

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

- o Postsecondary Readiness
- o Graduation Rate

Explanations/Directions

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

Objective	Strategy	Activities	Measure of Success	Progress Monitoring	Funding
Schools should determine short-term objectives to be attained by the end of the current academic year. There can be multiple objectives for each goal.	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</i> , <i>Shipley</i> , <i>Baldrige</i> , etc.).	Describe the actionable steps that will occur to deploy the chosen strategy. There can be multiple activities for each strategy.	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.	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.	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.

1: State Assessment Results in reading and mathematics

Goal 1: Reading and math proficiency will increase by 60% in reading and 100% in math by 2027, according to state-level assessment data.					
Objective	:Strategy	Activities	Measure of Success	Progress Monitoring	Funding
Objective 1: The amount of students scoring proficient and distinguished in Reading will increase by 10% points in the 22-23 school year moving from 37% - 47%.	Key Core Work Process 1: Design and Deploy Standards	Teachers will work with coaches to implement backward design when planning to assure the standards are being taught and assessed to the intent (DOK) of the standard.	Lesson Plans, implementation data, observation data, standards deconstruction data.	The principal will work with the coaches and PLCs to monitor progress towards the goal.	
		Teachers will discuss assessment data in weekly PLCs that will drive the instruction to meet the needs of all students.	Lesson Plans, implementation data, observation data.	The administrative team will monitor lesson plans to ensure the growth standards identified during PLCs are a focus of weekly Tier I and Tier II Instruction.	
		Teachers will collaborate during the summer to align standards horizontally and vertically with content teams.	Participation data, observation data, lesson plan data	Principals and instructional coaches will monitor the collaborative efforts of each team and provide feedback as needed..	
	Key Core Work Process 2: Design and Deliver Instruction	Teachers will continue to receive Professional Development to improve student engagement in Reading/ELA (LETRS, PBL, KAGAN).	Observation data, walk-thru data, coaching data	Daily observations by principals and coaches; walk-thru data, coaching data	
		Teachers will implement MTSS Reading/ELA instruction using structured literacy blocks.	Fastbridge data, MVPA data, lesson plans, observation data.	Daily observations by principals and coaches; walk-thru data, coaching data	
		Title I Assistants will use Fastbridge Data to provide Research Based Interventions (provided on the Fastbridge Platform) for Tier III students (small group).	Fastbridge data, MVPA data	Interventionists will work with coaches to design and implement research based interventions. Interventionists will also monitor student progress 2x monthly to assess growth and need for further interventions.	

Goal 1: Reading and math proficiency will increase by 60% in reading and 100% in math by 2027, according to state-level assessment data.

Objective	Strategy	Activities	Measure of Success	Progress Monitoring	Funding
		ACIC High Dosage Tutor will provide Tier III interventions (1 on 1) using Recipe for Learning.	Fastbridge data, MVPA data	Interventionists will work with coaches to design and implement research based interventions. Interventionists will also monitor student progress 2x monthly to assess growth and need for further interventions.	
	Key Core Work Process 3: Design and Deliver Assessment	Teachers will use data from Fastbridge to identify the needs of students in reading and to develop assessments to gauge future learning.	Participation data, Fastbridge data, observation data	Content/Grade level teams will plan and share progress with coaches during PLC's.	FastBridge - IAL Funds
		Teachers will work with instructional coaches to determine the standards assessed on Mastery View Predictive Assessment and use the data to identify which standards need reteaching for students to reach mastery.	Participation data, MVPA data, observation data	Content/Grade level teams will plan and share progress with coaches during PLC's.	\$0
	Key Core Work Process 5: Design, Align, and Deliver Support	Teachers will go on Learning Walks at ACIC to view student work in progress (in other learning environments). Then using the Learning Cube and Task Development Rubric they will reflect on ways to take the activity across the rigor divide.	PLC data, lesson plans, observation data, classroom visits.	Coaches will follow teachers through the initial Learning Walk Process and then collaborate during PLCs for debriefing of each of their following walks.	\$0 (unless subs will be needed)
	Key Core Work Process 4: Review, Analyze, and Apply Data	PLC/Data Teams will have ongoing weekly conversations about standards, common assessments, and evidence-based instructional strategies and differentiation to meet the needs of all students.	PLC meeting observation data, PLC continuum/rubric	Weekly: Principals and instructional coaches observe and provide feedback.	\$0

Goal 1: Reading and math proficiency will increase by 60% in reading and 100% in math by 2027, according to state-level assessment data.

