced subgroup so students are here and ready to receive instruction.	Winter MAP will be used to determine progress toward objective, along with FRYSC coordinator reports and IC Early Warning Tool data.		District FRYSC Funds FRYSC grant funds
		Building coach and sped teachers will regularly meet in PLC to analyze student data and achievement.	Winter MAP will be used to determine progress toward objective, along with PLC agenda.		Idea B
Objective 2 By Spring 2024, West Hopkins Elementary will increase the percentage of the students with disabilities subgroup scoring proficient and/or distinguished on reading KSA from 26% to 31%.	KCWP 6: Establish Learning Culture and Environment	Use of small group and skill based instruction including ESS services before and after school opportunities.	Lesson plans will reflect the use of small group instruction. Data acquired through use of small group instruction will be shared at PLC meetings. Classroom observations will be		District Staffing funds Title I Funds ESS Funding

Objective	Strategy	Activities	Measure of Success	Progress Monitoring	Funding
			conducted to monitor use of small group instruction and skill based instruction.		
		PLC meetings will be focused on discussions about student needs, support systems in place, and the use of the Early Warning tool available in Infinite Campus to target at-risk students.	PLC agendas will reflect discussions about students.		District Staffing funds Title I Funds
		Building coach and sped teachers will regularly meet in PLC to analyze student data and achievement.	Winter MAP will be used to determine progress toward objective, along with PLC agenda.		Idea B
Objective 3 By Spring 2024, West Hopkins Middle will reduce the percentage of students with disabilities subgroup scoring Novice on reading KSA from 36% to 31%.	KCWP 6: Establish Learning Culture and Environment	Use of small group and skill based instruction including ESS services before and after school opportunities.	Lesson plans will reflect the use of small group instruction. Data acquired through use of small group instruction will be shared at PLC meetings. Classroom observations will be conducted to monitor use of small group instruction and skill based instruction.		District Staffing funds Title I Funds ESS Funding

Objective	Strategy	Activities	Measure of Success	Progress Monitoring	Funding
		PLC meetings will be focused on discussions about student needs, support systems in place, and the use of the Early Warning tool available in Infinite Campus to target at-risk students.	PLC agendas will reflect discussions about students.		District Staffing funds Title I Funds
		Building coach and sped teachers will regularly meet in PLC to analyze student data and achievement.	Winter MAP will be used to determine progress toward objective, along with PLC agenda.		Idea B

4: English Learner Progress

Goal 4 By 2028, 50% of EL students at West Hopkins school will be proficient or distinguished in math and reading as measured by the Spring MAP assessment.					
Objective	Strategy	Activities	Measure of Success	Progress Monitoring	Funding
Objective 1 By the Spring of 2024, 50% of EL students will score novice in reading as measured by MAP.	KCWP 5: Design, Align and Deliver Support	Use of small group and skill based instruction including ESS services before and after school opportunities.	Lesson plans will reflect the use of small group instruction. Data acquired through use of small group instruction will be shared at PLC meetings. Classroom observations will be conducted to monitor use of small group instruction and skill based instruction.		Title I Funds Title III Funds ESS Funding
		Classroom teachers will collaborate with EL Staff support to design instruction and provide scaffolded support in the classroom.	Winter MAP data will be used to determine progress toward the objective.		Title I Funds Title III Funds

Goal 4 By 2028, 50% of EL students at West Hopkins school will be proficient or distinguished in math and reading as measured by the Spring MAP assessment.					
Objective	Strategy	Activities	Measure of Success	Progress Monitoring	Funding
Objective 2 By the Spring of 2024, 0% of EL students will score novice in math as measured by MAP.	KCWP 5: Design, Align and Deliver Support	Use of small group and skill based instruction.	Lesson plans will reflect the use of small group instruction. Data acquired through use of small group instruction will be shared at PLC meetings. Classroom observations will be conducted to monitor use of small group instruction and skill based instruction.		Title I Funds Title III Funds
		Classroom teachers will collaborate with EL Staff support to design instruction and provide scaffolded support in the classroom.	Winter MAP data will be used to determine progress toward the objective.		Title I Funds Title III Funds

