

Helmwood Heights 2022-2023

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

1: Proficiency Goal

Helmwood Heights Reading Proficiency Goal:
By 2027, the **Reading Proficiency Indicator** for ALL students will increase from 44% to 64%.
5 Year Plan - 44% to 48% to 52% to 56% to 60% to 64%

Helmwood Heights Math Proficiency Goal:
By 2027, the **Math Proficiency Indicator** for ALL students will increase from 39% to 59%.
5 year Plan - 39% to 43% to 47% to 51% to 55% to 59%

Objective	Strategy	Activities	Measure of Success	Progress Monitoring	Funding
By 2023, the Reading Proficiency Indicator for ALL students will increase from 44% to 64%. 5 Year Plan - 44% to 48% to 52% to 56% to 60% to 64%	KCWP: 1, 2, 3, 4, 5, 6	Instructional Framework Co-Teaching (station teaching & parallel teaching models), Kagan Cooperative Learning Structures to increase engagement, a Blended Learning model using Lexia & Moby Max, high yield strategies per educational research of Hattie & Marzano & a Balanced Assessment approach	-PLC /Staff meetings -ongoing Assessment data -Lexia & Moby Max progress/data -classroom observations/walk throughs -Lesson Plans/Learning Targets/Outcomes	-walk throughs & observations -PLC meetings/teachers & school leadership -ongoing assessment data/teachers, school/district leadership -curriculum & instruction committee -SBDM council	-District PD -KETS -Title I -Instr. Res. -Title II
		Balanced Literacy Instructional Action Plan to include ongoing comprehension, fluency, vocabulary, phonemic awareness/phonics, grammar/language & writing instruction in all grades in a co-teaching (station teaching & parallel teaching) model using core resources & instructional strategies	-Balanced Literacy Action Plan -HH Team Drive Literacy Curriculum Folder -PLC /Staff meeting -ongoing Assessment data -Lexia & Moby Max progress/data -classroom observations/ walk throughs -Lesson Plans/Learning Targets/Outcomes -Edulastic/Learning Checks	-walk throughs & observations -PLC meetings/teachers & school leadership -ongoing assessment data/teachers, school/district leadership -PGES coaching & conferences/school leadership -curriculum & instruction committee -SBDM council	-District PD -Title I -KETS -Instr. Res.
		Culture Of Learning to include instruction of a growth mindset for our students as well as guidance on how to grow positive traits and habits to be productive members of the community.	-ongoing Assessment data -Tuesday Guidance sessions	-PBIS/RtB team & committee meetings -stakeholder feedback/ongoing -walk throughs & observations/school & district leadership -PLC meetings/teachers/school leadership -assessment data/ongoing/teachers, school & district leadership	-School Act -Title I -Family Resource

Objective	Strategy	Activities	Measure of Success	Progress Monitoring	Funding
Objective 2: <i>By 2023, the Math Proficiency Indicator for ALL students will increase from 39% to 59%. 5 year Plan - 39% to 43% to 47% to 51% to 55% to 59%</i>	KCWP: 1, 2, 3, 4, 5, 6	Instructional Framework <i>to include Co-Teaching (station teaching & parallel teaching models), Kagan Cooperative Learning Structures to increase engagement, a Blended Learning model using Lexia & Moby Max, high yield strategies per educational research of Hattie & Marzano & a Balanced Assessment approach</i>	-PLC /Staff meeting/PD agendas/notes/sign in sheets -ongoing Assessment data -Happy Numbers/Moby Max progress/data -classroom observations/walk throughs -Lesson Plans/Learning Targets/Outcomes	-walk throughs & observations -PLC meetings/teachers & school leadership -ongoing assessment data/teachers, school/district leadership -curriculum & instruction committee -SBDM council	-District PD -KETS -Title I -Instr. Res. -Title II
		Math Instructional Action Plan <i>to include use of core resource Go Math & grade level pacing guides, focus on mathematical practices, fluency/automaticity, math vocabulary, higher level problem solving & reasoning skills, repeated & spiraled practice of mathematical skills, a blended learning model using Mobymax & a balanced assessment approach featuring learning checks</i>	-Math Instructional Action Plan -HH Team Drive Math Curriculum Folder -PLC /Staff meeting -Moby Max/Happy Numbers progress/data -classroom observations/ walk throughs -Lesson Plans/Learning Targets/Outcomes -Learning Checks -Edulastic	-walk throughs & observations -PLC meetings/teachers & school leadership -ongoing assessment data/teachers, school/district leadership -PGES coaching & conferences/school leadership -curriculum & instruction committee -SBDM council -Learning Checks	-District PD -Title I -KETS -Instr. Res.
		Culture Of Learning <i>to include instruction of a growth mindset for our students as well as guidance on how to grow positive traits and habits to be productive members of the community.</i>	-ongoing Assessment data -Tuesday Guidance Sessions	-PBIS/RtB team & committee meetings -stakeholder feedback/ongoing -walk throughs & observations/school & district leadership -PLC meetings/teachers/school leadership -assessment data/ongoing/teachers, school & district leadership	-School Act -Title I -Family Resource

