

Crofton Elementary School
2022-2023
Principal-Chris Guier

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

- o Quality of School Climate and Safety
- o Postsecondary Readiness
- o Graduation Rate

Updated May 2022

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: Increase the percentage of students scoring proficient or above in reading from 48% to 63.5% and math from 40% to 65.8% by May 2026.				
Objective	Strategy	Activities	Measure of Success	Progress Monitoring
Objective 1: Increase the percentage of students scoring proficient or above in reading from 47% to 55% by 2023.	KCWP 1: Design and Deploy Standards KCWP 2: Design and Deliver Instruction KCWP 4: Review, Analyze and Apply Data	Literacy Curriculum: Implement Into Reading which is a comprehensive evidenced based reading program that includes instruction in phonemic awareness, phonics, fluency, vocabulary, comprehension and writing.	All certified reading teachers and special education teachers receive training in the Into Reading program (beginning of the year, ongoing support from HMH, Friday Tidbits, and virtual professional learning sessions.) Building leaders receive support through Building Instructional Leadership Team meetings and bi-weekly Into Reading Q & A sessions. Monitor implementation through classroom observations. Coaching provided to individual teachers through the school coaching model.	Universal Screener (MAP)-3x a year Into Reading Screeners-2x a year Into Reading Diagnostic Assessments-ongoing (based on screening data) Into Reading Progress Monitoring Assessments-Weekly/Bi-Weekly Growth Measure Assessment-3x a year Weekly and Module Assessments Benchmark Assessments (Mastery Connect)-2x a year Kentucky Summative Assessments District Instructional Reviews
				District ESSER Title 1

		Plan/Do/Study/Act PLC Data Disaggregation		
	K-2 Reading Literacy Meetings: Provide content and pedagogical instruction for teachers to develop, implement and support the district-wide implementation of the <i>Into Reading</i> curriculum. Grade level sessions are scheduled during the school year for collaborative planning.	Classroom observations MAP Data HMH Screeners Scrimmage Assessments	Data monitoring will be reviewed and revised as needed.	District ESSER Title 1
	3-6 Reading Literacy Meetings: Provide content and pedagogical instruction for teachers to develop, implement and support the district-wide implementation of the <i>Into Reading</i> curriculum. Grade level sessions are scheduled during the school year for collaborative planning.	Classroom observations MAP Data HMH Screeners Scrimmage Assessments	Data monitoring will be reviewed and revised as needed.	District ESSER Title 1
	MTSS Plan: Intentional scheduling of RTI time in each grade level to meet the reading needs of students in each grade level. Interventionists assigned to each grade level to intentionally meet the needs of the students. Instruction will be scaffolded to meet the needs of students.	Interventionist Progress Monitoring Master Schedule	RTI data will be reviewed and monitored during the PLC process.	ESSER Title 1
	PLCs: A 6 week rotation is used with the Plan, Do, Study and Act structure. The work focuses on	Classroom Assessment Data	Review and monitor PLC products and teacher data tracking forms.	NA

		standards planning and pacing, creating rigorous and aligned assessments, formative assessments, quality instruction focused on feedback, RTI and Data Analysis.	Teacher Data Tracking Forms Quarterly Vertical PLCs during faculty meetings		
		Teaching Coaching: Feedback will be provided to teachers to improve classroom instruction. Gifted and Talented Students: Students who are identified as gifted and talented will be provided services in alignment with their Gifted Student Services Plan (GSSP).	Improved instructional practices.	Coaching schedule to ensure that all teachers are receiving feedback and coaching. Schedules of GT enrichment specialists Professional learning sign in sheets from staff trainings led by cluster leaders Cluster leader trainings Progress reports for individual students Assessment data for students who are gifted and talented	NA GT state grant GT district match
Objective 2: Increase the percentage of students scoring proficient or above in math from 38% to 45% by 2023.	KCWP 1: Design and Deploy Standards KCWP 2: Design and Deliver Instruction	K-6 Math Literacy Meetings: Provide content and pedagogical instruction for teachers and instructional coaches to develop, implement and support district wide best practices in instruction in math in elementary	Classroom observations MAP Data Scrimmage Assessments	Data monitoring will be reviewed and revised as needed. Benchmark Assessments (Mastery Connect)-2x a year	District

KCWP 4: Review, Analyze and Apply Data	schools. Grade level sessions will be scheduled throughout the year. MTSS Plan: Intentional scheduling of RTI time in each grade level to meet the reading needs of students in each grade level. Interventionists assigned to each grade level to intentionally meet the needs of the students. Instruction will be scaffolded to meet the needs of students. PLCs: A 6 week rotation is used with the Plan, Do, Study and Act structure. The work focuses on standards planning and pacing, creating rigorous and aligned assessments, formative assessments, quality instruction focused on feedback, RTI and Data Analysis. Teaching Coaching: Feedback will be provided to teachers to improve classroom instruction. Gifted and Talented Students: Students who are identified as gifted and talented will be provided services in alignment with their Gifted Student Services Plan (GSSP).	Interventionist Progress Monitoring Master Schedule Classroom Assessment Data Teacher Data Tracking Forms Quarterly Vertical PLCs during faculty meetings Improved instructional practices. Differentiation through content, process, and product occurring within the classroom and through pull out programs. Cluster leaders provide assistance with identification and coaching teachers in	RTI data will be reviewed and monitored during the PLC process. Review and monitor PLC products and teacher data tracking forms. Coaching schedule to ensure that all teachers are receiving feedback and coaching. Schedules of GT enrichment specialists Professional learning sign in sheets from staff trainings led by cluster leaders Cluster leader trainings Progress reports for individual students	ESSER Title 1 NA NA GT state grant GT district match

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		providing individualized services. Opportunities for students to participate in extracurricular activities or clubs.	Assessment data for students who are gifted and talented	

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

Goal 2: Increase the combined percentage of students scoring proficient or above in science from 17% to 48.1%, in social studies from 32% to 75.7% and in writing from 30% to 52.8% by 2026.					
Objective	Strategy	Activities	Measure of Success	Progress Monitoring	Funding
Objective 1: Increase the percentage of students scoring proficient or above in science from 17% to 27% by 2023.	KCWP 1: Design and Deploy Standards KCWP 2: Design and Deliver Instruction KCWP 4: Review, Analyze and Apply Data	Science: Continue formally established protocols for completing Through Course Tasks with science teachers K-12 and for student work analysis. Continue to support K-6 Science Literacy meetings with demonstration lessons	Teacher participation in science specific professional learning Teacher created science assessments and lessons	Monitoring of aligned instruction and assessment practices through PLCs Data protocol in PLCs	District
		Ongoing professional learning will occur in development of rigorous tasks, standards and instruction alignment, and best practice in science 3-dimensional instructional practices.	Use of Mastery Connect Item Bank Student writing products	Monitoring of aligned instruction and assessment practices through PLCs Data protocol in PLCs Student writing products	
		Teacher Coaching: Weekly coaching visits by administrator with focus on alignment of activity to the KAS and student engagement in the lesson. Feedback provided to teacher regarding instruction and student engagement.	Improved classroom instruction Improved student performance on cycle and summative assessments	Administration weekly coaching schedule Documentation of classroom visits.	No funding needed
			K-6 Science Instruction: Ensure science instruction across all grade levels that matches the standards.	Data monitoring will be reviewed and revised as needed.	

Goal 2: Increase the combined percentage of students scoring proficient or above in science from 17% to 48.1%, in social studies from 32% to 75.7% and in writing from 30% to 52.8% by 2026.					
Objective	Strategy	Activities	Measure of Success	Progress Monitoring	Funding
Objective 2: Increase the percentage of students scoring proficient or above in social studies from 30% to 45% by 2023.	KCWP 1: Design and Deploy Standards KCWP 2: Design and Deliver Instruction KCWP 4: Review, Analyze and Apply Data	Social Studies: Social studies teachers will engage in work to understand the depth and breadth of newly-adopted social studies standards through KDE-provided standards modules; to include deconstruction of standards, pacing/mapping, assessment development, and instructional practices aligned to meet the cognitive demand of the standards.	Completion of standards learning modules through PLCs or professional learning Completion of pacing/mapping/deconstruction Teacher created Social Studies assessments and lessons	Monitoring of aligned instruction and assessment practices through PLCs Data protocol in PLCs	District
		Ongoing professional learning will occur in development of rigorous tasks, standards and instruction alignment, and best practice in social studies instructional practices around inquiry and historical thinking.	Use of Mastery Connect item Bank Student writing products	Monitoring of aligned instruction and assessment practices through PLCs Data protocol in PLCs Student writing products	District
		Teacher Coaching: Weekly coaching visits by administrator with focus on alignment of activity to the KAS and student engagement in the lesson. Feedback provided to teacher regarding instruction and student engagement.	Improved classroom instruction Improved student performance on cycle and summative assessments	Administration weekly coaching schedule Documentation of classroom visits.	No funding needed
		K-6 Social Studies Instruction: Ensure social studies instruction	Plan/Do/Study/Act PLC	Data monitoring will be reviewed and revised as needed.	No funding needed

Goal 2: Increase the combined percentage of students scoring proficient or above in science from 17% to 48.1%, in social studies from 32% to 75.7% and in writing from 30% to 52.8% by 2026.					
Objective	Strategy	Activities	Measure of Success	Progress Monitoring	Funding
Objective 3: Increase the percentage of students scoring proficient or above in writing from 32% to 40% by 2023.	KCWP 1: Design and Deploy Standards	across all grade levels that matches the standards.			
	KCWP 2: Design and Deliver Instruction	Writing Coach: Utilize writing coach to build teacher capacity around the writing standards and conferencing practices with students.	Quarterly classroom coaching visit from district coach.	Certified tutor hired to work directly with students to conference pieces to proficiency.	ESSER Title 1
	KCWP 4: Review, Analyze and Apply Data	Writing: Teachers K-12 will begin the planning and alignment process for implementing a district-wide vision for writing across all content areas to meet the demand of standards (Literacy Design Collaborative, KAS Reading and Writing, and Content Literacy Standards, TCT for Science). Schools will establish writing plans to accommodate specific school needs. Professional learning opportunities will be provided to support teacher acquisition of skills needed to teach students 21st century literacy skills and calibrate through analysis of student writing.	School Writing Plans System wide implementation of School Writing Plans (with attention to disciplinary writing) District Benchmark for Reading, Writing, and Math Attainment of writing goals on Scorecard	Student writing products Monitoring of aligned instruction and assessment practices through PLCs Data protocol in PLCs	District
		Teacher Coaching: Weekly coaching visits by administrator with focus on alignment of activity to the KAS and student engagement in the lesson.	Improved classroom instruction Improved student performance on cycle and summative assessments	Administration weekly coaching schedule Documentation of classroom visits.	No funding needed

Goal 2: Increase the combined percentage of students scoring proficient or above in science from 17% to 48.1%, in social studies from 32% to 75.7% and in writing from 30% to 52.8% by 2026.					
Objective	Strategy	Activities	Measure of Success	Progress Monitoring	Funding
		Feedback provided to teacher regarding instruction and student engagement.			

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: Increase the percentage of students with disabilities scoring proficient or above in reading and math from 21.5% to 26.9% by 2023.	KCWP 1: Design and Deploy Standards	Teacher Coaching: Coaching visits by administrator with focus on alignment of activity to the KAS and student engagement in the lesson. Feedback provided to teacher regarding instruction and student engagement.	Improved classroom instruction	Administration weekly coaching schedule Documentation of classroom visits.	No funding needed
	KCWP 2: Design and Deliver Instruction	Testing Buddies: Partner each student with disabilities with as assigned accommodator during the school year for summative assessments.	Improved student performance on cycle and summative assessments	Assignment of testing buddies Testing schedule	No funding needed
	KCWP 4: Review, Analyze and Apply Data	Tier 1 Instruction: Ensure students with disabilities have access to Tier 1 instruction and materials during daily schedule. Schedule resource minutes to minimize removal from Tier 1 instruction.	Student access to Tier 1 instruction Reduced time from Tier 1 classroom	Resource minutes and schedule Assessment data through PLC	No funding needed
		Literacy Curriculum: Implement into Reading which is a comprehensive evidenced based reading program that includes instruction in phonemic awareness, phonics, fluency, vocabulary, comprehension and writing.	Special education teachers receive training in the Into Reading program (beginning of the year, ongoing support from HMMH, Friday Tidbits,	Into Reading Screeners-3x a year Into Reading Diagnostic Assessments-ongoing (based on screening data) Into Reading Progress Monitoring Assessments-Weekly/Bi-Weekly	District ESSER Title 1

Objective	Strategy	Activities	Measure of Success and virtual professional learning sessions.)	Progress Monitoring	Funding
Objective 2: Increase the percentage of students with disabilities scoring proficient or above in science, social studies and writing from 5.7% to 7.1% by 2023.	KCWP 1: Design and Deploy Standards	Teacher Coaching: Weekly coaching visits by administrator with focus on alignment of activity to the KAS and student engagement in the lesson. Feedback provided to teacher regarding instruction and student engagement.	Improved classroom instruction	Administration weekly coaching schedule Documentation of classroom visits.	No funding needed
	KCWP 2: Design and Deliver Instruction	Testing Buddies: Partner each student with disabilities with an assigned accommodator during the school year for summative assessments.	Improved student performance on cycle and summative assessments	Assignment of testing buddies Testing schedule	No funding needed
	KCWP 4: Review, Analyze and Apply Data	Tier 1 Instruction: Ensure students with disabilities have access to Tier 1 instruction and materials during daily schedule. Schedule resource minutes to minimize removal from Tier 1 instruction.	Improved use of accommodations by student with disabilities	Resource minutes and schedule Assessment data through PLC	No funding needed
			Student access to Tier 1 instruction Reduced time from classroom		

4: English Learner Progress

Goal 4 (State your English Learner goal.): Each EL student will progress at least 2 levels on the ACCESS assessment by May 2026.

