

Comprehensive School Improvement Plan (CSIP)

Rationale

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

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

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

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

Requirements for Building an Improvement Plan

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

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

Explanations/Directions

Goal: Schools should determine long-term goals that are three to five year targets for each required school level indicator. 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

<div>Goal 1 (State your reading and math goal.):<ul style="list-style-type: none">By 2025, Clay City Elementary will increase the percentage of students scoring proficient/distinguished in Reading from 23.2% to 38.2%.By 2025, Clay City Elementary will increase the percentage of students scoring proficient/distinguished in Math from 15.75% to 30.75%.</div>					
Objective	Strategy	Activities	Measure of Success	Progress Monitoring	Funding
<div>Objective 1: Clay City Elementary will decrease the percentage of students scoring Novice on the 2022-2023 KSA by 10% in Reading.</div> <div>Objective 2: Clay City Elementary will decrease the percentage of students scoring Novice on the 2022-2023 KSA by 10% in Math.</div>	KCWP 2: Design and Deliver Instruction	<div>Title I and classroom teachers will provide research-based interventions for students who need additional support beyond Tier I instruction.</div> <div>Grades 1, 2, and 3 are supported by interventionists and assistants in reading and in math. These interventionists go into classrooms to assist in small group instruction and pull students out of regular instruction for more intensive interventions.</div> <div>Teachers will use the TNTP Assignment Review Protocol for Reading and Math to determine if activities that are being taught in class actually meet and fulfill the academic standards. Teachers will also use the Lexile level program to determine if texts are grade level appropriate.</div>	<div>Lesson plan review for interventions</div> <div>Instructional PLCs</div> <div>PLCs for RtI discussion</div> <div>Improvement on MAP assessment data throughout school year</div> <div>TNTP Assignment Review Protocol analysis</div>	<div>End of each 6 weeks (end of each tier in RtI)</div> <div>Weekly assessment updates</div> <div>NWEA MAP assessment data</div>	<div>Title I</div> <div>ESSER</div> <div>ESS</div>

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- By 2025, Clay City Elementary will increase the percentage of students scoring proficient/distinguished in Math from 15.75% to 30.75%.

Objective	Strategy	Activities	Measure of Success	Progress Monitoring	Funding
		<p>ESS is implemented for those students who need additional services in reading, specifically targeting students in third grade. These are the students who have missed most of their educational experience due to the negative effects of the pandemic.</p> <p>Principal and Assistant Principal work four days weekly in third grade groups for reading and math intensive interventions. Small groups consist of four to six students who receive these intensive interventions.</p> <p>Reading teachers in grades K-5 will implement Jan Richardson's Literacy Footprints Guided Reading Model for small group reading instruction.</p> <p>Teachers will implement Engage New York, an online math curriculum used school-wide. This curriculum will focus on common core standards for math and also ties into data-driven instruction. Teachers will also supplement the</p>	<p>NWEA MAP data for reading and math student performance</p> <p>Lesson Planning</p> <p>Instructional PLC discussions/planning process</p> <p>Walkthroughs</p> <p>Observations</p> <p>Lesson Planning</p>		

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Objective	Strategy	Activities	Measure of Success	Progress Monitoring	Funding
	<p>KCWP 1: Design and Deploy Standards: A district english language arts curriculum team will work through the Model Curriculum Framework process to evaluate and revise the reading and writing curriculum. This includes reviewing and selecting a high quality instructional resource at the elementary school level.</p> <p>KCWP 2: Design and Deliver Instruction</p>	<p>curriculum as needed for enhanced student instruction with quality and rigorous assignments.</p> <p>Complete Phases 1-4 of the Model Curriculum Framework Consumer Guide</p> <p>CCE is a Pilot School that will participate in coaching sessions with the Achievement Network</p> <p>Professional Learning for 2023 to support teachers with revised curriculum</p> <p>Teachers will use formative assessments to design instruction that is appropriate for each student, based on ability level. During instructional PLCs, teachers and administrative teams will review assessment data to determine if 80% of students are meeting mastery.</p>	<p>Instructional PLC discussions/planning process</p> <p>Walkthroughs</p> <p>Completing Phases 1-4 of the process</p> <p>Curriculum work complete</p> <p>HQIR choice made K-12</p> <p>PL planned for 2023</p> <p>Instructional PLC Agenda/Planning/Assessment</p>	<p>Checkpoints for each phase completed following timeline</p> <p>S. Linn and District Math Leadership Team</p> <p>Infinite Campus gradebook</p> <p>Formative and Summative Assessment data</p> <p>Instructional PLC discussion about <i>how students are performing</i></p>	ESSER