Objective	:Strategy	Activities	Measure of Success	Progress Monitoring	Funding
Objective 2: The amount of students scoring proficient and distinguished in Math will increase by 25% in the 22-23 school year moving from 34% - 59%.	Key Core Work Process 1: Design and Deploy Standards	Multiple training around Standards for Mathematical Practices will be offered through the MAF Grant for teachers and support will be provided by district and building coaches.	Attendance at training, reflections, coaches data. walk-thru data.	The District Math Coach and Building Level Instructional Coach will monitor progress.	
		Teachers will discuss assessment data in weekly PLCs that will drive the instruction to meet the needs of all students.	Lesson Plans, implementation data, observation data.	The administrative team will monitor lesson plans to ensure the growth standards identified during PLC's are a focus of weekly Tier I and Tier II Instruction.	
	Key Core Work Process 2: Design and Deliver Instruction	Coaches will work with teachers to train in teaching mathematics conceptually using effective math practices (#4 Facilitate meaningful mathematical discourse / #6 Build procedural fluency from conceptual understanding).	Attendance, reflections, classroom observations	Ongoing: Instructional coaches and principals will co-plan, co-teach, and provide feedback during observations, PLCs, and planning. As part of the MAF Grant, observations will occur using the KMIT and data will be used to facilitate co-planning with district math coaches.	Coaches - MAF Grand and ESSER funding
		Teachers will also be trained in number sense routines, math and practice, DESMOS, and Extra Math (fluency program) to ensure the occurrence of effective math practices in the classroom.	Attendance, reflections, classroom observations	Ongoing: Instructional coaches and principals will co-plan, co-teach, and provide feedback during observations, PLCs, and planning. As part of the MAF Grant, observations will occur using the KMIT and data will be used to facilitate co-planning with district math coaches.	Materials: ESSER

Goal 1: Reading and math proficiency will increase by 60% in reading and 100% in math by 2027, according to state-level assessment data.

Objective	:Strategy	Activities	Measure of Success	Progress Monitoring	Funding
		Teachers will learn new instructional strategies and receive PBL training to expand their knowledge and understanding of creating student-centered environments and opportunities for deeper learning.	Teaching strategies data, FastBridge data, Google survey data, KSA data	Weekly: Principal walk-throughs	
		Title I Assistants will use Fastbridge Data to provide Research Based Interventions (provided on the Fastbridge Platform) for Tier III students (small group).	Fastbridge data, MVPA data	Interventionists will work with coaches to design and implement research based interventions. Interventionists will also monitor student progress 2x monthly to assess growth and need for further interventions.	
	Key Core Work Process 3: Design and Deliver Assessment	Teachers will use data from Fastbridge to identify the needs of students in math and to develop assessments to gauge future learning.	Participation data, Fastbridge data, observation data	Content/Grade level teams will plan and share progress with coaches during PLC's.	
		Teachers will work with instructional coaches to determine the standards assessed on Mastery View Predictive Assessment and use the data to identify which standards need reteaching for students to reach mastery.	Participation data, MVPA data, observation data	Content/Grade level teams will plan and share progress with coaches during PLCs.	
	Key Core Work Process 5: Design, Align, and Deliver Support	Teachers will go on Learning Walks at ACIC to view student work in progress (in other learning environments). Then using the Learning Cube and Task Development Rubric they will reflect on ways to take the activity across the rigor divide.	PLC data, lesson plans, observation data.	Coaches will follow teachers through the initial Learning Walk Process and then collaborate during PLC's for debriefing of each of their following walks.	