Objective	Strategy	Activities	Measure of Success	Progress Monitoring	Funding
Objective 1: Each EL student will progress at least 1 level on the ACCESS assessment by May 2023.	KCWP 1: Design and Deploy Standards KCWP 2: Design and Deliver Instruction KCWP 4: Review, Analyze and Apply Data	Literacy Curriculum: Implement Into Reading which is a comprehensive evidenced based reading program that includes instruction in phonemic awareness, phonics, fluency, vocabulary, comprehension and writing. Our English Learners will be immersed in rich text based instruction through Into Reading.	All certified reading teachers and special education teachers receive training in the Into Reading program (beginning of the year, ongoing support from HMI, Friday Tidbits, and virtual professional learning sessions.) Building leaders receive support through Building Instructional Leadership Team meetings and bi-weekly Into Reading Q & A sessions. Monitor implementation through classroom observations. Coaching provided to individual teachers through the school coaching model.	Universal Screener (MAP)-3x a year Into Reading Screeners-3x a year Into Reading Diagnostic Assessments-ongoing (based on screening data) Into Reading Progress Monitoring Assessments-Weekly/Bi-Weekly Growth Measure Assessment-3x a year Weekly and Module Assessments Benchmark Assessments-2x a year Kentucky Summative Assessments District Instructional Reviews	District ESSER Title 1

Goal 4 (State your English Learner goal.): Each EL student will progress at least 2 levels on the ACCESS assessment by May 2026.				
Objective	Strategy	Activities	Measure of Success	Progress Monitoring
			Plan/Do/Study/Act PLC Data Disaggregation	
		ELL Instruction: Students identified as ELL will meet monthly with district personnel to work on specific goals. Translation of newsletters and other important information in home language to be sent home.	Improved participation in classroom setting	District personnel to debrief with admin or guidance to discuss progress of students.
				No funding needed

5: Quality of School Climate and Safety

Goal 5: Increase the score on the Quality of School Climate and Safety Student Survey from 75.6 to 82.0 by 2026.

Objective	Strategy	Activities	Measure of Success	Progress Monitoring	Funding
Objective 1: Increase the score on the Quality of School Climate and Safety Student survey from 75.6 to 77.0 by 2023.	KCWP 6: Establishing Learning Culture and Environment	Student Groups: Continue to utilize a Student Advisory Council (Synergize Team) to give students a voice in the activities done throughout the year. These students will be selected by their peers to represent their classes. These students will be tasked with returning to their class with feedback and looking for suggestions. Student Mentoring: School and district staff will be paired with a student identified as high risk. School counselor will utilize small social groups. Castle Club (Chess) will be started after school to mentor a small targeted group of boys.	Improved classroom interactions between students and staff. Students make suggestions to peers which are acted upon by school administration such as student selected PBIS rewards and field trips. Increased score on Quality of School Climate and Safety Student Survey. Improvement in behavior and school performance in students identified as Tier 2.	Monthly meeting with Synergize Team Decreased number of Office referrals from previous years. Weekly Check in Check Out data	No funding needed No funding needed

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: Consider: How will you ensure that school leadership has or develops the skills and disposition to achieve accelerated, meaningful, and sustainable increases in student achievement for underperforming subgroups? Response: Crofton Elementary School leadership will develop the skills and dispositions to achieve accelerated meaningful and sustainable increases in underperforming subgroups by: 1. Attending monthly Instructional Leadership Team Meetings (ILT). Instructional Leadership Team meetings will feature a dedicated workspace and time for the Special Education department to work with principals and leadership teams around new and/or existing strategies and methods to ensure our students with disabilities receive the latest evidence-based instruction. In addition, work time and collaboration time will be provided each month during ILT meetings. 2. Monthly meetings with the administration and the assigned special education consultant and/or DoSE will be held to discuss building level concerns, education on issues and or specialized information about students with disabilities will be shared. 3. Attending monthly CCPS Equity Committee meetings to learn and apply equity practices for students with disabilities.
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: After consulting an instructional resources audit of reading and math instructional materials, it was determined that some teachers of students with disabilities were not utilizing high quality instructional materials during resource instruction. Teachers of students with disabilities demonstrated professional learning needs related to the implementation of the high quality instructional resources used in the regular education setting.
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: The process used to review the learning culture related to Special Education was an examination of observations, resources and student work. As a result, it was found that students in resource settings were less likely to have access to standards based instruction and assessments which could have been a contributing factor to the students with disabilities underperformance on KSA. As a result the following actions will be implemented to ensure students with disabilities have access to grade level standards instruction and are assessed using assessments aligned to grade-level standards: • Engage Special Education teachers in PLCs and other professional learning to develop their capacity to teach and assess grade-level standards. • Implement standards-based benchmark assessment 2x per year to monitor and inform student learning. • Establish and regularly utilize "assessment buddies" to ensure approved assessment accommodations are provided for each student.	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: The area of need revealed by the analysis of academic and non-academic data that is addressed through CSIP activities is reading and math proficiency for our Special Education population. The evidence-based practice that will target reading is the implementation of the Into Reading ELA curriculum and teacher scaffolding of instruction. This will be monitored through weekly PLC meetings, data analysis following each round of MAP/Benchmark testing 3 times per year and classroom observations. The evidence-based practice that will target math is scaffolding of math instruction. This will be monitored through weekly PLC meetings, data analysis following each round of MAP/Benchmark testing 3 times per year and classroom observations. 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.
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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
Train all general education and special education staff in the use of and implement Into Reading curriculum across grades Kindergarten through 5 th grade.	(2020). <i>Into Reading</i> . Houghton Mifflin Harcourt	
Instruction will be scaffolded to meet the needs of students.	Rosenshine, B. (2012). Principles of instruction: Research-based strategies that all teachers should know. <i>American Educator</i> , 36(1): 12.	
Modeling of new content will occur in order to help students acquire new learning.	Sherrington, T. (2019). <i>Rosenshine's principles in action</i> . Woodbridge: John Catt Educational.	
Co Teaching	Miller, C., & Oh, K. (2013). The Effects of Professional Development on Co-Teaching for Special and General Education Teachers and Students. <i>Journal of Special Education Apprenticeship</i> , 2(1).	☒
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**Freedom Elementary School
Comprehensive School Improvement Plan
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:

- o State Assessment Results in reading and mathematics
- o State Assessment Results in science, social studies and writing
- o Achievement Gap
- o English Learner Progress
- o Quality of School Climate and Safety

1:State Assessment Results in reading and mathematics

Goal 1: Freedom Elementary will increase the number of students scoring proficient or above in combined reading and mathematics from 25% as measured by Spring 2022 KSA data to 40% by Spring 2026 as determined by Kentucky Standards Assessment .					
Objective	Strategy	Activities to deploy strategy	Measure of Success	Progress Monitoring Date & Notes	Funding
Objective 1: RDG- In the spring of 2022, Freedom Elementary had 20% (#100) of students perform at the 60th percentile or higher on the MAP reading assessment. In the spring of 2023, our goal is to increase that number to 30% (#150). Math - In the spring of 2022, Freedom Elementary had 17% (#87) of students perform at the 60th percentile or higher on the MAP math assessment. In the spring of 2023, our goal is to increase that number to 30% (#150).	KCWP 1: Design and Deploy Standards KCWP 2: Design and Deliver Instruction KCWP 3: Design and Deliver Assessment Literacy KCWP 4: Review, Analyze and Interpret Data KCPW 5: Design, Align and Deliver Support KCWP 6: Establishing Learning Culture and Environment	Standards based instruction- Priority StandardsCurriculum Alignment: Freedom Elementary partners with the district to implement a systemic process for developing and refining district curriculum documents, pacing, and benchmark assessments that support implementation of evidence-based resources, Into Reading and Eureka Math. Professional Learning and Coaching: Implement a Professional Development plan that includes training in the Reading and Math Curriculum. Content area teachers will be provided with training and resources in order to deliver instruction that matches the cognitive demand of the standards. Included in this strategy is resource development, job-embedded training, and coaching. Faculty Meetings will be used for teacher training opportunities based on Student Achievement Data, RTI/BRTI needs, and Classroom Walkthrough Data.	MAP data Coaching observations Instructional Rounds data	MAP reports Student Data Trackers	Instructional Budget
		Quarterly PGES Teacher Coaching Goal - 85% (31 of 37) of teachers will score Accomplished on quarterly PGES Components. Implement classroom observations (including weekly schedule), using PGES & provide immediate feedback to teachers. (Beginning August 22) Freedom Leadership will conduct monthly "Domain Blitz" to determine school-wide trends and plan Faculty Meeting trainings based on results. The Leadership Team will focus on SPED Coaching, focusing specifically on behavior and instruction.	MAP Growth DSA Proficiency Coaching observations Instructional Rounds data	MAP reports Student Data Trackers	Title II
		Curriculum Alignment: Freedom Elementary will work in partnership with the District as we continue to implement a systemic process for developing and refining district curriculum documents and benchmark assessments. Teacher representatives from all schools participate in collaborative curriculum review and planning with support from the KYCL grant LDC partnership.	MAP Growth DSA Proficiency	MAP reports Student Data Trackers	Grant Funded

			Data Tracker input	School Implementation Plans	no funding required
		Data Trackers: All staff will utilize data trackers to monitor individual student and class assessment data. Leadership will work with teachers to determine trends for individual students and to monitor achievement of gap group populations. A KSA calculator will monitor 3rd-6th Grade module assessment results. Stakeholder Engagement Surveys: Staff, parents, and students will be surveyed twice per year on their satisfaction and engagement with the school at the district. Survey data is rolled out to stakeholders including an action plan to address needs and suggestions..	Employee Engagement Survey results Survey Action Plan	Division meetings to debrief rounds data Administrator Academy Curriculum Leadership Team	Title II
		Gifted and Talented Students: Students who are identified as gifted and talented will be provided services in alignment with their Gifted Student Services Plan (GSSP).	-Differentiation through content, process, and product occurring within the classroom and through pull out programs. -Cluster leaders provide assistance with identification and coaching teachers in providing individualized services. -Opportunities for students to participate in extracurricular activities or clubs.	Schedules of GT enrichment specialists Professional learning sign in sheets from staff trainings led by cluster leaders Cluster leader trainings Progress reports for individual students Assessment data for students who are gifted and talented	GT state grant GT district match
		Implement Into Reading which is a comprehensive evidenced based reading program that includes instruction in phonemic awareness, phonics, fluency, vocabulary, comprehension and writing.	-All certified reading teachers and special education teachers receive training in the Into Reading program (beginning of the year, ongoing support from HMMH, Friday Tidbits.	-Universal Screener (MAP)-3x a year -Into Reading Screeners-3x a year -Into Reading Diagnostic	General Fund (Instruction) Title I funds ESSER funds

			and virtual professional learning sessions.) -Building leaders receive support through Building Instructional Leadership Team meetings and bi-weekly Into Reading Q & A sessions. -Monitor implementation through classroom observations. -Coaching provided to individual teachers through the school coaching model. -Plan/Do/Study/Act PLC -Data Disaggregation	Assessments-on going (based on screening data) -Into Reading Progress Monitoring - Assessments-Weekly/Bi-Weekly -Growth Measure - Assessment-3x a year -Weekly and Module Assessments -Benchmark Assessments-2x a year -Kentucky Summative Assessments -District Instructional Reviews		
		Professional Learning Communities (PLCs): Implement (and refine as needed) the PDSA model to ensure teachers receive training on: • standards • planning aligned and rigorous instruction, including Tier 2-3 instruction • formative and summative assessments • student work protocol • progress monitoring Assessment Plan: Freedom's school assessment plan was developed in collaboration with the district assessment plan. Assessments include Brigance, ACCESS, Into Reading Diagnostic and Screeners, End of Module assessments, MAP, and KSA. Data is analyzed in PLCs and next steps reteaching plans are created.	MAP Growth DSA Proficiency Coaching observations Instructional Rounds data		No Funding Required	
			School Assessment Plan	MAP reports Student Data Trackers	No Funding Required	