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Objective	Strategy	Activities	Measure of Success	Progress Monitoring	Funding
		<p>Collaboration with PEBC will continue as teachers implement the Workshop Model within all classrooms at CCE.</p> <p>CCE teachers will begin observing in one another's classrooms in the spring. Through our work with PEBC, we discovered that teachers are not comfortable going into other classrooms, and we want to improve this type of experience for them. The knowledge teachers can gain from their colleagues is far more extensive than anything learned in a book. This will include our teachers who are proficient at using the Workshop Model serving as lab hosts for other teachers both in and out of CCE.</p> <p>Teachers will use data spreadsheets that include all student data from KSA, as well as NWEA MAP. RtI data will be included if students are in this interventional process.</p>	<p>Instructional PLC planning agendas and minutes</p> <p>Classroom observations</p> <p>Coaching conferences with teachers</p> <p>Increase in student achievement</p>	<p>NWEA MAP assessment data</p> <p>Formative and Summative assessment data</p> <p>October and March check-ins with PEBC partners Lori and Michelle (follow up Zoom sessions as needed)</p> <p>Improvement in math and reading data</p> <p>Spreadsheets will show growth throughout the school year.</p>	

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Objective	Strategy	Activities	Measure of Success	Progress Monitoring	Funding
	KCWP 5: Design, Align, and Deliver Support Processes	<p>Teachers will use this data to determine the needs of students.</p> <p>Teachers will make use of Look and Listen protocol during Instructional PLCs. Teachers will share student work samples, and the grade level team will review the work together to see what strategies are working with students and what strategies need to be improved.</p> <p>Instructional PLC agendas will be geared toward DuFour's Big 4 Questions:</p> <p>1. What do we expect students to learn? 2. How will we know they are learning? 3. How will we respond when they don't learn? 4. How will we respond if they already know it?</p> <p>Teachers will also use <u>The Curious Classroom</u> to guide personalized learning experiences for their</p>	<p>Increase in student performance based on improvement in classroom instructional strategies</p> <p>Instructional PLC minutes/agendas</p> <p>Lesson Plans</p>	<p>NWEA MAP assessment data improvement</p> <p>Student growth</p> <p>Discussion of student data in instructional PLCs</p>	

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Objective	Strategy	Activities	Measure of Success	Progress Monitoring	Funding
		students, particularly as they work to integrate all subject areas in project-based learning opportunities.	Lesson Plans		Title I ESSERS

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

Goal 2 (State your science, social studies, and writing goal.): <ul style="list-style-type: none">By 2025, Clay City Elementary will increase the percentage of students scoring proficient/distinguished in Science from 17.6% to 32.6%.By 2025, Clay City Elementary will increase the percentage of students scoring proficient/distinguished in Social Studies from 22% to 37%.By 2025, Clay City Elementary will increase the percentage of students scoring proficient/distinguished in Writing from 14% to 39%.					
Objective	Strategy	Activities	Measure of Success	Progress Monitoring	Funding
Objective 1: Clay City Elementary will decrease the percentage of students scoring Novice on the 2022-2023 KSA by 10% in Science.	KCWP 2: Design and Deliver Instruction	STEM Lab implementation at CCE Students will be engaged with work focused on Science Technology Engineering and Math (STEM). In the lab, students are able to work on projects and experiments designed to develop critical thinking and problem solving skills. STEM teacher will collaborate with regular education science teachers for planning purposes.	Increase in student mastery after formal and informal classroom assessments	Lesson Planning Student growth in formative and summative assessments by classroom teacher	SBDM Title I ESSER
		School purchased Amplify Science curriculum for K-5. Amplify Science is a K-5 science curriculum that blends hands-on investigations, literacy-rich activities, and interactive digital tools to empower students to think, read, write, and argue like real scientists and engineers.	Increase in student mastery after each grading period	Lesson Planning Amplify Curriculum Guide Classroom observations	Title I
		Collaboration with PEBC will continue as teachers implement the Workshop Model within all classrooms at CCE	Instructional PLC planning, minutes, agendas	NWEA MAP assessment data Formative and summative data from assessments	