Goal 1: Reading and math proficiency will increase by 60% in reading and 100% in math by 2027, according to state-level assessment data.					
Objective	:Strategy	Activities	Measure of Success	Progress Monitoring	Funding
	Key Core Work Process 4: Review, Analyze, and Apply Data	PLCs will have ongoing weekly conversations about standards, common assessments, and evidence-based instructional strategies and differentiation to meet the needs of all students.	PLC meeting observation data, PLC continuum/rubric	Weekly: Principals and instructional coaches observe and provide feedback	

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

Goal 2: Writing, Social Studies, and Science proficiency will improve by 50 percentage points by 2027, with a targeted annual increase of 10 percentage points as measured by state assessment.					
Objective	Strategy	Activities	Measure of Success	Progress Monitoring	Funding
Objective 1: The percentage of students scoring proficient and distinguished in writing will increase by 10% percentage points moving from 33% to 43%.	Key Core Work Process 2: Design and Deliver Instruction	Support from ELA/Reading coaches for core instruction in writing for grades 4-6 that includes: Content/standards training, how to effectively teach writing across building grade levels, across all disciplines, and writing rubrics.	Participation data, observation data, implementation data	PLCs monitored by principals.	ELA coaches - ESSER funds
		Administrative team, instructional coach, district reading coach, and teacher representatives for each grade level will identify writing goals for ACIC. Over the next four years, all policies will be updated, and the current writing plan will be modified to align to standards, including writing across the content areas and writing rubrics will be created for all grade levels.	Development of school specific / grade specific writing goals.	Observations by the school administrative team and instructional coaches. Writing plan with rubrics by the end of 2027.	\$0
		Student work will be analyzed in PLCs/Data Teams (with a rubric) and teachers will provide effective feedback to move learning forward.	PLC/Data Team minutes will show progress is being made throughout the year	Ongoing: All teachers, instructional coaches, and school leaders will review data to monitor progress	\$0
Objective 2: The percentage of students scoring proficient and distinguished in social studies will increase by 10% percentage points moving from 29%-39%.	Key Core Work Process 2: Design and Deliver Instruction	Social Studies teachers will participate in training on inquiry-based instruction aligned to Social Studies standards with Dr. Jana Kirchner. They will be provided time to begin planning and editing units with Dr. Kirchner's support.	Attendance at training and implementation of strategies.	Instructional supervisor and instructional coaches will schedule and participate in training to provide support and observe implementation in classrooms	ESSER

Goal 2: Writing, Social Studies, and Science proficiency will improve by 50 percentage points by 2027, with a targeted annual increase of 10 percentage points as measured by state assessment.					
Objective	Strategy	Activities	Measure of Success	Progress Monitoring	Funding
		Social Studies teachers will work with Dr. Jana Kirchner to identify high-quality, vetted resources and curriculum to use that are aligned to standards.	Purchase of evidence-based, aligned resources	Principals will work with teachers to determine priority of materials to be purchased and implementation in classrooms will be observable	ESSER, Title funds
		Social Studies teachers will implement PBL Cross Curricular Experiences for their students. Students will defend their learning around Profile of a Patriot competencies at an Exhibition of Learning event.	PBL lesson implementation, Learning Defense Rubric	Principals and coaches will provide common planning and PLC times for Social Studies teachers. Materials for PBL experiences will be purchased and implementation in classrooms will be observable.	ESSER, Title funds
Objective 3: The percentage of students scoring proficient and distinguished in science will increase a minimum of 10% points annually moving from 19-29%.	Key Core Work Process 2: Design and Deliver Instruction	Science teachers will participate in training on instruction aligned to science standards (STEM) with science experts.	Attendance at trainings, reflections, observation data	Principals and instructional coaches will observe new learning and implementation of strategies in classroom visits	ESSER, Title funds
		Science teachers will implement PBL Cross Curricular Experiences for their students. Students will defend their learning around Profile of a Patriot competencies at an Exhibition of Learning event.	PBL lesson implementation, Learning Defense Rubric	Principals and coaches will provide common planning and PLC times for Social Studies teachers. Materials for PBL experiences will be purchased and implementation in classrooms will be observable.	Materials: ARP ESSER
		Administrative team, coaches, and teacher representatives will design and develop the Patriot Innovation Station. This will be a location for students to have rich, STEM driven, learning experiences.	Development and initial use of PIS.	Principals will work with district maintenance staff to monitor the progress of the construction process.	