		Attendance: Freedom has created an Attendance Plan to track, monitor and incentivize attendance, with a daily attendance rate goal of 96%. On the day of absence, teachers will make a contact - Dojo, Remind, text, or phone call, reminding parents to send an excuse. Freedom's Community Liaison and FRC will work with families of students with persistent absenteeism. Leader Rounding with Staff: Principal will round with teachers/staff 3 times per year to collect gather data around what's working, what's not, determine levels of support needed, including rewarding and recognizing those who are helpful, and to encourage relationship-building and engagement PBIS: Support teachers in implementing Positive Behavioral Interventions and Supports (PBIS) to minimize the impact of negative behaviors impacting instructional time. <u>Behavior</u> - Decrease number of Major Office Referrals by 10% (from 693 to 624) by Spring 2023 (2.5% decrease each quarter) BRTI will include evidence-based strategies and systems (including PBIS) to assist in decreasing problem behavior while increasing academic performance, increasing safety, and establishing positive school culture.	Attendance Records	MAP reports Student Data Trackers	SBDM funds	
		K - 6 Math Cohort: Provide content and pedagogical instruction for teacher leaders and Instructional Coaches to develop, implement, and support district wide best-practices instruction in mathematics at elementary .	Employee Engagement Survey results PBIS data BRTI Plan BRTI agendas and minutes MAP Growth DSA Proficiency Coaching observations Instructional Rounds data	Leadership meetings to debrief rounds data Discipline Reports MAP reports Student Data Trackers	No Funding Required General Fund Grant Funded	
		Implementation of a Novice Reduction Plan to include: • Name and Claim "Bubble Students" (11/7) • MAP Goal Setting (3rd-6th Grade using Linking Study for Projected Proficiency) • Identification of Triple Threats/Tiered SPED • SPED Strategic Plan • District KSA-like Scrimmages in January, February, and March, 2023 • KSA Calculator to monitor 30/30/40 on monthly module assessments & Scrimmages • Intentional PLCs to ensure standards-aligned lessons and assessments • MTSS				

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

Goal 2 By May 2025 and evidenced through state summative assessment results, Freedom Elementary School will increase the percentage of students scoring proficient/distinguished in Science, Social Studies, and Writing, across the school's grade spans, as follows: Science: Increase the number of students scoring proficient or above in Science from 4% to 4.8% in May 2025. Social Studies: Increase the number of students scoring proficient or above in Social Studies from 2% to 2.4% in May 2025. Writing: Increase the number of students scoring proficient or above in Writing from 1% to 1.2% in May 2025.					
Objective	Strategy	Activities	Measure of Success	Progress Monitoring	Funding
Objective 1: Increase the percentage of elementary students scoring proficient or above in science from 6% Spring of 2022 to 15% Spring 2023.	KCWP 1: Design and Deploy Standards KCWP 2: Design and Deliver Instruction KCWP 3: Design and Deliver Assessment Literacy KCWP 4: Review, Analyze and Apply Data KCWP 5: Design, Align and Deliver Support KCWP 6: Establishing Learning Culture and Environment	Science: Continue formally established protocols for completing Through Course Tasks with science teachers K-6 and for student work analysis. Continue to support K-6 Science Cohort with demonstration lessons.	Teacher participation in science specific professional learning District created science assessments and lessons	Monitoring of aligned instruction and assessment practices through PLCs Data protocol in PLCs	General Fund Title I
		Literacy in Science: LDC Anchor Modules will be implemented with a common focus across all schools. Ongoing professional learning will occur in development of rigorous tasks, standards and instruction alignment, and best practice in science 3-dimensional instructional practices.	Student writing products Student Scores Sheets for LDC Completion of LDC learning modules for Learn participants	Student writing products Student Scores Sheets for LDC Anchor Modules Teacher feedback from LDC Learn Cohorts LDC Core Tools reports	
Objective 2: Increase the percentage of elementary students scoring proficient or above in social studies from 3% Spring of 2022 to 15% by Spring 2023.	KCWP 1: Design and Deploy Standards KCWP 2: Design and Deliver Instruction KCWP 3: Design and Deliver Assessment Literacy KCWP 4: Review, Analyze and Apply Data	Social Studies: Social studies teachers will engage in work to understand the depth and breadth of newly-adopted social studies standards, including deconstruction, mapping, assessment development, and instructional practices aligned to meet the cognitive demand of the standards. Continue formally established protocols for completing Literacy Design Collaborative through-course tasks with	Completion of standards learning modules through PLCs or professional learning Completion of pacing/mapping/deconstruction Teacher created Social Studies assessments and lessons	Monitoring of aligned instruction and assessment practices through PLCs Data protocol in PLCs	General Fund Title I

	KCWP 5: Design, Align and Deliver Support KCWP 6: Establishing Learning Culture and Environment	social studies teachers K-6. Teachers will design, plan, and implement a LDC task and will follow a protocol for student work analysis. Instruction using DBQ's will be implemented. Literacy in Social Studies: LDC Anchor Modules will be implemented with a common focus across all schools. Ongoing professional learning will occur in development of rigorous tasks, standards and instruction alignment, and best practice in social studies instructional practices around inquiry and historical thinking.	Student writing products Student DBQ work evidence	Student writing products Students Scores Sheets for DBQ's	General Fund Title I
Objective 3: Increase the percentage of elementary students scoring proficient or above in writing from 2% in Spring of 2022 to 15% by Spring 2023.	KCWP 1: Design and Deploy Standards KCWP 2: Design and Deliver Instruction KCWP 3: Design and Deliver Assessment Literacy KCWP 4: Review, Analyze and Apply Data KCWP 5: Design, Align and Deliver Support KCWP 6: Establishing Learning Culture and Environment	Freedom Elementary will revise/ create a writing plan.	School Writing Plans System-wide implementation of School Writing Plans with attention to disciplinary writing DSA for Reading, Writing, and Math Attainment of writing goals on Scorecard	Student writing products DSA(District Standards Assessment) Extended Responses Teacher/administrator feedback in PLCs Monitoring of writing plan implementation and writing portfolio	General Fund Title I
		Writing: Teachers K-6 engaged in foundational learning experiences to prepare for the development of a school -wide vision for writing across all content areas to meet the demand of standards (Literacy Design Collaborative, KAS ELA and Content Literacy Standards,	School Writing Plan Systemwide implementation of School Writing Plan (with attention to disciplinary writing and LDC implementation) DSA for Reading, Writing, and Math Attainment of writing goals on Scorecard	Student writing products DSA Extended Responses Teacher/administrator feedback in PLCs Monitoring of writing plan implementation and writing portfolio	General Fund

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 - Achievement Gap: Decrease the number of students with disabilities scoring novice by 20% as determined by 2023 KSA data.				
Objective	Strategy	Activities	Measure of Success	Progress Monitoring
Objective 1: In the Spring of 2022, Freedom Elementary had 100% of students with disabilities scoring in the novice level on the Math KSA. 90% of students scored novice on the Reading KSA. By Spring of 2023, our goal is to reduce that number to 70%.	KCWP 1: Design and Deploy Standards	Professional Learning -Leadership Team will focus on SPED Coaching, focusing on behavior and instruction.		
	KCWP 2: Design and Deliver Instruction	Reading Intervention: System-wide reading intervention programs, professional learning, and coaching support will be provided by the district to all schools	Improvement in Lexile scores on MAP	Quarterly implementation monitoring
	KCWP 3: Design and Deliver Assessment Literacy			
	KCWP 4: Review, Analyze and Apply Data	Professional Learning Communities (PLCs): will be implemented district wide for whole-staff involvement in a process of intensive reflection upon instructional practices and desired student benchmarks, as well as monitoring of outcomes to ensure success. PLCs enable teachers to continually learn from one another via shared visioning and planning, as well as in-depth critical examination of what <i>does</i> and <i>doesn't</i> work to enhance student achievement.	Improvement in student achievement	PLC visits provided by administrative team to support
	KCWP 5: Design, Align and Deliver Support			
	KCWP 6: Establishing Learning Culture and Environment			
		Cultural Leadership: Support and engage in positive cultural traditions of the community (Back-to-School Bash; Boys & Girls Club; Chamber of	Increased Workplace Readiness/ College Readiness	Collaborative Planning
				No Funding Required

		Commerce; Community Back-to-School prayer services; regional and community activities)				
Objective 5: Increase Kindergarten readiness scores by 10% District wide as measured by Brigance by October 2023.		Priority scheduling: Refine the process for priority scheduling for students with disabilities that ensures the master schedule meets individual needs identified in students Individual Education Plans (IEPs). Specially Designed Instruction: Ensure students with disabilities are receiving SDI as stated on their IEP's. Accommodations: Ensure appropriate accommodations are being used throughout the school year for students with disabilities to provide equal access to the general curriculum.	Achievement Gap Closure Increased Proficiency	Collaborative Planning	General Fund	
			Achievement Gap Closure Increased Proficiency	Collaborative Planning	IDEA B	
			Achievement Gap Closure Increased Proficiency	Collaborative Planning	General Fund IDEA B	
	KCWP 2: Design and Deliver Instruction KCWP 4: Review, Analyze and Apply Data KCWP 5: Design, Align and Deliver Support KCWP 6: Establishing Learning culture and Environment	Striving Readers Comprehensive Literacy grant initiatives Early Childhood Literacy Academy: Preschool teachers in every building participate in the academy to build capacity around quality early childhood literacy instruction. School Literacy Plans supported by Literacy Teams: As required by the grant, every school will establish School Literacy Teams that will monitor implementation of School Literacy Plans and report to SBDM 3 times per semesters. Engage daycare/preschool partners to increase quality literacy experiences for early literacy learners through professional learning and resources provided by SRCL grant.	Brigance kindergarten readiness scores Documentation of online participation in Early Childhood Literacy Academy	Grant Reporting	Grant Funded	
		Primary Program Success: Preschool students (at-risk and students with disabilities) are tracked throughout	Data spreadsheet Reading Inventory Math Inventory Former MAP Scores	Lexile growth Quantile Growth	State/Grant Funded	

		their primary program to measure their level of success.				
		Preschool Literacy Curriculum: Review and select reading program to support students and prepare them for Kindergarten.	Brigance kindergarten readiness scores	Grant Reporting		Grant Funded

4: English Learner Progress

Goal 4 - Each EL student will progress at least 2 levels on the ACCESS assessment by May 2026.

Objective	Strategy	Activities	Measure of Success	Progress Monitoring	Funding
Objective 1 Identify EL students and monitor their progress towards proficiency using formative assessments.	KCWP3: Design and Deliver Deliver Assessment Literacy	Math MAP/Reading MAP - The teachers will learn how to use all the resources and reports from Math MAP and Reading MAP data to plan instruction for differentiation and to monitor growth.	Growth in Math Domains and Lexile Scores Data Tracking Document	Ongoing	No funding required
		Create formative and summative assessments that are aligned to KAS standards.			
		Explicitly connecting learning to prior knowledge and experience.			
	KCWP4: Review, Analyze and Apply Data	Utilize graphic organizers.	Increase in percentile measured by progress monitoring data collected bi-monthly for tier 2 and weekly for tier 3 students	Ongoing	No funding required
		Develop and clearly defined MTSS school wide process with checklists, and documentation tools, including such information as service frequency, intervention programs/strategies, SMART goal measurement, and progress monitoring checks.			
		Develop and deploy a PLC protocol with an effective cyclical process for standards deconstruction, designing of assessment measures, resources sharing and collaborative lesson creation, and analysis of data.	PLC Documents	Weekly PLC Cycle	No funding required

5. Quality of School Climate and Safety

Goal 5: By May 2025 and evidenced through state summative assessment results, Freedom Elementary School will increase the overall index of the Quality of School Climate and Safety from 64.3 (very low) to 75.					
Objective	Strategy	Activities to deploy strategy	Measure of Success	Progress Monitoring Date & Notes	Funding
Objective 1: Freedom Elementary will increase the score on the question - Students being mean or hurtful to other students is NOT a problem for this school from 40% to 50% by Spring of 2023.	KCWP 6: Establishing Learning Culture and Environment	Consistent implementation of PBIS and CHAMPS throughout whole/small group instruction, common areas, and transitions to ensure positive behavior.	BRTI Plan	Major/Minor Referrals	No Funding Required
Objective 2: Freedom Elementary will increase on the question - Students being mean or hurtful to other students is NOT a problem for this school from 33% to 43% by Spring of 2023.		The Student Advisory Council will meet bi-monthly with the principal to discuss the three objectives and share ways to improve in each area.	Meeting Agendas		
Objective 3: Freedom Elementary will increase on the question All students are treated the same if they break school rules from 42 to 52 by Spring of 2023.		During PE, 3rd - 6th grade students will discuss the Quality of School Climate and Safety Survey questions with the teacher to ensure that all students are aware of the meaning and intent of each question. Students will practice taking the survey each month.	Tentative survey results		