Goal 2 (State your science, social studies, and writing goal.): <ul style="list-style-type: none"> By 2025, Clay City Elementary will increase the percentage of students scoring proficient/distinguished in Science from 17.6% to 32.6%. By 2025, Clay City Elementary will increase the percentage of students scoring proficient/distinguished in Social Studies from 22% to 37%. By 2025, Clay City Elementary will increase the percentage of students scoring proficient/distinguished in Writing from 14% to 39%. 					
Objective	Strategy	Activities	Measure of Success	Progress Monitoring	Funding
Objective 2: Clay City Elementary will decrease the percentage of students scoring Novice on the 2022-2023 KSA by 10% in Social Studies.	KCWP 2: Design and Deliver Instruction				
	KCWP 2: Design and Deliver Instruction	Teachers will plan differentiated activities for social studies based on formative assessment done in class. Small group instruction will focus on individual student learning.	Lesson Plans Walkthrough Evidence	Lesson Planning Evidence from classroom visits	
		Collaboration with PEBC will continue as teachers implement the Workshop Model within all classrooms.	Instructional PLC planning, agendas, and minutes	NWEA MAP assessment data	
		Intermediate social studies teachers will attend the “Breaking Down the Standards” training at CKEC to focus on social studies instruction.	Standard and curriculum development with Supervisor of Instruction	Professional Learning Teacher feedback	Free
		Social studies teachers will implement the use of “edlastic,” an online social studies learning platform that is in a testing format.	Lesson Plans Walkthrough evidence	Lesson Planning Evidence from formative assessments	Free
Objective 3: Clay City Elementary will decrease the percentage of students scoring Novice on the 2022-2023 KSA by 10% in Writing.	KCWP 2: Design and Deliver Instruction	All grade levels will implement a daily writing block. During this time, all students will be training to write using the SPAT technique, focusing on Situation, Purpose, Audience, and Task.	Writing Samples Lesson Plans	Lesson Planning Classroom walkthroughs	Title II
	KCWP 5: Design, Align, and Deliver Support	Teachers will receive professional learning prior to the start of the school year that focuses on writing instruction. Teachers will also be	Teacher feedback Student feedback	Professional Learning Teacher Feedback from PD	

Goal 2 (State your science, social studies, and writing goal.): <ul style="list-style-type: none">By 2025, Clay City Elementary will increase the percentage of students scoring proficient/distinguished in Science from 17.6% to 32.6%.By 2025, Clay City Elementary will increase the percentage of students scoring proficient/distinguished in Social Studies from 22% to 37%.By 2025, Clay City Elementary will increase the percentage of students scoring proficient/distinguished in Writing from 14% to 39%.					
Objective	Strategy	Activities	Measure of Success	Progress Monitoring	Funding
		given time to observe other teachers as they teach writing to students.	Increase in student achievement		

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: Clay City Elementary will decrease the percentage of students with an IEP scoring Novice on the 2022-2023 KSA by 5% in Reading.	KCWP 2: Design and Deliver Instruction	Special education teachers will collaborate with regular education teachers in grades K-5 to implement co-teaching in the regular classroom, based on student needs in IEPs. Title I teachers, as well as school interventionists, will also collaborate in planning for co-teaching groups. As part of the collaborative process, small group learning will take place in classrooms, allowing students to work in small groups of 5-6. This will include instruction in Literacy Footprints.	Student growth on progress monitoring data Lesson Planning Classroom observations	Increase in student mastery	Title I
	KCWP 2: Design and Deliver Instruction	CCE special education teachers will implement the use of the updated version of SRA. The SRA reading mastery program is a basal reading program designed for intervention of K-5. It is a direct instruction that is designed to provide explicit, systematic instruction in English language reading. The goal of this reading program is to use a strict	Lesson Planning	Increase in student mastery	SPED Funding

Objective	Strategy	Activities	Measure of Success	Progress Monitoring	Funding
		controlled sequence of tasks to promote reading success.			
		CCE special education teachers and assistants will implement the use of Great Leaps. Great Leaps is a research-based tool and intervention that helps to build reading fluency through one-on-one work between a teacher and a student.	Lesson Planning	Increase in student mastery	SPED funding
		<p>Teachers will implement the use of Moby Max, a research-based technology program. Moby Max helps students work independently to develop their critical reading skills through individualized, motivating learning paths. All students, regardless of their skill level, can each work at their own pace and the teacher is notified (on web-based reports and via email) when they require support.</p> <p>Progress monitoring will take place in the Goal Monitoring tab in Infinite Campus. This can be accessed by the Director of Special Education, Principal, and Assistant Principal at any time.</p> <p>Exceptional Child Educators are involved in instructional PLC</p>	<p>Lesson Planning</p> <p>Google Drive</p> <p>Increase in student mastery based on</p>	Increase in student mastery	Title I
	KCWP 4: Review, Analyze, and Apply Data				