3: Achievement Gap

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

Goal 3: Students with IEPs will increase proficiency by 100% in Reading, Math, and Writing by 2024, as measured by state assessment data.					
Objective	Strategy	Activities	Measure of Success	Progress Monitoring	Funding
Objective 1: Students with IEPs will increase proficiency by 50%. Reading from 16% to 24% proficient and distinguished. Math from 12% to 18% proficient and distinguished.	Key Core Work Process 5: Establish Learning Culture and Environment	Training on high-impact strategies for ECE and behavior will be provided.	Attendance at training; sharing of ideas and strategies among staff at PLCs/Data Teams; Implementation of strategies in all classrooms	Principals, ECE district leadership, coaches, and school psychologists will observe strategies being implemented in classrooms.	ESSER funds
		MTSS will be implemented in all grade levels and teachers will regularly communicate a culture of learning in each classroom that everyone is a learner (adults and students).	Data shows improvement in student outcomes	Principals, assistant principals, and coaches will monitor the implementation and success of Tier II and Tier III supports.	\$0
		A schedule will be adopted that allows time for all ECE teachers to have collaborative planning and PLCs.	Fastbridge Data, MVPA Data, Formative Assessment Data	Meeting attendance, lesson plans, observation data	\$0
	Key Core Work Process 2: Design and Deliver Instruction	Tiered interventions will provide differentiation of instruction aligned to student needs (standards/skills).	Evidence of data-driven decision-making, interventions occurring; differentiation is occurring	School admin will monitor PLC/Data Team meetings to ensure data-driven decisions and differentiated instruction based on student needs.	\$0

Goal 3: Students with IEPs will increase proficiency by 100% in Reading, Math, and Writing by 2024, as measured by state assessment data.						
Objective	Strategy	Activities	Measure of Success	Progress Monitoring	Funding	
		Evidence based interventions (derived from Fastbridge) will be provided for students based on individual deficits.	Bi-weekly progress monitor will be conducted by ECE staff and High Dosage Tutor	Progress monitoring data will be reviewed during ECE PLCs by teachers and coaches.	ESSER Funds	
		Coaches will work with teachers to co-plan, design engaging tasks, model effective instruction for both Tier I and Tier II supports. Training will be provided as needed in small groups.	Tier I and Tier II instruction will include engaging tasks and evidence-based strategies and resources	Principals will observe implementation during walk-throughs and evaluation meetings	\$0	
Objective 2: Students with IEPs will increase proficiency by 50%. Writing will increase from 12% to 18% proficient and distinguished.		All leaders and teachers will be trained in PBL so teachers have opportunities to implement projects across curriculum, intentionally embedding writing.	PBL projects that provide students opportunities to write about the process and the impact of the project.	School admin teams will ensure students are writing for authentic purposes and audiences	PBL Partnership Contract	
		School admin teams will work with teachers to create a writing policy that incorporate best practices in writing: writing about interests, authentic audience, reading/writing connection	Writing policy completion that exhibits best practices	ELA coaches and instructional supervisor will review writing policies and provide feedback.	Title funds	
		Schools will create writing goals and monitor progress toward those goals	Goal development and progress made	Principals and coaches will monitor goals and progress toward goals	\$0	

Goal 3: Students with IEPs will increase proficiency by 100% in Reading, Math, and Writing by 2024, as measured by state assessment data.						
Objective	Strategy	Activities	Measure of Success	Progress Monitoring	Funding	
		Daily lesson plans will include writing objectives and intentional opportunities for students to write every day.	Student outcomes in writing will increase	School admin will monitor lesson plans; Coaches will support teachers who need additional support	\$0	