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:	
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	
Response:	Persons involved in Freedom Elementary's turnaround efforts include Principal Leslie Lancaster, Principal, Monique Butler, Assistant Principal, Mariah Clark, Assistant Principal, Amanda Cornell, Assistant Principal, Leigh Ann Stewart, School Improvement Administrator, Chris Bentzel, Superintendent, Jessica Addison, Assistant Superintendent, and KDE ER Staff, Tara Griffith and Donna Bump
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:	The leadership team including administrators, classified and certified staff members at Freedom Elementary reviewed previous year KSA and MAP data to identify trends and needs of the school. Using data a Priority Plan has been created and is being monitored every 45 days. Previous CSIP work informed improvement priorities and initiatives to evaluate the use of time, money and resources that have been ongoing work at Freedom Elementary. District support has been given to support Freedom Elementary in turnaround efforts including collaboration with the District Special Education Consultants and the District School Improvement Administrator to identify inequities and address concerns

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
Co-Teaching	Miller, C., & Oh, K. (2013). The Effects of Professional Development on Co-Teaching for Special and General Education Teachers and Students. <i>Journal of Special Education Apprenticeship</i> , 2(1).	☒
Clarifying Learning Goals KDE EBIP Clarifying and Sharing Clear Learning Goals	In order to improve student outcomes, the teacher needs to ensure that students have clarity in what they are learning. Research shows that when teachers help students understand what they are learning, why they are learning it and how they will know if they have learned, student achievement increases (Fisher, Frey, Amador, & Assof, 2019). Teachers help students gain this clarity by consistently clarifying and sharing the learning goals, relevance and success criteria as a part of ongoing instruction each day. In order for students to commit to learning, research shows they must first understand what they are supposed to learn and why they are being asked to learn it. Then, once students see the value in the learning, they must believe they can actually learn it and know what it looks like when they get there. Ultimately, to commit to learning, students need to tell themselves two things: (1) This is interesting and important, and (2) I believe I can learn/master it (Goodwin, 2020)	☐

Explicit Direct Instruction and Modeling KDE EBIP Explicit Direct Instruction and Modeling	Explicit teaching and modeling are two interrelated evidence-based instructional practices. (TNTP, 2018; Hattie, et al., 2021). Explicit teaching is a system of step-by-step instructional approaches in which teachers examine the individual elements they are planning to teach and continually check for student understanding. Two essential instructional approaches within the explicit teaching system are direct instruction and modeling (Ashman, 2021). Research studies support teaching learning strategies explicitly as a student-centered approach. One such study by the National Literacy Panel (2006) found that interactive approaches to student learning are more effective when combined with direct approaches which provide explicit and direct teaching of specific skills or knowledge (August & Shanahan, 2006; Moore, 2010)
PLCs and Teacher Coaching	PLCs We will use PLCs to create a collaborative culture of continuous improvement that produces evidence, including measurable results of improving student learning. https://ies.ed.gov/ncee/edlabs/regions/midatlantic/app/Docs/TechnicalAssistance/3_32_8_EE4_Creating_and_Sustaining_Professional_Learning_Communities.pdf Professional Development Create a collaborative culture of continuous improvement that produces evidence, including measurable results of improving professional practice. https://ies.ed.gov/ncee/edlabs/regions/southwest/pdf/rel_2007033.pdf Teacher Coaching Create a collaborative culture of continuous improvement that produces evidence, including measurable results of improving professional practice. https://scholar.harvard.edu/files/mkraft/files/kraft_blazar_hogan_2016_teacher_coaching_meta-analysis_wp_w_appendix.pdf Teacher Coaching Create a collaborative culture of continuous improvement that produces evidence, including measurable results of improving professional practice. https://pdfs.semanticscholar.org/20df/fba41f9f32afaf0f2f75f15e2523317e3084.pdf?ga=2.92918046.2057072060.1580493694-2106497335.1580493694

	A correlation exists between efficient professional learning communities and teacher coaching. "The report finds that teachers who receive substantial professional development—an average of 49 hours in the nine studies—can boost their students' achievement by about 21 percentile points." PLCs influence positive culture amongst teachers. "...in schools with higher levels of collaborative activities [teachers] are more likely than others to have high levels of career satisfaction (68% vs. 54% very satisfied)." "More specific attention to the school's culture for collaboration and continuous improvement and necessary structures are likely to increase the effects of coaching." Thus, teacher coaching will impact instruction, student achievement, and at-large the culture of collaboration. "Overall finding was that the idea of a PLC is worth pursuing as a means of promoting school and system-wide capacity building for sustainable improvement and pupil learning." The cited report "report finds that teachers who receive substantial professional development—an average of 49 hours in the nine studies— can boost their students' achievement by about 21 percentile points." Highlights teacher coaching as a "promising alternative" to "traditional" professional development. "Coaching, either alone or in conjunction with other forms of professional learning, has a significant effect on teaching practice and student achievement." The Professional Learning Community and Teacher Coaching processes will promote and ensure congruence between learning targets, high yield instructional strategies, and assessment outcomes to improve student learning.	
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INDIAN HILLS ELEMENTARY

Comprehensive School Improvement Plan (CSIP)

2022-2023

1: State Assessment Results in reading and mathematics

Goal 1 By May 2025 and evidenced through state summative assessment results, Indian Hills Elementary School will increase the percentage of students scoring proficient/distinguished in reading and mathematics, across the school's grade spans, as follows:				
Reading: Increase the number of students scoring proficient or above in reading from 41% to 58.4%				
Math: Increase the number of students scoring proficient or above in math from 43% to 63.5%				
Objective	Strategy	Activities	Measure of Success	Progress Monitoring
Objective 1 By May 2023, Indian Hills Elementary School will increase the percentage of students scoring proficient/distinguished in Reading from 41% to 53.8%.	KCWP 1: Design and Deploy Standards KCWP 2: Design and Deliver Instruction KCWP 4: Review, Analyze, and Interpret Data	- Professional Learning Communities - continue to implement the PDSA model in which all teachers focus on standards, rigorous instructional for Tiers 1, 2, and 3, formative and summative assessment, data trackers, and student work samples. - Teacher Coaching Model - implement a schedule for leadership to be in three classrooms each week using PGES and providing immediate feedback to teachers. - Standards based instruction - follows district pacing curriculum documents and common assessments that support the evidence of Into Reading implementation. - KYCL Cohorts - Teachers will implement literacy strategies learned through KYCL cohort meetings and will share strategies during PLC meetings. - Student goal setting/Data tracking - All staff utilizes data trackers to progress monitor individual student performance on MAP and classroom assessments. - MTSS - Tiered services are determined and provided after RTI committee meetings. These meetings take place every 6 weeks.	All students at Indian Hills Elementary will be successfully completing classwork and assessments on or above grade level.	- Student data trackers - MAP reports from reading - Common/formative assessments - Student grades - KSA Data Calculator - Lesson plans - Teacher Coaching model feedback - Into Reading Screeners - Schedules of GT enrichment specialists - Assessment data for students who are gifted and talented - Progress reports for individual students
			District Title I General Fund ESS funds GT state grant GT district match	

Goal 1 By May 2025 and evidenced through state summative assessment results, Indian Hills Elementary School will increase the percentage of students scoring proficient/distinguished in reading and mathematics, across the school’s grade spans, as follows:					
Reading: Increase the number of students scoring proficient or above in reading from 41% to 58.4%					
Math: Increase the number of students scoring proficient or above in math from 43% to 63.5%					
Objective	Strategy	Activities	Measure of Success	Progress Monitoring	Funding
		Committee members review multiple pieces of data to determine intervention needs or adjustments that need to be made (remediation/enrichment). ● Gifted and Talented - Students who are identified as gifted and talented will be provided services in alignment with their Gifted Student Services Plan (GSSP) ● Extended School Services - ESS provides for additional support of students identified from MAP testing, classroom formative and summative data, as well as classroom observations.			
Objective 2 By May 2023, Indian Hills Elementary School will increase the percentage of students scoring proficient/distinguished in Math from 42% to 59.5%.	KCWP 1: Design and Deploy Standards KCWP 2: Design and Deliver Instruction KCWP 4: Review, Analyze, and Interpret Data	● Professional Learning Communities - continue to implement the PDSA model in which all teachers focus on standards, rigorous instructional for Tiers 1, 2, and 3, formative and summative assessment, data trackers, and student work samples. ● Teacher Coaching Model - implement a schedule for leadership to be in three classrooms each week using PGES and providing immediate feedback to teachers. ● Standards based instruction - follows district pacing curriculum documents and common assessments that support the	All students at Indian Hills Elementary will be successfully completing classwork on or above grade level.	● Student data trackers ● MAP reports from reading ● Common/formative assessments ● Student grades ● KSA Data Calculator ● Lesson plans ● Teacher Coaching model feedback ● Into Reading Screeners ● Schedules of GT enrichment specialists	● District Title I ● General Fund ● ESS funds ● GT state grant ● GT district match

Goal 1 By May 2025 and evidenced through state summative assessment results, Indian Hills Elementary School will increase the percentage of students scoring proficient/distinguished in reading and mathematics, across the school's grade spans, as follows:				
Reading: Increase the number of students scoring proficient or above in reading from 41% to 58.4%				
Math: Increase the number of students scoring proficient or above in math from 43% to 63.5%				
Objective	Strategy	Activities	Measure of Success	Progress Monitoring
		evidence of Into Reading implementation. KYCL Cohorts - Teachers will implement literacy strategies to implement in their math classrooms learned through KYCL LDC cohort meetings and will share strategies during PLC meetings. Student goal setting/Data tracking - All staff utilizes data trackers to progress monitor individual student performance on MAP and classroom assessments. MTSS - Tiered services are determined and provided after RTI committee meetings. These meetings take place every 6 weeks. Committee members review multiple pieces of data to determine intervention needs or adjustments that need to be made (remediation/enrichment). Gifted and Talented - Students who are identified as gifted and talented will be provided services in alignment with their Gifted Student Services Plan (GSSP) Extended School Services - ESS provides for additional support of students identified from MAP testing, classroom formative and summative data, as well as classroom observations.		- Assessment data for students who are gifted and talented - Progress reports for individual students

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

Goal 2 By May 2025 and evidenced through state summative assessment results, Indian Hills Elementary School will increase the percentage of students scoring proficient/distinguished in Science, Social Studies, and Writing, across the school's grade spans, as follows: Science: Increase the number of students scoring proficient or above in Science from 28% to 41.7% Social Studies: Increase the number of students scoring proficient or above in Social Studies from 21% to 68.4% Writing: Increase the number of students scoring proficient or above in writing from 51% to 68.4%					
Objective	Strategy	Activities	Measure of Success	Progress Monitoring	Funding
Objective 1 By May 2023, Indian Hills Elementary School will increase the percentage of students scoring proficient/distinguished in Science from 28% to 35.3%.	KCWP 1: Design and Deploy Standards KCWP 2: Design and Deliver Instruction KCWP 4: Review, Analyze, and Interpret Data	Professional Learning Communities - continue to implement the PDSA model in which all teachers focus on standards, standard deconstruction of the social studies standards, development of formative and summative assessments to meet the cognitive demand of the standards, use of data trackers, and analyzing student work samples.. Teacher Coaching Model - implement a schedule for leadership to be in three classrooms each week using PGES and providing immediate feedback to teachers. Standards based instruction - follows district pacing curriculum documents and common assessments that support the evidence of KAS implementation. KYCL LDC Cohort - LDC Anchor modules are implemented in science classrooms with a focus on literacy in science. Ongoing professional learning occurs through LDC training and growth day opportunities.	All students at Indian Hills Elementary will be successfully completing classwork on or above grade level.	- Content area student data trackers - Data protocol in PLC's - Lesson plans - Teacher Coaching model feedback - Student grades	District Title I General Fund
Objective 2		Professional Learning Communities -			District Title I