2: Separate Academic Indicator

<div>HH Science Proficiency Goal: By 2027, the Separate Academic Science proficiency will increase from 38% to 58%. 5 year plan - 38% to 42% to 46% to 50% to 54% to 58% By 2027, the Separate Academic Writing proficiency will increase from 34% to 54%. 5 year plan - 34% to 38% to 42% to 46% to 50% to 54% By 2027, the Separate Academic Social Studies proficiency will increase from 27% to 47%. 5 year plan - 27% to 31% to 35% to 39% to 43% to 47%</div>					
Objective	Strategy	Activities	Measure of Success	Progress Monitoring	Funding
By 2023, the Separate Academic Science proficiency will increase from 38% to 58%. 5 year plan - 38% to 42% to 46% to 50% to 54% to 58%	KCWP: 1, 2, 3, 4, 5, 6	Instructional Framework to include Kagan Cooperative Learning Structures to increase engagement, a STEM lab program that operates in collaboration with each grade level team, high yield strategies per educational research of Hattie & Marzano & a Balanced Assessment approach	-PLC /Staff meeting/PD agendas/notes/sign in sheets -ongoing Assessment data -Lexia & Moby Max progress/data -classroom observations/walk throughs -Lesson Plans/Learning Targets/Outcomes	-walk throughs & observations/weekly & monthly/school & district leadership -PLC meetings/bimonthly/teachers & school leadership -ongoing assessment data/teachers, school/district leadership -curriculum & instruction committee/monthly -SBDM council/monthly	-District PD -KETS -Title I -Instr. Res. -Title II
		Science Instructional Action Plan to include a STEM lab program that operates in collaboration with each grade level team using pacing guides; the use of PLTW modules/Vex Robotics/Foss Kits/Mystery Science, strong focus on the engineering design process & inquiry based thinking & problem solving	-Science Pacing Guide & Action Plan -HH Team Drive Science Curriculum Folder -PLC /Staff meeting/PD agendas/notes/sign in sheets -ongoing Assessment data -classroom observations/ walk throughs -Lesson Plans/Learning Targets/Outcomes	-walk throughs & observations/weekly & monthly/school & district leadership -PLC meetings/bimonthly/teachers & school leadership -ongoing assessment data/teachers, school/district leadership -PGES coaching & conferences/school leadership -curriculum & instruction committee/monthly -SBDM council/monthly	-District PD -Title I -KETS -Instr. Res.
		Culture Of Learning to include instruction of a growth mindset for our students as well as guidance on how to grow positive traits and habits to be productive members of the community.	-Tuesday Guidance session -ongoing Assessment data	-PBIS/RtB team & committee meetings/monthly -stakeholder feedback/ongoing -walk throughs & observations/weekly & monthly/school & district leadership -PLC meetings/bimonthly/teachers/school leadership -assessment data/ongoing/teachers, school & district leadership	-School Act -Title I -Family Resource
Objective	Strategy	Activities	Measure of Success	Progress Monitoring	Funding
Objective 2: By 2023, the Separate Academic	KCWP: 1, 2, 3, 4, 5, 6	Instructional Framework to include Kagan Cooperative Learning Structures to increase engagement, a Blended Learning model using Lexia & Moby	-PLC /Staff meeting -ongoing Assessment data -Lexia & Moby Max progress/data -classroom observations/walk throughs -Lesson Plans/Learning Targets/Outcomes	-walk throughs & observations/school & district leadership -PLC meetings/teachers & school leadership -ongoing assessment data/teachers, school/district leadership	-District PD -KETS -Title I -Instr. Res. -Title II