Objective	Strategy	Activities	Measure of Success	Progress Monitoring	Funding
		meetings for collaboration amongst grade levels.	Progress Monitoring data		
Objective 2: Clay City Elementary will decrease the percentage of students with an IEP scoring Novice on the 2022-2023 KSA by 5% in Math.	KCWP 2: Design and Deliver Instruction	Special education teachers will collaborate with regular education teachers in grades K-5 to implement co-teaching in the regular classroom, based on student needs in IEPs. Title I teachers, as well as school interventionists, will also collaborate in planning for co-teaching groups. As part of the collaborative process, small group learning will take place in classrooms, allowing students to work in small groups of 5-6. This will include instruction in Literacy Footprints.	Student growth on progress monitoring data Lesson Planning Classroom observations	Increase in student mastery	
	KCWP 2: Design and Deliver Instruction	CCE special education teachers will implement the use of the updated version of SRA. The SRA math curriculum helps students gain a solid understanding and confidence in fundamental math skills. It is a direct instruction that is designed to provide explicit, systematic instruction in mathematics.	Lesson Planning	Increase in student mastery	SPED funding

Objective	Strategy	Activities	Measure of Success	Progress Monitoring	Funding
	KCWP 2: Design and Deliver Instruction	CCE special education teachers and assistants will implement the use of Great Leaps. Great Leaps is a research-based tool and intervention that helps to build reading fluency through one-on-one work between a teacher and a student.	Lesson Planning	Increase in student mastery	SPED funding
		Teachers will implement the use of Moby Max, a research-based technology program. Moby Max helps students work independently to develop their critical reading skills through individualized, motivating learning paths. All students, regardless of their skill level, can each work at their own pace and the teacher is notified (on web-based reports and via email) when they require support.	Lesson Planning	Increase in student mastery	
	KCWP 4: Review, Analyze, and Apply Data	Progress monitoring will take place in the Goal Monitoring tab in Infinite Campus. This can be accessed by the Director of Special Education, Principal, and Assistant Principal at any time.	Google Drive	Progress monitoring data	
		Exceptional Child Educators are involved in instructional PLC meetings for collaboration amongst grade levels.	PLC agendas/minutes	PLC minutes	

4: English Learner Progress

Goal 4 (State your English Learner goal.):					
Objective	Strategy	Activities	Measure of Success	Progress Monitoring	Funding
Objective 1					
Objective 2					

5: Quality of School Climate and Safety

Goal 5 (State your climate and safety goal.): Clay City Elementary will increase the overall climate survey scores from 77.9% to 80.9% by 2025. Clay City Elementary will increase the overall safety survey scores from 72.8% to 77% by 2025.					
Objective	Strategy	Activities	Measure of Success	Progress Monitoring	Funding
Objective 1: Clay City Elementary will increase the climate survey results from 77.9% to 78.9% during the 2022-2023 school year.	KCWP 6: Establishing Learning Culture and Environment	Students will participate in PBIS Rewards to motivate students for positive behavior through a point system. PBIS monthly assemblies will recognize students for outstanding behavior.	PBIS Rewards points PRIDE Award Winners	behavior tracking within PBIS Rewards	Title I
Objective 2: Clay City Elementary will increase the safety survey results from 72.8% to 74.2% during the 2022-2023 school year.	KCWP 6: Establishing Learning Culture and Environment	In morning meetings with the whole school, at least one time per week students will review safety expectations and behaviors with teachers.	Google Surveys related to safety	tracking data through Google surveys	

6: Postsecondary Readiness (high school only)

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

7: Graduation Rate (high school only)

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

8: Other (Optional)

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

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

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

Components of Turnaround Leadership Development and Support:
<p>Consider: How will you ensure that school leadership has or develops the skills and disposition to achieve accelerated, meaningful, and sustainable increases in student achievement for underperforming subgroups?</p> <p>Response: Clay City Elementary will ensure that school leadership develops the skills and dispositions to achieve accelerated, meaningful, and sustainable increases in student achievement for our disability population in several different ways. These ways include:</p> <div><div>a. PLC data analysis after NWEA MAP assessment cycles: Each grade level, K-5, will spend time in PLCs with administration and special education teachers to disaggregate test data for reading and for math. The data will be broken down carefully and time will be spent with teachers to determine areas of strength and areas of growth within the assessments. Teachers will use the data to drive classroom instruction and small group instruction for all students.</div><div>b. One-on-one conferencing with each teacher, reflecting upon NWEA MAP assessment data: Principal and Assistant Principal will meet with each homeroom teacher, grades K-5, to discuss data from the MAP assessment in reading and in math. Teachers will be responsible for sharing out their plans for the upcoming grading periods based on the MAP assessment data.</div><div>c. Walkthroughs: Principal and Assistant Principal will conduct a minimum of 5 walkthroughs each weekly. Immediate feedback will be given to teachers from administration, focusing on areas of strength and one area of improvement. Walkthroughs will target student engagement, questioning, and assessment.</div><div>d. Collaboration with district administrators: Clay City Elementary will meet with district administration once monthly for a Leadership PLC. Important topics will be shared out and discussed during this LPLC time. Principal and Assistant Principal will also meet with the Director of Special Education to share assessment data from NWEA MAP assessment data for reading and for math.</div></div>
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: The administrative team at Clay City Elementary identified the resource inequities at our school. As a result of the identification, an outdated curriculum for the special education department was discovered. The Director of Special Education purchased a brand new SRA curriculum for reading and for math for our special education department at our school. Our administrative team also discovered that there are many new, innovative teaching strategies and programs available for our special education teachers at the local co-op agency. Our special education department is able to attend meetings at CKEC as needed to keep up with these new teaching and learning styles.</p>