Goal 2 By May 2025 and evidenced through state summative assessment results, Indian Hills Elementary School will increase the percentage of students scoring proficient/distinguished in Science, Social Studies, and Writing, across the school's grade spans, as follows: Science: Increase the number of students scoring proficient or above in Science from 28% to 41.7% Social Studies: Increase the number of students scoring proficient or above in Social Studies from 21% to 68.4% Writing: Increase the number of students scoring proficient or above in writing from 51% to 68.4%					
Objective	Strategy	Activities	Measure of Success	Progress Monitoring	Funding
By May 2023, Indian Hills Elementary School will increase the percentage of students scoring proficient/distinguished in Social Studies from 21% to 64.9%.	KCWP 1: Design and Deploy Standards KCWP 2: Design and Deliver Instruction KCWP 4: Review, Analyze, and Interpret Data	continue to implement the PDSA model in which all teachers focus on standards, standard deconstruction of the social studies standards, development of formative and summative assessments to meet the cognitive demand of the standards, use of data trackers, and analyzing student work samples. Teacher Coaching Model - implement a schedule for leadership to be in three classrooms each week using PGES and providing immediate feedback to teachers. Standards based instruction - follows district pacing curriculum documents and common assessments that support the evidence of KAS implementation. KYCL LDC Cohort - LDC Anchor modules are implemented in social studies classrooms with a focus on inquiry and literacy in social studies. Ongoing professional learning occurs through LDC training and growth day opportunities.	All students at Indian Hills Elementary will be successfully completing classwork on or above grade level.	- Content area student data trackers - Common assessments - Lesson plans - Teacher Coaching model feedback - Student grades - Schedules of GT enrichment specialists - Progress reports for individual students - Assessment data for students who are gifted and talented	General Fund
Objective 3	KCWP 1: Design and Deploy Standards	Professional Learning Communities - continue to implement the PDSA model	All students at Indian Hills Elementary will be	Lesson plans	District Title I General Fund

Goal 2 By May 2025 and evidenced through state summative assessment results, Indian Hills Elementary School will increase the percentage of students scoring proficient/distinguished in Science, Social Studies, and Writing, across the school's grade spans, as follows:				
Science: Increase the number of students scoring proficient or above in Science from 28% to 41.7% Social Studies: Increase the number of students scoring proficient or above in Social Studies from 21% to 68.4% Writing: Increase the number of students scoring proficient or above in writing from 51% to 68.4%				
Objective	Strategy	Activities	Measure of Success	Progress Monitoring
By May 2023, Indian Hills Elementary School will increase the percentage of students scoring proficient/distinguished in Writing from 51% to 64.9%.	KCWP 2: Design and Deliver Instruction KCWP 4: Review, Analyze, and Interpret Data	in which all teachers focus on standards, standard deconstruction of the social studies standards, development of formative and summative assessments to meet the cognitive demand of the standards, use of data trackers, and analyzing student work samples. Teacher Coaching Model - implement a schedule for leadership to be in three classrooms each week using PGES and providing immediate feedback to teachers. Standards based instruction - follows district pacing curriculum documents and common assessments that support the evidence of KAS implementation. Writing Plan - implementation of revised writing plan with a focus on foundational writing skills and writing across all content areas each day.	successfully completing classwork on or above grade level.	- Student writing products with feedback - Teacher Coaching model feedback - Writing scrimmages - Constructed Response samples/scores/feedback - Student writing folders

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 (TSI Status for Students with Disabilities) By May 2023, Indian Hills Elementary School will decrease the number of Special Education Students scoring novice in Reading from 75% to 65%.	KCWP 1: Design and Deploy Standards KCWP 2: Design and Deliver Instruction KCWP 5: Design, Align, Deliver Support Processes	• Professional Learning - new special education teachers will attend district and regional training suggested by district directors. • Professional Learning Communities - weekly sped PLC meetings to focus on individual students, caseloads, and building capacity within out sped teachers. Leadership will begin to implement the PDSA model in which all sped teachers focus on standards and standard deconstruction, formative and summative assessment, and student work samples. • Accommodations - ensure accommodation plans are in place for students with disabilities by January. Students identified will be instructed on how to use their accommodations by sped and general education teachers. • Scheduling - Make changes in schedules as needed to accommodate all students Individualized Education Plan (protecting core instruction time) • Data tracking/Student Goal Setting -	• Achievement Gap closure • Increase in proficiency and student achievement • Novice reduction • Increase in MAP scores • MTSS data	• PLC meetings • Lesson plans with standards • District data tracker • Updated accommodation list • Updated schedules as needed	District Title I General Fund

January 2023

Objective	Strategy	Activities	Measure of Success	Progress Monitoring	Funding
		District SPED data tracker will be completed on each student serviced by their sped teacher. Sped teachers will review MAP data, classroom data to set goals with students. Teachers will review these goals often and discuss strategies to move towards their goals.			

4: English Learner Progress

Goal 4 By May 2025 and evidenced through state ACCESS results, Indian Hills Elementary School will increase the attainment rate of EL students from 13.8% to 34%					
Objective	Strategy	Activities	Measure of Success	Progress Monitoring	Funding
Objective 1 By May 2023, Indian Hills Elementary School will increase the attainment rate of EL students from 13.8% to 21%	KCWP 1: Design and Deploy Standards KCWP 2: Design and Deliver Instruction KCWP 5: Design, Align, Deliver Support Processes	Professional Learning Communities - continue to implement the PDSA model in which all teachers focus on standards, development of formative and summative assessments to meet the cognitive demand of the standards, use of data trackers, analyzing student work samples, and utilizing ESL strategies shared monthly by our district ESL teacher. Standards based instruction - follows district pacing curriculum documents and common assessments that support the evidence of KAS implementation. MTSS - Tiered services are determined and provided after RTI committee meetings. These meetings take place every 6 weeks. Committee members review multiple pieces of data to determine intervention needs or adjustments that need to be made (remediation/enrichment). Student goal setting/Data tracking - All staff utilizes data trackers to progress monitor individual student performance on MAP and classroom assessments.	- Completion of grade level course work - Classroom assessment data - Growth in MAP scores	- MAP data - MTSS data - Grade level data trackers - ESL progress reports - ACCESS data	District Title I General Fund

5: Quality of School Climate and Safety

Goal 5 By May 2025 and evidenced through state summative assessment results, Indian Hills Elementary School will increase the overall index of the Quality of School Climate and Safety from 77.2 to 90(Very high)				
Objective	Strategy	Activities	Measure of Success	Progress Monitoring
Objective 1 By May 2023, Indian Hills Elementary School will increase the overall index from 77.2 (Green status) to 80.0 (Blue status)	KCWP 6: Establish Learning Culture and Environment	• PBIS/CHAMPS - continue to implement PBIS (gold status) and CHAMPS in classrooms, transitions, and all common areas. • BRTI - hold meetings every 6 weeks to discuss BRTI data collected weekly on Tier 2 and Tier 3 students. • Student Advisory Council - Meets monthly with the principal to discuss any recent survey results and ways to improve our school. These items are followed up on during the next meeting. • Quality of School Climate and Safety Survey - During bellringers and special classes, 3rd-6th grade students will discuss the Quality of School Climate and Safety survey questions to ensure that all students understand the question and what the question is asking of the students. Students will practice taking the survey beginning in the second semester.	• PBIS walkthrough results • PBIS rewards • MTSS • Student Advisory Council agenda • Survey data	• Major/Minor referrals • BRTI list • Advisory council feedback • Practice Survey results
				No Funding Required

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: Consider: How will you ensure that school leadership has or develops the skills and disposition to achieve accelerated, meaningful, and sustainable increases in student achievement for underperforming subgroups? Response: School leadership will develop the skills and dispositions to achieve accelerated meaningful and sustainable increases in underperforming subgroups by: 1. Attending monthly Instructional Leadership Team Meetings (ILT). Instructional Leadership Team meetings will feature a dedicated workspace and time for the Special Education department to work with principals and leadership teams around new and/or existing strategies and methods to ensure our students with disabilities receive the latest evidence-based instruction. In addition, work time and collaboration time will be provided each month during ILT meetings. 2. Monthly meetings with the administration and the assigned special education consultant and/or DoSE will be held to discuss building level concerns, education on issues and or specialized information about students with disabilities will be shared. 3. Conduct Weekly PLC meetings with our SPED team to make sure we are meeting district and school guidelines. 4. Lead SPED teachers through standard deconstruction to ensure all students are receiving grade level instruction. 5. School leaders will send SPED teachers to GRECC and WKEC to build capacity. 6. Ensure all SPED teachers are attending a grade level weekly PLC meeting. 7. Attending monthly CCPS Equity Committee meetings to learn and apply equity practices for students with disabilities. 8. SPED Strategic Plan.docx	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 an examination of resource inequities, it was discovered that there was not enough support for evidence-based practices for our Special Education teachers. As a result, it could be that our special education population underperformed on KSA and did not meet performance expectations. Indian Hills Elementary has also seen an increase in the identification of SPED students, meeting cap sizes for most all of our sped teachers. This has proposed the need for waivers to be completed while the inability to properly service these students is an issue that remains. To help this situation, special education staff will have more access to the Special Education Consultants. The Consultant will be available to special education staff on a weekly basis. During this time together, the Consultant will coach, monitor, help adjust schedules as needed, and observe and provide classroom support to Special Education teachers related to evidence-based practices for students with disabilities. To support our Special Education teachers at the school level, Indian Hills special education teachers will receive training in standards
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deconstruction first and then training on evidence-based practices and strategies the teachers can implement in their resource and co-teaching environments. These practices and strategies will be reviewed and monitored through data analysis and our weekly PLC process.

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:

The process used to review the learning culture related to Special Education was an examination of observations, resources, and student work. As a result, it was found that students in resource settings were less likely to have access to standards-based instruction and assessments, which could have been a contributing factor to the special education student's underperformance on KSA. At Indian Hills specifically, we have a new and inexperienced SPED team. This has resulted in the need of individualized sped training along with grade level meetings to work collectively with content area teachers to focus on student needs, IEP modifications, available accommodations and student grades. To support, the following actions will be implemented to ensure students with disabilities have access to grade level standards instruction and are assessed used assessments aligned to grade-level assessments:

- Engage Special Education teachers in PLCs and other professional learning to develop their capacity to teach and assess grade-level standards
- Grade checks for every sped student and discussion between sped and general education teacher
- Conduct observations of students with disabilities will include analysis of instructional and assessment tasks, with an expectation there should be a balance of IEP skills and grade-level work
- Implement standards-based benchmark assessments 3x per year to monitor and inform student learning
- Establish and regularly utilize "assessment buddies" to ensure approved assessment accommodations are provided for each student

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:

The area of need revealed by the analysis of academic and non-academic data that is addressed through CSIP activities is reading proficiency for our Special Education population. (75% of our SPED population scored novice in Reading) The evidence-based practice that will target reading for our students with disabilities are student motivation/self efficacy, explicit instruction and teacher effectiveness, and PL's along with teacher coaching. This will be monitored through weekly PLC meetings, through data analysis following each round of MAP/Benchmark testing 3 times per year, and through classroom observations.

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
Co-Teaching	Miller, C., & Oh, K. (2013). The Effects of Professional Development on Co-Teaching for Special and General Education Teachers and Students. Journal of Special Education Apprenticeship, 2(1). https://education.ky.gov/curriculum/standards/kyacadstand/standards/EBIP_1_Establishing_the_Learning_Environment.pdf	☒
Student Motivation & Self Efficacy KDE EBIP Establishing the Learning Environment	Student motivation plays a crucial role in improving student outcomes and academic achievement. Students need to believe that they can be successful with the tasks they are assigned, feel they have some autonomy and self-direction in their activities and believe their abilities can grow and improve over time. According to Hattie and Alderman (2020), "Of all motivation-related conditions that have been studied, those related to students' perceptions of their competence, expectancies for success, and sense of efficacy have proven to be particularly robust predictors of achievement" (p. 166). Self Efficacy affects the choices individuals make, the effort they put forth, their perseverance when facing obstacles and how quickly they recover after experiencing a failure or setback (Silver & Stafford, 2017). Table 4.5 compares the characteristics of students with high self-efficacy to those with low self-efficacy (Fisher, et al., 2016; Hattie, 2012; Silver & Stafford, 2017). https://education.ky.gov/curriculum/standards/kyacadstand/standards/EBIP_3_Explicit_Teaching_and_Modeling.pdf	☐
Explicit Instruction and Teacher Effectiveness	While explicit teaching is a system of instructional approaches, direct instruction is a critical approach type within that system. For some educators, direct instruction conjures up negative connotations as a scripted, inflexible instructional approach that	☐