<p>Writing proficiency will increase from 34% to 54%. 5 year plan - 34% to 38% to 42% to 46% to 50% to 54%</p>		<p>Max, high yield strategies per educational research of Hattie & Marzano & a Balanced Assessment approach</p>		<p>-curriculum & instruction committee -SBDM council</p>	
		<p>Writing Instructional Action Plan to include a focus on informative, persuasive & narrative writing, four square organizers, rubrics & checklists, tri-fold folders for writing management, writer’s notebooks, handwriting & keyboarding skills development, instruction in grammar, figurative language & writing strategies, common & cross-curricular prompts at each grade level that are aligned & of high interest, collaborate writing scoring & feedback (teacher/teacher, teacher/student, student/student) & writing showcases & celebrations each year</p>	<p>-Writing Instructional Action Plan -Rubrics/Checklists, 4 Square Organizers -HH Team Drive Writing Curriculum Folder -PLC /Staff meeting -ongoing Assessment data -Moby Max progress/data -classroom observations/walk throughs -Lesson Plans/Learning Targets/Outcomes</p>	<p>-walk throughs & observations/school & district leadership -PLC meetings/teachers & school leadership -ongoing assessment data/teachers, school/district leadership -PGES coaching & conferences/school leadership</p>	<p>-District PD -Title I -Inst. Res.</p>
		<p>Culture Of Learning to include instruction of a growth mindset for our students as well as guidance on how to grow positive traits and habits to be productive members of the community.</p>	<p>-ongoing Assessment data -Tuesday Guidance Sessions</p>	<p>-PBIS/RtB team & committee meetings -stakeholder feedback/ongoing -walk throughs & observations/school & district leadership -PLC meetings/teachers/school leadership -assessment data/ongoing/teachers, school & district leadership</p>	<p>-School Act -Title I -Family Resource</p>
Objective	Strategy	Activities	Measure of Success	Progress Monitoring	Funding
<p>Objective 3: By 2023, the Separate Academic Social Studies proficiency will increase from 27% to 47%. 5 year plan - 27% to 31% to 35% to 39% to 43% to 47%</p>	<p>KCWP: 1, 2, 3, 4, 5, 6</p>	<p>Instructional Framework to include Kagan Cooperative Learning Structures to increase engagement, a Blended Learning model using MobyMax, high yield strategies per educational research of Hattie & Marzano & a Balanced Assessment approach</p>	<p>-PLC /Staff meeting/PD agendas/notes/sign in sheets -ongoing Assessment data -Lexia & Moby Max progress/data -classroom observations/walk throughs -Lesson Plans/Learning Targets/Outcomes</p>	<p>-walk throughs & observations/weekly & monthly/school & district leadership -PLC meetings/bimonthly/teachers & school leadership -ongoing assessment data/teachers, school/district leadership -curriculum & instruction committee/monthly -SBDM council/monthly</p>	<p>-District PD -KETS -Title I -Instr. Res. -Title II</p>
		<p>Social Studies Instructional Action Plan a plan that is in development, but will include grade level expectations for the teaching of social studies standards and assessments. Focus will be on cross-curricular reading/writing in all grade levels with social studies as the subject.</p>	<p>-Social Studies Instructional Action Plan -HH Team Drive Social Studies Curriculum Folder -PLC /Staff meeting/PD agendas/notes/sign in sheets -ongoing Assessment data -classroom observations/walk throughs -Lesson Plans/Learning Targets/Outcomes -team planning with sister school</p>	<p>-walk throughs & observations/school & district leadership -PLC meetings/teachers & school leadership -ongoing assessment data/teachers, school/district leadership -PGES coaching & conferences/school leadership</p>	<p>-District PD -Title I -Inst. Res.</p>
		<p>Culture Of Learning to include instruction of a growth mindset for our students as well as guidance on how to grow positive traits and habits to be productive members of the community.</p>	<p>-Friday Guidance Sessions -Student Led Conferences -ongoing Assessment data -Mentor Meetings and Events</p>	<p>-PBIS/RtB team & committee meetings -stakeholder feedback/ongoing -walk throughs & observations/school & district leadership -PLC meetings/teachers/school leadership -assessment data/ongoing/teachers, school & district leadership</p>	<p>-School Act -Title I -Family Resource</p>