4: English Learner Progress

Goal 4 (State your English learner goal.): By 2027, 100% of English Learners at all levels will demonstrate growth toward their composite score as reported on the ACCESS assessment.					
Objective	Strategy	Activities	Measure of Success	Progress Monitoring	Funding
Objective 1 English Learners will demonstrate annual improvement of 15% points toward their composite scores:	Key Core Work Processes 5 and 6: Design, Align, Deliver Support and Establish a Learning Environment and Culture.	Skip Cleavinger will train representatives from each school, including school counselors, on high impact strategies for EL students	Attendance at meetings, implementation of strategies in classroom instruction	District and school leadership will monitor service plans for each student to ensure strategies are identified	\$0, Title funds
		The instructional supervisor will provide ongoing support and resources to ACIC's EL instructor (Patricia Richards)	Resources are purchased	The CAO will check in every 4-7 weeks with the instructional supervisor to monitor progress	ESSER funds
	Key Core Work Process 4: Review, Analyze, and Apply Data	ACIC Counselors and Instructional coach will attend training to understand effective ACCESS reports, scores, and using the data effectively to inform student service plans	Teachers and staff provide input on training; Annual ACCESS training	Sign in sheets from annual ACCESS training; student service plans reflect implementation	\$0
	Key Core Work Process 2: Design and Deliver Instruction	EL instructors and teachers will ensure students are receiving instruction based on their individual service plans	Differentiated support is provided to all EL students	School and district admins see differentiated support provided to EL students	\$0, possibly ESSER
		Administrative team will collaborate with EL Instructor to ensure that the Master Calendar allows for appropriate and sufficient time and space for services to be provided to students.	EL Service Schedule, operational area for services	Building administration will meet quarterly with EL Instructor to ensure that schedule and location is efficient.	\$0

5: Quality of School Climate and Safety

Goal 5 (State your climate and safety goal.): Quality of School Climate and Safety will increase by 16% by the end of the 2026 school year.					
Objective	Strategy	Activities	Measure of Success	Progress Monitoring	Funding
Objective 1: Survey and perception results will improve by 8% each year the survey is given. The ACIC score will move from 74.7% to 82% during the 23-24 school year.	Key Core Work Processes 5 and 6: Design, Align, Deliver Support and Establish a Learning Environment and Culture.	School schedule will include daily SEL time for all grade levels. Activities will include a Morning Meeting Model and The Leader In Me Lessons tied to the 7 Habits of Highly Effective Students.	Behavior Referrals, Attendance, Climate and Safety Survey	Principals will monitor implementation of SEL time during walk-thrus and observations.	ESSER
		A Check and Connect Intervention will be made available for students identified as At-Risk by building level CAP Team.	Increased positive behaviors and attendance for identified students	FRYSC will touch base with identified students daily and monitor and reward progress toward identified goals.	
		Teachers will identify students that need social and emotional support through a survey. Those students will participate in a group (Boy II Men, Sister Squad) that allows relationships to be built with a trusted adult. Students will also learn skills to make them more successful in the classroom and community at large.	Increased positive behaviors and attendance for identified students	Adults responsible for the specific groups will monitor student progress in the areas of Attendance, Academics, and Behavior.	
		Administration will partner with the Culture Action Team to plan opportunities for staff to spend time together and sharpen their saw outside of the school setting.	Monthly staff outing attendance	Culture Action Team will track attendance to events and promote increased participation	\$0

6: Postsecondary Readiness (high school only)

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

7: Graduation Rate (high school only)

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

8: Other (Optional)