Evidence-based Activity	Evidence Citation	Uploaded in eProve
KDE EBIP Explicit Teaching and Modeling	devalues teacher autonomy. While it is a commonly misunderstood instructional design strategy in the field, many educators are quick to discount its effectiveness because they do not understand the full scope of benefits direct instruction can provide students when learning new content. Direct instruction “offers a pedagogical pathway that provides students with modeling, scaffolding and practice they require when learning new skills and concepts” and according to continued research, it remains one of the most effective means of teaching complex content (Ashman, 2021). In fact, according to John Hattie’s meta-analyses research, direct instruction has an effect size of 0.59 - more than one year’s growth in one year’s worth of time. Therefore, we are likely to see student gains when direct instruction is implemented as intended (Fisher, et al., 2020). In addition, students receiving direct instruction had higher graduation rates than students who did not receive direct instruction following studies many years later (Ashman, 2021).	
PLC’s and Teacher Coaching	Jones, Leslie & Stall, Gregg & Yarbrough, Debra. (2013). The Importance of Professional Learning Communities for School Improvement. Creative Education. 04. 357-361. 10.4236/ce.2013.45052. Hipp & Huffman (2010) elaborated on Hord’s perspective of professional learning communities and define each of the previously cited components. Since 1990, multiple perspectives of learning communities have been presented. The assertions made by the Dufour & Colleagues (2006) about characteristics of learning communities are emphasized in the perspective of Blankstien. Blankstien (2010) suggests that there are six principles essential in schools with Professional Learning Communities: - Principle 1—Common mission, vision, values, and goals; - Principle 2—Ensuring achievement for all students; - Principle 3—Collaborative teaming focused on teaching and learning; - Principle 4—Using data to guide decision making and continuous improvement; - Principle 5—Gaining active engagement from family and community; and - Principle 6—Building sustainable leadership capacity. Dufour and colleagues (2006) contend that commitment to the learning of each student is key in learning communities. This notion parallels Blankstien’s (2010) Principle two. Principle four reflects the need for educators to use data to inform practice (Blankstien, 2010). It has been our experience that there is a great deal of data prevalent in schools. The challenge for educators is using the data in relevant ways. Student data must be used to inform instructional decisions of educators.	☐

Evidence-based Activity	Evidence Citation	Uploaded in eProve
	Prenger, R., Poortman, C. L., & Handelzalts, A. (2019). The Effects of Networked Professional Learning Communities. <i>Journal of Teacher Education</i>, 70(5), 441–452. https://doi.org/10.1177/0022487117753574 “Teacher professional learning is considered crucial for improving the quality of education. Teacher collaboration in professional learning communities can contribute to the effectiveness of professional development efforts.” “The fast-changing society and knowledge leads to the international focus on school improvement to better prepare students for the higher educational demands of the 21st century (Schleicher, 2012). This means that educators and school leaders need to learn faster than ever (Kools & Stoll, 2016). Teachers are urged to become “high-level knowledge workers” (Schleicher, 2012, p. 11). They are expected to constantly advance both their own professional knowledge and that of their profession. High-quality and continuing professional learning is therefore necessary to ensure that all teachers are able to meet these demands (Kools & Stoll, 2016; Schleicher, 2012). Teachers can be supported in rethinking their own practice and improving their teaching by working and learning together (Vescio, Ross, & Adams, 2008). Teacher collaboration in professional learning communities (PLCs) can lead to the level of increased student learning (Borko, 2004; Darling-Hammond, 2010; Stoll, Bolam, McMahon, Wallace, & Thomas, 2006; Vescio et al., 2008). Therefore, teacher participation in PLCs is a promising strategy for promoting professional learning.”	

MLK 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

Updated May 2022

1: State Assessment Results in reading and mathematics

Goal 1 (State your reading and math goal.): The percentage of students scoring proficient or higher in math and reading will increase from 27.5% in 2022 to 42.85% in 2025 as measured by KSA.					
Objective	Strategy	Activities	Measure of Success	Progress Monitoring	Funding
Objective 1 The percentage of students scoring proficient or distinguished in reading on KSA will increase from 28% in 2022 to 33.6% in 2023.	KCWP 1: Design and Deploy Standards	Teachers meet weekly with instructional coaches to determine focus standards for instruction.	100% of Lesson Plans 3rd-6th grade will be aligned to KAS	- Weekly LESSON PLAN CHECKLIST (ADMINISTRATION TEAM) - WEEKLY INSTRUCTIONAL COACH FEEDBACK/SCHEDULING FORM (INSTRUCTIONAL COACHES & CURRICULUM SPECIALIST)	No Funding
		Through the PLC process teachers will receive training on how to read, annotate AND DELIVER STANDARDS-BASED INSTRUCTION to students.	100% of Classrooms will have a KAS aligned learning target posted and referred to during the lesson as measured through classroom observations	- Weekly CLASSROOM OBSERVATION SCHEDULE (ADMINISTRATIVE TEAM) - WEEKLY CLASSROOM MONITORING TOOL (ADMINISTRATIVE TEAM)	No Funding
	KCWP 2: Design and Deliver Instruction	Gifted and Talented Students: Students who are identified as gifted and talented will be provided services in alignment with their Gifted Student Services Plan (GSSP).	-Differentiation through content, process, and product occurring within the classroom and through pull out programs. -Cluster leaders provide assistance with identification and coaching teachers in	Schedules of GT enrichment specialists Professional learning sign in sheets from staff trainings led by cluster leaders Cluster leader trainings Progress reports for individual students Assessment data for students who are gifted and talented	GT state grant GT district match

Goal 1 (State your reading and math goal.): The percentage of students scoring proficient or higher in math and reading will increase from 27.5% in 2022 to 42.85% in 2025 as measured by KSA.					
Objective	Strategy	Activities	Measure of Success	Progress Monitoring	Funding
	- KCWP 1: Design and Deploy Standards - KCWP 2: Design and Deliver Instruction - KCWP 3: Design and Deliver Assessment Literacy	Implement Into Reading which is a comprehensive evidenced based reading program that includes instruction in phonemic awareness, phonics, fluency, vocabulary, comprehension and writing	providing individualized services. -Opportunities for students to participate in extracurricular activities or clubs. -All certified reading teachers and special education teachers receive training in the Into Reading program (beginning of the year, ongoing support from HMH, Friday Tidbits, and virtual professional learning sessions.) -Building leaders receive support through Building Instructional Leadership Team meetings and bi-weekly Into Reading Q & A sessions. -Monitor implementation through classroom observations. -Coaching provided to individual teachers through the school coaching model.	-Universal Screener (MAP)-3x a year -Into Reading Screeners-3x a year -Into Reading Diagnostic Assessments-ongoing (based on screening data) -Into Reading Progress Monitoring Assessments-Weekly/Bi-Weekly -Growth Measure Assessment-3x a year -Weekly and Module Assessments -Benchmark Assessments-2x a year -Kentucky Summative Assessments -District Instructional Reviews	General Fund (Instruction) Title I funds ESSER funds

Goal 1 (State your reading and math goal.): The percentage of students scoring proficient or higher in math and reading will increase from 27.5% in 2022 to 42.85% in 2025 as measured by KSA.					
Objective	Strategy	Activities	Measure of Success	Progress Monitoring	Funding
	KCWP 4: Review, Analyze and Apply Data		-Plan/Do/Study/Act PLC -Data Disaggregation		
		Teachers will complete the PDSA tool to analyze student assessment data.	Implementation of PDSA tool	COMPLETION OF WEEK 1,2,6 OF PDSA PROTOCOL CYCLE DOCUMENTATION (ADMINISTRATION & CURRICULUM SPECIALIST)	Title II
		Teachers will determine remediation and enrichment strategies to use based upon data analysis.	Implementation of PDSA tool	COMPLETION OF WEEK 1,2,6 OF PDSA PROTOCOL CYCLE DOCUMENTATION (ADMINISTRATION & CURRICULUM SPECIALIST)	No Funding
		MTSS Committee will use data to determine tiered intervention needs	Full implementation of MTSS protocol	Every six weeks COMPLETION OF TIER 2 & 3 READING AND MATH PROGRESS MONITORING DOCUMENTATION (ADMINISTRATION & DISTRICT INTERVENTION COACH)	ESS Title I Title II
			Full implementation of MTSS protocol	3x year, TEACHERS UPDATE DATA TRACKERS TO INCLUDE CLASS MEAN AND INDIVIDUAL STUDENT GROWTH (ADMINISTRATION & CURRICULUM SPECIALIST)	No Funding

Goal 1 (State your reading and math goal.): The percentage of students scoring proficient or higher in math and reading will increase from 27.5% in 2022 to 42.85% in 2025 as measured by KSA.					
Objective	Strategy	Activities	Measure of Success	Progress Monitoring	Funding
Objective 2: The percentage of students scoring proficient or distinguished in math on KSA will increase from 27% in 2022 to 32.4% in 2023.	KCWP 1: Design and Deploy Standards	Through the PLC process teachers will receive training on how to read, annotate and deliver the standard to students.	Classroom Observation Lesson Plans	- Weekly CLASSROOM OBSERVATION SCHEDULE (ADMINISTRATIVE TEAM) - WEEKLY CLASSROOM MONITORING TOOL (ADMINISTRATIVE TEAM)	Title II
		Teachers meet weekly with instructional coaches to determine focus standards for instruction.	Lesson Plans	- Weekly LESSON PLAN CHECKLIST (ADMINISTRATION TEAM) - WEEKLY INSTRUCTIONAL COACH FEEDBACK/SCHEDULING FORM (INSTRUCTIONAL COACHES & CURRICULUM SPECIALIST)	No Funding
	KCWP 2: Design and Deliver Instruction	Teachers will implement Eureka Math with fidelity.	Classroom Observation Lesson Plans	- Weekly LESSON PLAN CHECKLIST (ADMINISTRATION TEAM) - WEEKLY EUREKA CLASSROOM OBSERVATION FEEDBACK FROM DISTRICT COACH	No Funding
		Teachers will implement PBIS & Class Dojo to monitor and report classroom behavior.	Classroom Observation	- Weekly CLASSROOM OBSERVATION SCHEDULE (ADMINISTRATIVE TEAM) - DAILY ELECTRONIC MINOR BEHAVIOR FORM (ADMINISTRATION) - BI-MONTHLY CLASS DOJO REPORTS (ADMINISTRATION)	No Funding

Objective		Strategy	Activities	Measure of Success	Progress Monitoring	Funding
Goal 1 (State your reading and math goal.): The percentage of students scoring proficient or higher in math and reading will increase from 27.5% in 2022 to 42.85% in 2025 as measured by KSA.		KCWP 4: Review, Analyze and Apply Data			WEEKLY TABLEAU BEHAVIOR REPORT (ADMINISTRATION)	
			Math teachers will complete MAP data analysis after the FALL, winter and spring assessment to determine instructional adjustments and determine students who require MTSS interventions.	Full implementation of MTSS protocol	3x year, TEACHERS UPDATE DATA TRACKERS TO INCLUDE CLASS MEAN AND INDIVIDUAL STUDENT GROWTH (ADMINISTRATION & CURRICULUM SPECIALIST)	No Funding
			Teachers will complete the PDSA tool to analyze student assessment data.	Implementation of PDSA tool	COMPLETION OF WEEK 1,2,6 OF PDSA PROTOCOL CYCLE DOCUMENTATION (ADMINISTRATION & CURRICULUM SPECIALIST)	No Funding
			Math teachers will disaggregate each unit test from Eureka Math to determine instructional adjustments and determine students for reteach.	Implementation of PDSA tool	COMPLETION OF WEEK 1,2,6 OF PDSA PROTOCOL CYCLE DOCUMENTATION (ADMINISTRATION & CURRICULUM SPECIALIST)	No Funding

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

Goal 2 (State your science, social studies, and writing goal.): By May 2025 and evidenced through state summative assessment results, Dr. Martin Luther King Jr. Elementary School will increase the percentage of students scoring proficient/distinguished in Science, Social Studies, and Writing, across the school's grade spans, as follows: Science: Increase the number of students scoring proficient or above in Science from 8% to 9.6% in May 2025. Social Studies: Increase the number of students scoring proficient or above in Social Studies from 20% to 24% in May 2025. Writing: Increase the number of students scoring proficient or above in Writing from 14% to 16.8% in May 2025.					
Objective	Strategy	Activities	Measure of Success	Progress Monitoring	Funding
Objective 1 The percent of students scoring proficient or higher in science will increase from 8% in 2022 to 9.6% in 2023 as measured by KSA.	KCWP 1: Design and Deploy Standards	Through the PLC process teachers will receive training on how to read, annotate and deliver the standard to students.	Classroom Observation Lesson Plans	- Weekly CLASSROOM OBSERVATION SCHEDULE (ADMINISTRATIVE TEAM) - WEEKLY CLASSROOM MONITORING TOOL (ADMINISTRATIVE TEAM)	No Funding
		Teachers meet weekly with instructional coaches to determine focus standards for instruction.	Lesson Plans	- Weekly LESSON PLAN CHECKLIST (ADMINISTRATION TEAM) - WEEKLY INSTRUCTIONAL COACH FEEDBACK/SCHEDULING FORM (INSTRUCTIONAL COACHES & CURRICULUM SPECIALIST)	Title I District Title
		Amplify Implementation: Science teachers will implement the Amplify curriculum as the new curriculum.	Lesson Plans Classroom Observations	WEEKLY AMPLIFY CLASSROOM OBSERVATION CHECKLIST/FEEDBACK FORM (CURRICULUM SPECIALIST)	General Fund Title I
	KCWP 2: Design and Deliver Instruction	All science teachers will receive training from an Amplify representative, as well as online support from Amplify as needed.	After science teachers receive training, teachers will fully implement the curriculum using the online Amplify	WEEKLY EUREKA CLASSROOM OBSERVATION CHECKLIST/FEEDBACK FORM (CURRICULUM SPECIALIST)	General Fund