3: Achievement Gap

Goal 3 (Achievement Gap Goal): By 2027, the Reading and Math achievement gap between each demographic group and its applicable reference group will decrease so that the percent of students scoring Novice, Apprentice, and Proficient/Distinguished will be as follows: 20% Novice, 50% Apprentice, and 30% Proficient/Distinguished; Special Education students; 20% Novice, 50% Apprentice, and 30% Proficient/Distinguished for African American and Free/Reduced students.					
Objective	Strategy	Activities	Measure of Success	Progress Monitoring	Funding
Objective 1: By 2025, the Reading and Math achievement gap between each demographic group and its applicable reference group in each Elizabethtown Independent School district school will decrease so that the percent of students scoring Novice, Apprentice, and Proficient/Distinguished will be as follows: 20% Novice, 50% Apprentice, and 30% Proficient/Distinguished; Special Education students; 20% Novice, 50% Apprentice, and 30% Proficient/Distinguished for African American and Free/Reduced students.	KCWP: 1, 2, 3, 4, 5, 6	Kagan Cooperative Learning <i>under district guidance, all school staff will receive Day 2 Kagan Cooperative Learning Training, begin implementing in classroom instruction and participate in follow up coaching by Kagan trainers</i>	-PLC /Staff meeting -coaching notes and schedules -classroom observations/walk throughs -Lesson Plans/Learning Targets/Outcomes	-walk throughs & observations/school & district leadership -PLC meetings/teachers & school leadership -Kagan coaching & support -PGES coaching & conferences/school leadership	-District PD -Title I -Title II
		Blended Learning Model <i>during RtL math and reading blocks each teacher/grade level will use a blended learning model using Lexia and Moby Max that encompasses a balance between digital learning and face to face instruction with teachers designed to meet the needs and fill gaps of each individual learner</i>	-PLC /Staff meeting/PD agendas/notes/sign in sheets -ongoing Assessment data -Lexia & Moby Max progress/data -classroom observations/walk throughs -Lesson Plans/Learning Targets/Outcomes	-walk throughs & observations/school & district leadership -PLC meetings/bimonthly/teachers & school leadership -PGES coaching & conferences/school leadership	-District PD -Title I -KETS
		Orton Gillingham Phonics Instruction <i>all literacy teachers will participate in Brainspring Orton Gillingham Multisensory Phonics Instruction led by two level one certified teachers in the building; level one certification will also be opened up to additional certified staff in the building</i>	-PLC /Staff meeting/PD agendas/notes/sign in sheets -ongoing Assessment data -classroom observations/walk throughs -Lesson Plans/Learning Targets/Outcomes	-walk throughs & observations/school & district leadership -PLC meetings/teachers & school leadership -OG Level 1 Teacher Coaching -PGES coaching & conferences/school leadership	-District PD -Title I -Instr. Res.
		Station Teaching/Co-Teaching/Parallel Teaching <i>Following the district short and long range plan for implementing these instructional models and provide ongoing PD, resources, staffing, etc.</i>	-STAR, KPREP Data -formative assessment data -Teacher Feedback -Walk Through Data -RTB/PBIS Data	-Walk throughs and observations/school and district leadership -PLC Meetings/teachers & school leadership	-Title I -Title I PI -School Act.
		Culture of Learning <i>to include instruction of a growth mindset for our students as well as guidance on how to grow positive traits and habits to be productive members of the community.</i>	-ongoing Assessment data -Mentor Meetings and Events	-PBIS/RtB team & committee meetings/monthly -stakeholder feedback/ongoing -walk throughs & observations/weekly & monthly/school & district leadership -PLC meetings/bimonthly/teachers/school leadership -assessment data/ongoing/teachers, school & district leadership	-School Act -Title I -Family Resource
		Mentorship <i>current mentorship programs with the Wesley Hilltop House will continue while other mentor program and opportunities will be researched, community</i>	-community partnerships -mentor meetings and events -student achievement data -service and leadership involvement	-PBIS/RtB team and committee meetings/monthly -stakeholder feedback/ongoing -student achievement data	-Community Sponsorships -Grants -Family Resource