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: In reviewing the learning culture related to the disability population in grades 3-5 at Clay City Elementary, the main cause of underperformance for this group was the Covid-19 pandemic. These students missed over one and one half years of direct in-person instruction at school due to the at-home learning. While many students participated in the online learning platforms provided by teachers, many students did not participate and did not complete the work. When returning to school in January 2021, the learning loss was evident, and while many students came back to school, others chose to continue learning at home. Last school year (2021-2022), CCE students were back to in-person learning full time. The lack of in-person instruction negatively impacted students' academic performances, which was evidenced through MAP testing data and KSA data. While the pandemic was a great contributor to the causes of this underperforming subgroup of students, student attendance was another huge issue and concern for our school. Overall attendance for the 2021-2022 school year was . Research shows the importance of attendance for students to be able to progress and move forward academically. If students are not at school, they cannot learn. Attendance continues to be a concern this school year, and CCE works hard to recognize those students who have good attendance weekly at our school in an effort to improve this concern.

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: In our Clay City Elementary CSIP for the 2022-2023 school year, there are many important evidence-based practices shared that specifically target our disability population of students which contributed to the TSI identification. These practices include:

1. **SRA:** CCE special education teachers will implement the use of SRA. The SRA reading mastery program is a basal reading program designed for intervention of K-5. It is a direct instruction that is designed to provide explicit, systematic instruction in English language reading. The goal of this reading program is to use a strict controlled sequence of tasks to promote reading success. The SRA math program helps students gain a solid understanding and confidence in fundamental math skills. It is a direct instruction that is designed to provide explicit, systematic instruction in mathematics.
2. **Co-Teaching:** Researchers have highlighted various benefits of co-teaching as an instructional strategy. According to the New Mexico Department of Education, for instance, co-teaching has the potential to: further a philosophy of inclusion by reducing the stigma, as well as increasing understanding and respect of students with special needs and creating a heterogeneous classroom community, improve instruction for all students of all abilities, reduce the instructional fragmentation student with special needs might experience if they were removed from the classroom and ensure that their teacher/s know the general curriculum being addressed in the classroom, and foster a sense of support amongst teachers.
3. **Lexia:** Lexia® Core5® Reading is an adaptive blended learning program that accelerates the development of literacy skills for students of all abilities, helping them make that critical shift from learning to read to reading to learn.
4. **Orton-Gillingham:** Orton-Gillingham is a highly structured approach that breaks reading and spelling down into smaller skills involving letters and sounds and then builds on these skills over time. It was the first approach to use explicit, direct, sequential, systematic, multi-sensory instruction to teach reading, which is effective for all students and essential for teaching students with dyslexia.

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 “[Documenting Evidence under ESSA](#)” resource available on KDE's [Evidence-based Practices website](#).

Evidence-based Activity	Evidence Citation	Uploaded in eProve
SRA Reading and SRA Math	Guinn, T. (2009). The effectiveness of SRA corrective reading and SRA connecting math programs as reading and math intervention programs for students with disabilities. Tennessee State University ProQuest Dissertations Publishing: Nashville, TN.	<input checked="" type="checkbox"/>
Co-Teaching Model	Hanover Research (2012). The effectiveness of the co-teaching model. Hanover: Washington, D.C.	<input type="checkbox"/>
Lexia	U.S. Department of Education (2009). WWC Intervention Report. Institute of Education Sciences: Washington, D.C.	<input type="checkbox"/>
Orton-Gillingham	Stevens, E. (2021). Current state of the evidence: examining the effects of orton-gillingham reading interventions for students with or at risk for word-level reading disabilities. Except Child.	<input type="checkbox"/>
		<input type="checkbox"/>

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 “[Documenting Evidence under ESSA](#)” resource available on KDE’s [Evidence-based Practices website](#).

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

Evidence-based Activity	Evidence Citation	Uploaded in eProve
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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