Goal 2 (State your science, social studies, and writing goal.): By May 2025 and evidenced through state summative assessment results, Dr. Martin Luther King Jr. Elementary School will increase the percentage of students scoring proficient/distinguished in Science, Social Studies, and Writing, across the school's grade spans, as follows: Science: Increase the number of students scoring proficient or above in Science from 8% to 9.6% in May 2025. Social Studies: Increase the number of students scoring proficient or above in Social Studies from 20% to 24% in May 2025. Writing: Increase the number of students scoring proficient or above in Writing from 14% to 16.8% in May 2025.					
Objective	Strategy	Activities	Measure of Success	Progress Monitoring	Funding
Objective 2 The percent of students scoring proficient or higher in writing will increase	KCWP 4: Review, Analyze and Apply Data	Teachers will implement PBIS & Class Dojo to monitor and report classroom behavior.	Behavior Reports Class Dojo Reports	- Weekly CLASSROOM OBSERVATION SCHEDULE (ADMINISTRATIVE TEAM) - DAILY ELECTRONIC MINOR BEHAVIOR FORM (ADMINISTRATION) - BI-MONTHLY CLASS DOJO REPORTS (ADMINISTRATION) - WEEKLY TABLEAU BEHAVIOR REPORT (ADMINISTRATION)	Title IV
		Science teachers will use assessments from Amplify with fidelity	PDSA Tool	COMPLETION OF WEEK 1,2,6 OF PDSA PROTOCOL CYCLE DOCUMENTATION (ADMINISTRATION & CURRICULUM SPECIALIST)	No Funding
		Science teachers will analyze data and determine adjustments for instruction.	PDSA Tool	COMPLETION OF WEEK 1,2,6 OF PDSA PROTOCOL CYCLE DOCUMENTATION (ADMINISTRATION & CURRICULUM SPECIALIST)	No Funding
		Through the PLC process teachers will receive training on how to read, annotate and deliver the standard to students.	Classroom Observation Lesson Plans	Weekly CLASSROOM OBSERVATION SCHEDULE (ADMINISTRATIVE TEAM)	Title II

Goal 2 (State your science, social studies, and writing goal.): By May 2025 and evidenced through state summative assessment results, Dr. Martin Luther King Jr. Elementary School will increase the percentage of students scoring proficient/distinguished in Science, Social Studies, and Writing, across the school's grade spans, as follows:					
Science: Increase the number of students scoring proficient or above in Science from 8% to 9.6% in May 2025.					
Social Studies: Increase the number of students scoring proficient or above in Social Studies from 20% to 24% in May 2025.					
Writing: Increase the number of students scoring proficient or above in Writing from 14% to 16.8% in May 2025.					
Objective	Strategy	Activities	Measure of Success	Progress Monitoring	Funding
from 14% in 2021 to 16.8% in 2022 as measured by KSA.		Teachers meet weekly with instructional coaches to determine focus standards for instruction.	Lesson Plans	WEEKLY CLASSROOM MONITORING TOOL (ADMINISTRATIVE TEAM)	Title II
				- Weekly LESSON PLAN CHECKLIST (ADMINISTRATION TEAM) - WEEKLY INSTRUCTIONAL COACH FEEDBACK/SCHEDULING FORM (INSTRUCTIONAL COACHES & CURRICULUM SPECIALIST)	
		Teachers meet weekly with instructional coaches to determine focus standards for instruction.	Lesson Plans	- Weekly LESSON PLAN CHECKLIST (ADMINISTRATION TEAM) - WEEKLY INSTRUCTIONAL COACH FEEDBACK/SCHEDULING FORM (INSTRUCTIONAL COACHES & CURRICULUM SPECIALIST)	Title II
				- Weekly LESSON PLAN CHECKLIST (ADMINISTRATION TEAM) - WEEKLY INSTRUCTIONAL COACH FEEDBACK/SCHEDULING FORM (INSTRUCTIONAL COACHES & CURRICULUM SPECIALIST)	
	KCWP 2: Design and Deliver Instruction	Teachers will implement PBIS & Class Dojo to monitor and report classroom behavior.	Behavior Reports Class Dojo Reports	- Weekly CLASSROOM OBSERVATION SCHEDULE (ADMINISTRATIVE TEAM) - DAILY ELECTRONIC MINOR BEHAVIOR FORM (ADMINISTRATION) - BI-MONTHLY CLASS DOJO REPORTS (ADMINISTRATION)	Title IV

Goal 2 (State your science, social studies, and writing goal.): By May 2025 and evidenced through state summative assessment results, Dr. Martin Luther King Jr. Elementary School will increase the percentage of students scoring proficient/distinguished in Science, Social Studies, and Writing, across the school's grade spans, as follows: Science: Increase the number of students scoring proficient or above in Science from 8% to 9.6% in May 2025. Social Studies: Increase the number of students scoring proficient or above in Social Studies from 20% to 24% in May 2025. Writing: Increase the number of students scoring proficient or above in Writing from 14% to 16.8% in May 2025.					
Objective	Strategy	Activities	Measure of Success	Progress Monitoring	Funding
Objective 3 The percent of students scoring proficient or higher in social studies will increase from 20% in 2022 to 24% in 2023 as measured by KSA.	KCWP 1: Design and Deploy Standards	Teachers will provide exemplary model of writing for student analysis	Upon completion of specified unit	- WEEKLY TABLEAU BEHAVIOR REPORT (ADMINISTRATION) - Weekly CLASSROOM OBSERVATION SCHEDULE (ADMINISTRATIVE TEAM) - WEEKLY CLASSROOM MONITORING TOOL (ADMINISTRATIVE TEAM)	No funding
		Teachers will provide individualized feedback during the writing process	on completion of specified unit	- Weekly CLASSROOM OBSERVATION SCHEDULE (ADMINISTRATIVE TEAM) - WEEKLY CLASSROOM MONITORING TOOL (ADMINISTRATIVE TEAM)	No funding
		Through the PLC process teachers will receive training on how to read, annotate and deliver the standard to students.	Classroom Observation Lesson Plans	- Weekly CLASSROOM OBSERVATION SCHEDULE (ADMINISTRATIVE TEAM) - WEEKLY CLASSROOM MONITORING TOOL (ADMINISTRATIVE TEAM)	Title II
		Teachers meet weekly with instructional coaches to determine focus standards for instruction.	Lesson Plans	- Weekly LESSON PLAN CHECKLIST (ADMINISTRATION TEAM) - WEEKLY INSTRUCTIONAL COACH FEEDBACK/SCHEDULING FORM	Title II

Goal 2 (State your science, social studies, and writing goal.): By May 2025 and evidenced through state summative assessment results, Dr. Martin Luther King Jr. Elementary School will increase the percentage of students scoring proficient/distinguished in Science, Social Studies, and Writing, across the school's grade spans, as follows: Science: Increase the number of students scoring proficient or above in Science from 8% to 9.6% in May 2025. Social Studies: Increase the number of students scoring proficient or above in Social Studies from 20% to 24% in May 2025. Writing: Increase the number of students scoring proficient or above in Writing from 14% to 16.8% in May 2025.					
Objective	Strategy	Activities	Measure of Success	Progress Monitoring (INSTRUCTIONAL COACHES & CURRICULUM SPECIALIST)	Funding
		Teachers meet weekly with instructional coaches to determine focus standards for instruction.	Lesson Plans	- Weekly LESSON PLAN CHECKLIST (ADMINISTRATION TEAM) - WEEKLY INSTRUCTIONAL COACH FEEDBACK/SCHEDULING FORM (INSTRUCTIONAL COACHES & CURRICULUM SPECIALIST)	Title II

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 Identify GAP students and monitor their progress towards proficiency using formative assessments. Combined Reading and Math increase from 8% in 2022 to 9.6% by 2023.	KCWP3: Design and Deliver Assessment Literacy	Math MAP/Reading MAP - The teachers will learn how to use all the resources and reports from Math MAP and Reading MAP data to plan instruction for differentiation and to monitor growth.	Growth in Math Domains and Lexile Scores Data Tracking Document	Ongoing	No Funding Required
		Create formative and summative assessments that are aligned to KAS standards.			
	KCWP4: Review, Analyze and Apply Data	Develop and clearly defined MTSS school wide process with checklists, and documentation tools, including such information as service frequency, intervention programs/strategies, SMART goal measurement, and progress monitoring checks.	Increase in percentile measured by progress monitoring data collected bi-monthly for tier 2 and weekly for tier 3 students	Ongoing	No funding required
		Develop and deploy a PLC protocol with an effective cyclical process for standards deconstruction, designing of assessment measures, resources sharing and	PLC Documents	Weekly PLC Cycle	No funding required

Objective	Strategy	Activities	Measure of Success	Progress Monitoring	Funding
		collaborative lesson creation, and analysis of data.			
	KCWP6: Establishing Learning Culture and Environment	Ensure the expectations of students are clearly defined, and that group norms have been established in the classroom.	Reduction of behavioral referrals	Monthly Discipline Data	No Funding Required

4: English Learner Progress

Goal 4 (State your English Learner goal.): Each EL student will progress at least two levels on the ACCESS assessment by May 2023.					
Objective	Strategy	Activities	Measure of Success	Progress Monitoring	Funding
Objective 1 Identify EL students and monitor their progress towards proficiency using formative assessments.	KCWP3: Design and Deliver Deliver Assessment Literacy	Math MAP/Reading MAP - The teachers will learn how to use all the resources and reports from Math MAP and Reading MAP data to plan instruction for differentiation and to monitor growth.	Growth in Math Domains and Lexile Scores Data Tracking Document	Ongoing	No funding required
		Create formative and summative assessments that are aligned to KAS standards.			
		Explicitly connecting learning to prior knowledge and experience.			
		Utilize graphic organizers.			
	KCWP4: Review, Analyze and Apply Data	Develop and clearly defined MTSS school wide process with checklists, and documentation tools, including such information as service frequency, intervention programs/strategies, SMART goal measurement, and progress monitoring checks.	Increase in percentile measured by progress monitoring data collected bi-monthly for tier 2 and weekly for tier 3 students	Ongoing	No funding required
		Develop and deploy a PLC protocol with an effective cyclical process for standards deconstruction, designing of assessment measures, resources sharing and collaborative lesson creation, and analysis of data.	PLC Documents	Weekly PLC Cycle	No funding required

5: Quality of School Climate and Safety

Goal 5 (State your climate and safety goal.): MLK Quality of School Climate and Safety indicator will increase from 66.9 in 2022 to 88 in 2026.					
Objective	Strategy	Activities	Measure of Success	Progress Monitoring	Funding
Objective 1 The percentage of students that say "students being mean or hurtful to other students is NOT a problem for this school" will increase from 33.4 to 40.08.	KCWP 6: Establishing Learning Culture and Environment	Consistent implementation of PBIS and CHAMPs throughout whole/small group instruction, common areas, and transitions to ensure positive behavior.	BRTI Plan	Major/Minor Referrals	No Funding Required
Objective 2 The percentage of students that say "Adults from my school stay calm when dealing with bad behavior" will increase from 44.3 to 53.16		The Student Advisory Council will meet bi-monthly with the principal to discuss the three objectives and share ways to improve in each area.	Meeting Agendas		
Objective 3 The percentage of students that say "Students being mean or hurtful to other students online is NOT a problem for my school" will increase from 49.2 to 59.04.		During PE, 3rd - 6th grade students will discuss the Quality of School Climate and Safety Survey questions with the teacher to ensure that all students are aware of the meaning and intent of each question. Students will practice taking the survey each month.	Tentative survey results	Practice survey data	