		<i>relationships and partnerships will also be sought after to develop and sustain mentorship programming for gap students</i>			
		Equity Plan <i>under district leadership, school leadership and staff will follow and participate in the district's equity plan and extend and expand upon the plan to increase community and family engagement and support academic success and achievement in our students</i>	<i>-community partnerships and involvement</i> <i>-community meetings and events</i> <i>-student achievement data</i> <i>-service and leadership involvement</i> <i>-student led conference involvement</i> <i>-Family Showcase Night attendance</i>	<i>-Title I/Parent Involvement committee meetings/monthly</i> <i>-stakeholder feedback/ongoing</i> <i>-student achievement data</i> <i>-volunteer and participation data</i>	<i>-Title I</i> <i>-Title IV</i> <i>-District PD</i> <i>-Family Resource</i>

4: English Learner Progress

Goal: By 2024, The English Learners will all increase by one level as measured on the access test.					
Objective	Strategy	Activities	Measure of Success	Progress Monitoring	Funding
By 2024, The English Learners will all increase by one level as measured on the access test.	KCWP: 1, 2, 3, 4, 5, 6	Instructional Framework <i>to include Co-Teaching (station teaching & parallel teaching models), Kagan Cooperative Learning Structures to increase engagement, a Blended Learning model using Lexia & Moby Max, high yield strategies per educational research of Hattie & Marzano & a Balanced Assessment approach</i>	<i>-PLC /Staff meeting/PD agendas/notes/sign in sheets</i> <i>-ongoing Assessment data</i> <i>-Lexia & Moby Max progress/data</i> <i>-classroom observations/walk throughs</i> <i>-Lesson Plans/Learning Targets/Outcomes</i>	<i>-walk throughs & observations/school & district leadership</i> <i>-PLC meetings/teachers & school leadership</i> <i>-ongoing assessment data/teachers, school/district leadership</i> <i>-curriculum & instruction committee</i> <i>-SBDM council</i>	<i>-District PD</i> <i>-KETS</i> <i>-Title I</i> <i>-Instr. Res.</i> <i>-Title II</i>
		Balanced Literacy Instructional Action Plan <i>to include ongoing comprehension, fluency, vocabulary, phonemic awareness/phonics, grammar/language & writing instruction in all grades in a co-teaching (station teaching & parallel teaching) model using core resources & instructional strategies</i>	<i>-Balanced Literacy Action Plan</i> <i>-HH Team Drive Literacy Curriculum Folder</i> <i>-PLC /Staff meeting</i> <i>-ongoing Assessment data</i> <i>-Lexia & Moby Max progress/data</i> <i>-classroom observations/ walk throughs</i> <i>-Lesson Plans/Learning Targets/Outcomes</i>	<i>-walk throughs & observations/school & district leadership</i> <i>-PLC meetings/teachers & school leadership</i> <i>-ongoing assessment data/teachers, school/district leadership</i> <i>-PGES coaching & conferences/school leadership</i> <i>-curriculum & instruction committee/monthly</i> <i>-SBDM council/monthly</i>	<i>-District PD</i> <i>-Title I</i> <i>-KETS</i> <i>-Instr. Res.</i>
		Culture Of Learning <i>to include instruction of a growth mindset for our students as well as guidance on how to grow positive traits and habits to be productive members of the community.</i>	<i>-Tuesday Guidance Sessions</i> <i>-ongoing Assessment data</i>	<i>-PBIS/RtB team & committee meetings/monthly</i> <i>-stakeholder feedback/ongoing</i> <i>-walk throughs & observations/weekly & monthly/school & district leadership</i> <i>-PLC meetings/bimonthly/teachers/school leadership</i>	<i>-School Act</i> <i>-Title I</i> <i>-Family Resource</i>