5: Quality of School Climate and Safety

Goal 5 By 2028, West Hopkins Elementary will increase the safety index score to 78.7 as measured by the KSA.					
Objective	Strategy	Activities	Measure of Success	Progress Monitoring	Funding
Objective 1 By the Spring of 2024, the elementary safety score as measured by KSA will increase to 74.7.	KCWP 6: Establish Learning Culture and Environment	The guidance counselor, and mental health counselor, FRYSC coordinator, SRO, and instructional leader will conduct lessons that focus on mental and emotional health, personal safety, and conflict resolution strategies.			Title I Funds District Staffing Funds Title IV School Safety funds District FRYSC funds Mental Health Grant
		Project Wisdom lessons will be shared on the announcements each morning.			Title I Funds District Staffing Funds Title IV School Safety funds District FRYSC funds
	KCWP 6: Establish Learning Culture and Environment	PBIS will be implemented at the Tier I and Tier II levels to ensure procedures are in place to support effective classroom instruction and social emotional wellness for all students. Students at risk for high level behaviors will be provided additional supports.	Winter MAP, FRYSC coordinator reports, IC Early Warning Tool data, and PBIS data and minutes will be used to determine progress toward objective.		District Staffing Funds Title I Funds State PBIS Funding Title IV
Objective 2 By the Spring of 2024, the safety score reported by elementary females as measured by KSA will increase to 73.4.	KCWP 6: Establish Learning Culture and Environment	The guidance counselor, FRYSC coordinator, SRO, and instructional leader will conduct “Wellness Wednesday” lessons that focus on mental and emotional health,			Title I Funds District Staffing Funds Title IV School Safety funds District FRYSC funds

Goal 5 By 2028, West Hopkins Elementary will increase the safety index score to 78.7 as measured by the KSA.					
Objective	Strategy	Activities	Measure of Success	Progress Monitoring	Funding
		personal safety, and conflict resolution strategies.			
		Project Wisdom lessons will be shared on the announcements each morning.			Title I Funds District Staffing Funds Title IV School Safety funds District FRYSC funds
	KCWP 6: Establish Learning Culture and Environment	PBIS will be implemented at the Tier I and Tier II levels to ensure procedures are in place to support effective classroom instruction and social emotional wellness for all students. Students at risk for high level behaviors will be provided additional supports.	Winter MAP, FRYSC coordinator reports, IC Early Warning Tool data, and PBIS data and minutes will be used to determine progress toward objective.		District Staffing Funds Title I Funds State PBIS Funding Title IV

5: Quality of School Climate and Safety

Goal 5 By 2028, West Hopkins Middle will increase the safety index score to 70.6 as measured by the KSA					
Objective	Strategy	Activities	Measure of Success	Progress Monitoring	Funding
Objective 1 By the Spring of 2024, the middle school safety score as measured by KSA will increase to 66.6.	KCWP 6: Establish Learning Culture and Environment	The guidance counselor, FRYSC coordinator, SRO, and instructional leader will conduct “Wellness Wednesday” lessons that focus on mental and emotional health, personal safety, and conflict resolution strategies.	Student discussions, and feedback on lessons through written responses.		Title I Funds District Staffing Funds Title IV School Safety funds District FRYSC funds

Goal 5 By 2028, West Hopkins Middle will increase the safety index score to 70.6 as measured by the KSA					
Objective	Strategy	Activities	Measure of Success	Progress Monitoring	Funding
		Project Wisdom lessons will be shared on the announcements each morning.	KSA results will be used to determine progress toward the objective.		District Staffing Funds Title IV
	KCWP 6: Establish Learning Culture and Environment	PBIS will be implemented at the Tier I and Tier II levels to ensure procedures are in place to support effective classroom instruction and social emotional wellness for all students. Students at risk for high level behaviors will be provided additional supports.	Winter MAP, FRYSC coordinator reports, IC Early Warning Tool data, and PBIS data and minutes will be used to determine progress toward objective.		District Staffing Funds Title I Funds State PBIS Funding Title IV
Objective 2 By the Spring of 2024, the middle school safety score reported by middle school males as measured by KSA will increase to 65.9.	KCWP 6: Establish Learning Culture and Environment	The guidance counselor, FRYSC coordinator, SRO, and instructional leader will conduct “Wellness Wednesday” lessons that focus on mental and emotional health, personal safety, and conflict resolution strategies.	Student discussions, and feedback on lessons through written responses.		Title I Funds District Staffing Funds Title IV School Safety funds District FRYSC funds

Goal 5 By 2028, West Hopkins Middle will increase the safety index score to 70.6 as measured by the KSA					
Objective	Strategy	Activities	Measure of Success	Progress Monitoring	Funding
		Project Wisdom lessons will be shared on the announcements each morning.	KSA results will be used to determine progress toward the objective.		District Staffing Funds Title IV
	KCWP 6: Establish Learning Culture and Environment	PBIS will be implemented at the Tier I and Tier II levels to ensure procedures are in place to support effective classroom instruction and social emotional wellness for all students. Students at risk for high level behaviors will be provided additional supports.	Winter MAP, FRYSC coordinator reports, IC Early Warning Tool data, and PBIS data and minutes will be used to determine progress toward objective.		District Staffing Funds Title I Funds State PBIS Funding Title IV