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

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

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

<p>Components of Turnaround Leadership Development and Support:</p> <p>Consider: How will you ensure that school leadership has or develops the skills and disposition to achieve accelerated, meaningful, and sustainable increases in student achievement for underperforming subgroups?</p> <p>Response: Building administration will attend training offered by GRREC that addresses meeting the needs of students with IEPs. Administration will work closely with Building Level School Psychologist (as a part of the School’s CAP Team to identify students of concern and implement appropriate early interventions to increase student achievement and address appropriate gaps in instruction and behavior. Administration will also partner with District CAO and District Instructional Supervisor to develop systems of support for staff and intentional intervention availability for students.</p>
<p>Identification of Critical Resources Inequities:</p> <p>Consider: Describe the process used to review the allocation and use of resources (people, time, and money), any resource inequities that were identified that may contribute to underperformance, and how identified resource inequities will be addressed.</p> <p>Response: The school leadership team reviewed the resources that were used to meet the needs of students with IEPs. We analyzed the areas of staffing, instructional resources, and scheduling. Our 4th grade ECE caseloads were elevated, so a request was made for additional staffing and granted by DOSE. A High Dosage Tutor was hired to address foundational reading skill deficits (her schedule is split between students with IEPs and students identified as Tier III Reading in MTSS). Heggerty Phonemic Awareness was purchased for ECE teachers to address the foundational reading deficits of their students. 4th Grade ECE Teachers have received support through LETRS Training (program will be completed by 5th ECE teachers during the 23-24 school year). Planning, data review, and standards work was an area of concern for our ECE teachers. We have modified the Master Schedule to allow time for collaborative planning and PLCs for all ECE teachers.</p>
<p>Additional Actions That Address the Causes of Consistently Underperforming Subgroups of Students</p> <p>Consider: Describe the process used to review the learning culture related to your targeted subgroup(s) and any additional actions that were determined to address the causes of underperformance.</p> <p>Response: During school leadership team meetings (with input from ECE teachers) the learning culture of our students with IEPs was dissected early in the school year. Areas of concern were as follows: (1) testing practices and routines (2) student engagement. In order to support more effective testing practices, our ECE teachers developed a checklist of testing expectations</p>

to be used during all assessments. Student engagement has been addressed through the intentional implementation of Project Based Learning (evidence based approach to learning that promotes student engagement). Our ECE teachers focus on the “extreme users” and advocate for the appropriate modifications and support students need.	
Targeted Subgroups and Evidence-Based Interventions:	
<p>Consider: Identify the areas of need revealed by the analysis of academic and non-academic data that will be addressed through CSIP activities for your targeted subgroup(s). What evidence-based practice(s) will the school incorporate that specifically targets the subgroup(s) achievement that contributed to the TSI identification? How will we monitor the evidence-based practice to ensure it is implemented with fidelity?</p> <p>Response: Using Fastbridge as a universal screener we will identify skill based deficits that serve as barriers for students to achieve grade level standards. Based on Fastbridge data we will design targeted intervention plans to address those foundational gaps. The fidelity of interventions will be assessed biweekly using the Fastbridge Progress Monitoring Tool. The Building Administration will attend PBIS training and develop a strategic behavioral plan for the building. This plan will increase positive behaviors among all students and be supported by Tiered Interventions for students with behavioral deficits (The intention of PBIS intervention is to address the substantial amount of behavioral referrals for students with IEPs.)</p>	
Complete the table below to document the evidence that supports the Activities outlined in this plan. Additional rows may be added to accommodate additional pieces of evidence.	

TSI/ATSI Evidence-based Practices

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

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

Evidence-based Activity	Evidence Citation	Uploaded in eProve
Administer universal screening, Fastbridge, 3 times a year to identify at risk students.	Hattie, J. (2009). Visible Learning: a synthesis of over 800 meta-analyses relating to achievement. Routledge: New York, NY.	<input checked="" type="checkbox"/>
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Special Considerations for Comprehensive Support and Improvement (CSI) Schools

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

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

Turnaround Team:
<p>Consider: Provide a comprehensive list of persons and entities involved in the turnaround efforts and the specific roles each shall play in the school’s turnaround process</p> <p>Response:</p>
Identification of Critical Resources Inequities:
<p>Consider: Describe the process used to review the allocation and use of resources (people, time, and money), any resource inequities that were identified that may contribute to underperformance, and how identified resource inequities will be addressed.</p> <p>Response:</p>

Evidence-based Practices

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

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

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