				-assessment data/ongoing/teachers, school & district leadership	
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5: Quality of School Climate and Safety

Goal: By 2027, The Quality of School Climate and Safety will increase from 73% to 93%. <i>5 year plan - 73% to 77% to 81% to 85% to 89% to 93%</i>					
Objective	Strategy	Activities	Measure of Success	Progress Monitoring	Funding
By 2027, The Quality of School Climate and Safety will increase from 73% to 93%. <i>5 year plan - 73% to 77% to 81% to 85% to 89% to 93%</i>	KCWP: 6	Surveys <i>To include ongoing surveys of students to find where we are lacking in order to better meet their needs.</i> SEL Skills <i>Develop and build social/emotional skills for all students.</i>	-Survey results -Ongoing collaborative sessions with students to better serve their needs -Leadership walk throughs	-walk throughs & observations/school & district leadership -PLC meetings/teachers & school leadership -ongoing assessment data/teachers, school/district leadership -curriculum & instruction committee -SBDM council	-none
		Kagan Cooperative Learning <i>under district guidance, all school staff will receive Day 3 Kagan Cooperative Learning Training, begin implementing in classroom instruction and participate in follow up coaching by Kagan trainers</i>	-PLC /Staff meeting -coaching notes and schedules -classroom observations/walk throughs -Lesson Plans/Learning Targets/Outcomes	-walk throughs & observations/school & district leadership -PLC meetings/teachers & school leadership -Kagan coaching & support -PGES coaching & conferences/school leadership	--District PD -Title I -Title II
		Culture Of Learning <i>to include instruction of a growth mindset for our students as well as guidance on how to grow positive traits and habits to be productive members of the community.</i>	-Tuesday Guidance Sessions -ongoing Assessment data	-PBIS/RtB team & committee meetings/monthly -stakeholder feedback/ongoing -walk throughs & observations/weekly & monthly/school & district leadership -PLC meetings/bimonthly/teachers/school leadership -assessment data/ongoing/teachers, school & district leadership	-School Act -Title I -Family Resource

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

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

Components of Turnaround Leadership Development and Support:
<p>Consider: How will you ensure that school leadership has or develops the skills and disposition to achieve accelerated, meaningful, and sustainable increases in student achievement for underperforming subgroups?</p> <p>Response: Working with EIS Special Education DOS to ensure proper implementation of disability based strategies.</p>
Identification of Critical Resources Inequities:

Consider: Describe the process used to review the allocation and use of resources (people, time, and money), any resource inequities that were identified that may contribute to underperformance, and how identified resource inequities will be addressed.

Response: Through our Master Schedule committee, evaluate our current schedule and the number of minutes allotted to resource time. As well, in working with the Curriculum and Instruction Committee, evaluate current instructional practices and offer suggestions/strategies for improvement.

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: Testing data was reviewed with the entire staff and in the following subgroups: Special Education Professional Learning Community, SBDM Council and the Curriculum/Instruction Committee. As a result of these conversations, two members of our special education team were sent to collaborate with a neighboring school to evaluate their practices and our current practices. It was determined that moving forward we will dedicate more time to comprehension and vocabulary during our SPED resource time in addition to continuing our focus on phonics based instruction through the Orton-Gillingham Program. Our SPED department will also review the Ky MTSS Implementation Guide for other suggested strategies in order to improve performance.

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?

Response: We will dedicate more time to comprehension and vocabulary during our SPED resource time in addition to continuing our focus on phonics based instruction through the Orton-Gillingham Program. Our SPED department will also review the Ky MTSS Implementation Guide for other suggested strategies in order to improve performance. Monitoring will occur through review of our Learning Checks which will occur twice prior to KSA Spring Testing. Those results will be reviewed within PLCs.

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
Orton Gillingham	Ritchey, K. D., & Goeke, J. L. (2006). Orton-Gillingham and Orton-Gillingham-based reading instruction: A review of the literature. Journal of Special Education, 40(3), 171-183. 5 reported that the OG instruction was more effective than were comparison or control interventions for all measured outcomes.	<input checked="" type="checkbox"/>
MTSS	KY MTSS Implementation Guide	X