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: Consider: How will you ensure that school leadership has or develops the skills and disposition to achieve accelerated, meaningful, and sustainable increases in student achievement for underperforming subgroups? Response: School leadership will develop the skills and dispositions to achieve accelerated meaningful and sustainable increases in underperforming subgroups by: 1. Attending monthly Instructional Leadership Team Meetings (ILT). Instructional Leadership Team meetings will feature a dedicated workspace and time for the Special Education department to work with principals and leadership teams around new and/or existing strategies and methods to ensure our students with disabilities receive the latest evidence-based instruction. In addition, work time and collaboration time will be provided each month during ILT meetings. 2. Monthly meetings with the administration and the assigned special education consultant and/or DoSE will be held to discuss building level concerns, education on issues and or specialized information about students with disabilities will be shared. 3. Attending monthly CCPS Equity Committee meetings to learn and apply equity practices for students with disabilities. 4. SPED Strategic Plan.docx	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 an examination of resource inequities, it was discovered that there was not enough support for evidence-based practices for our Special Education teachers. As a result, it could be that our special education population underperformed on KSA and did not meet performance expectations. To remedy this situation, special education staff will have more access to the Special Education Consultants. The Consultant will be available to special education staff on a weekly basis. During this time together, the Consultant will coach, monitor and observe and provide classroom support to Special Education teachers related to evidence-based practices for students with disabilities. After conducting an instructional resource audit of reading and math instructional materials, it was determined that some teachers of students with disabilities were not utilizing high quality instructional materials during resource instruction. Additionally, SPED teachers demonstrated professional learning needs related to the implementation of the HQRs used in the regular education setting. To address this instructional inequity, the HQRs will be provided to all SPED staff along with implementation professional learning and support.	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: The process used to review the learning culture related to Special Education was an examination of observations, resources, and student work. As a result, it was found that students in resource settings were less likely to have access to standards-based instruction and assessments, which could have been a contributing factor to the special education student's
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underperformance on KSA. As a result, the following actions will be implemented to ensure students with disabilities have access to grade level standards instruction and are assessed used assessments aligned to grade-level assessments: Engage Special Education teachers in PLCs and other professional learning to develop their capacity to teach and assess grade-level standards Conduct observations of students with disabilities will include analysis of instructional and assessment tasks, with an expectation there should be a balance of IEP skills and grade-level work Implement standards-based benchmark assessments 3x per year to monitor and inform student learning Establish and regularly utilize “assessment buddies” to ensure approved assessment accommodations are provided for each student
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: The area of need revealed by the analysis of academic and non-academic data that is addressed through CSIP activities is reading proficiency for our Special Education population. The evidence-based practice that will target reading for our students with disabilities is (possible EBP's) EBP for CDIP This will be monitored through weekly PLC meetings, through data analysis following each round of MAP/Benchmark testing 3 times per year, and through classroom observations. 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 ["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
Co-Teaching	Miller, C., & Oh, K. (2013). The Effects of Professional Development on Co-Teaching for Special and General Education Teachers and Students. Journal of Special Education Apprenticeship, 2(1).	☒
		☐

Evidence-based Activity	Evidence Citation	Uploaded in eProve
Clarifying Learning Goals KDE EBIP Clarifying and Sharing Clear Learning Goals	In order to improve student outcomes, the teacher needs to ensure that students have clarity in what they are learning. Research shows that when teachers help students understand what they are learning, why they are learning it and how they will know if they have learned, student achievement increases (Fisher, Frey, Amador, & Assof, 2019). Teachers help students gain this clarity by consistently clarifying and sharing the learning goals, relevance and success criteria as a part of ongoing instruction each day. In order for students to commit to learning, research shows they must first understand what they are supposed to learn and why they are being asked to learn it. Then, once students see the value in the learning, they must believe they can actually learn it and know what it looks like when they get there. Ultimately, to commit to learning, students need to tell themselves two things: (1) This is interesting and important, and (2) I believe I can learn/master it (Goodwin, 2020)	☐
Explicit Direct Instruction and Modeling KDE EBIP Explicit Direct Instruction and Modeling	Explicit teaching and modeling are two interrelated evidence-based instructional practices. (TNTP, 2018; Hattie, et al., 2021). Explicit teaching is a system of step-by-step instructional approaches in which teachers examine the individual elements they are planning to teach and continually check for student understanding. Two essential instructional approaches within the explicit teaching system are direct instruction and modeling (Ashman, 2021). Research studies support teaching learning strategies explicitly as a student-centered approach. One such study by the National Literacy Panel (2006) found that interactive approaches to student learning are more effective when combined with direct approaches which provide explicit and direct teaching of specific skills or knowledge (August & Shanahan, 2006; Moore, 2010)	☐

PLCs and Teacher Coaching

PLCs

We will use PLCs to create a collaborative culture of continuous improvement that produces evidence, including measurable results of improving student learning.

https://ies.ed.gov/ncee/edlabs/regions/midatlantic/app/Docs/TechnicalAssistance/3_32_8_EE4_Creating_and_Sustaining_Professional_Learning_Communities.pdf

Professional Development Create a collaborative culture of continuous improvement that produces evidence, including measurable results of improving professional practice. https://ies.ed.gov/ncee/edlabs/regions/southwest/pdf/rel_2007033.pdf

Teacher Coaching

Create a collaborative culture of continuous improvement that produces evidence, including measurable results of improving professional practice.

https://scholar.harvard.edu/files/mkraft/files/kraft_blazar_hogan_2016_teacher_coaching_meta-analysis_wp_w_appendix.pdf

Teacher Coaching

Create a collaborative culture of continuous improvement that produces evidence, including measurable results of improving professional practice.

https://pdfs.semanticscholar.org/20df/fba41f9f32afaf0f2f75f15e2523317e3084.pdf?_ga=2.92918046.2057072060.1580493694-2106497335.1580493694

A correlation exists between efficient professional learning communities and teacher coaching. "The report finds that teachers who receive substantial professional development—an average of 49 hours in the nine studies—can boost their students' achievement by about 21 percentile points."

PLCs influence positive culture amongst teachers. "...in schools with higher levels of collaborative activities [teachers] are more likely than others to have high levels of career satisfaction (68% vs. 54% very satisfied)."

"More specific attention to the school's culture for collaboration and continuous improvement and necessary structures are likely to increase the effects of coaching." Thus, teacher coaching will impact instruction, student achievement, and at-large the culture of collaboration.

"Overall finding was that the idea of a PLC is worth pursuing as a means of promoting school and system-wide capacity building for sustainable improvement and pupil learning."



Evidence-based Activity	Evidence Citation	Uploaded in eProve
	The cited report "report finds that teachers who receive substantial professional development—an average of 49 hours in the nine studies— can boost their students' achievement by about 21 percentile points." Highlights teacher coaching as a "promising alternative" to "traditional" professional development. "Coaching, either alone or in conjunction with other forms of professional learning, has a significant effect on teaching practice and student achievement." The Professional Learning Community and Teacher Coaching processes will promote and ensure congruence between learning targets, high yield instructional strategies, and assessment outcomes to improve student learning.	

Millbrooke CSIP

SCHOOL YEAR 2022-2023

Comprehensive School Improvement Plan
(CSIP)

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

Updated November 2022

- o Graduation Rate

1: State Assessment Results in reading and mathematics

Goal 1: By May 2025 and evidenced through state summative assessment results, Millbrooke Elementary School will increase the percentage of students scoring proficient/distinguished in reading and mathematics, across the school's grade spans, as follows: Reading- Increase the number of students scoring proficient or above in reading from 45% to 59.3%. Math- Increase the number of students scoring proficient or above in Math from 46% to 64%					
Objective	Strategy	Activities	Measure of Success	Progress Monitoring	Funding
Objective 1: By May 2023 increase the percentage of 3rd-6th grade students scoring proficient or above in Reading from 45% to 54.7% as measured by state testing.	KCWP 1: Design and Deploy Standards	Teacher active participation in weekly content-focused PLCs following the PDSA model.	All students at Millbrooke Elementary will be able to successfully complete coursework on or above grade level.	MAP data(3Xs a year), data tracker review of data tracker monthly at PLC meetings	Grant Funded; KDE Supported(Title I)
	KCWP 2: Design and Deliver Instruction	Monthly Vertical PLCs will serve as a formative analysis of student work allowing teachers to discuss levels of student work, identify possible explanations for student performance, and determine options for adjusting and strengthening instruction.			Instructional Budget Title II
	KCWP 3: Design and Deliver Assessment				General Fund
	KCWP 4: Review, Analyze and Interpret Data	Implementation of the District Response to Intervention Plan to identify Reading and Math Tier 2 and 3 students and to provide academic support through intentional scheduling.			KYCL Grant
Objective 2: By May 2023 increase the percentage of 3rd-6th grade students scoring proficient or above in		MTSS: Intervention and Enrichment opportunities are provided during SURGE time through 6 week RTI/Data chats with teachers.			
		A Lesson Plan Checklist will be utilized each week to monitor and provide feedback to teachers on standards-aligned, differentiated, and RTI instruction.			
		Ongoing training that centers around the Into Reading Program.			
Objective 1: Design and Deploy Standards		Teacher active participation in weekly content-focused PLCs following the PDSA model.	All students at Millbrooke Elementary will be able to successfully complete	MAP data(3Xs a year), data tracker review of data tracker monthly at PLC meetings	Grant Funded; KDE Supported(Title I)
		Monthly Vertical PLCs will serve as a formative analysis of student work allowing			Instructional Budget

Goal 1: By May 2025 and evidenced through state summative assessment results, Millbrooke Elementary School will increase the percentage of students scoring proficient/distinguished in reading and mathematics, across the school's grade spans, as follows: Reading- Increase the number of students scoring proficient or above in reading from 45% to 59.3%. Math- Increase the number of students scoring proficient or above in Math from 46% to 64%.					
Objective	Strategy	Activities	Measure of Success	Progress Monitoring	Funding
Math from 46% to 60% as measured by state testing	KCWP 2: Design and Deliver Instruction KCWP 3: Design and Deliver Assessment KCWP 4: Review, Analyze and Interpret Data	teachers to discuss levels of student work, identify possible explanations for student performance, and determine options for adjusting and strengthening instruction. Implementation of the District Response to Intervention Plan to identify Reading and Math Tier 2 and 3 students and to provide academic support through intentional scheduling. MTSS: Intervention and Enrichment opportunities are provided during SURGE time through 6 week RTI/Data chats with teachers. A Lesson Plan Checklist will be utilized each week to monitor and provide feedback to teachers on standards-aligned, differentiated, and RTI instruction.	classwork on or above grade level.		Title II General Fund KYCL Grant

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

Goal 2: By May 2025 and evidenced through state summative assessment results, Millbrooke Elementary School will increase the percentage of students scoring proficient/distinguished in Science, Social Studies, and Writing, across the school's grade spans, as follows: Science: Increase the number of students scoring proficient or above in Science from 25% to 55% Social Studies: Increase the number of students scoring proficient or above in Social Studies from 31% to 63.3% Writing: Increase the number of students scoring proficient or above in writing from 32% to 55.7%					
Objective	Strategy	Activities	Measure of Success	Progress Monitoring	Funding
Objective 1: By Spring 2023, Millbrooke Elementary will increase the number of students scoring proficient/distinguished in Science from 25% to 35%.	KCWP 1: Design and Deploy Standards KCWP 2: Design and Deliver Instruction KCWP 4: Review, Analyze, and Interpret Data	Teacher active participation in weekly content-focused PLCs following the PDSA model. Monthly Vertical PLCs will serve as a formative analysis of student work allowing teachers to discuss levels of student work, identify possible explanations for student performance, and determine options for adjusting and strengthening instruction. Implementation of the District Response to Intervention Plan to identify Reading and Math Tier 2 and 3 students and to provide academic support through intentional scheduling. MTSS: Intervention and Enrichment opportunities are provided during SURGE time through 6 week RTI/Data chats with teachers. A Lesson Plan Checklist will be utilized each week to monitor and provide feedback to teachers on standards-aligned, differentiated, and RTI instruction.	All students at Millbrooke Elementary will be able to successfully complete classwork on or above grade level.	MAP data (3Xs a year), data tracker review of data tracker monthly at PLC meetings	Grant Funded; KDE Supported (Title I) Instructional Budget Title II General Fund KYCL Grant
Objective 2: By Spring 2023, Millbrooke Elementary will increase the number of students scoring proficient/distinguished in Writing from 32% to 50%.	KCWP 1: Design and Deploy Standards KCWP 2: Design and Deliver Instruction KCWP 4: Review, Analyze, and Interpret Data	Teacher active participation in weekly content-focused PLCs following the PDSA model. Monthly Vertical PLCs will serve as a formative analysis of student work allowing teachers to discuss levels of student work, identify possible explanations for student	All students at Millbrooke Elementary will be able to successfully complete classwork on or above grade level.	Common assessments, data tracker review of data tracker monthly at PLC meetings	Grant Funded; KDE Supported (Title I) Instructional Budget Title II General Fund

Goal 2: By May 2025 and evidenced through state summative assessment results, Millbrooke Elementary School will increase the percentage of students scoring proficient/distinguished in Science, Social Studies, and Writing, across the school's grade spans, as follows:				
Science: Increase the number of students scoring proficient or above in Science from 25% to 55% Social Studies: Increase the number of students scoring proficient or above in Social Studies from 31% to 63.3% Writing: Increase the number of students scoring proficient or above in writing from 32% to 55.7%				
Objective	Strategy	Activities	Measure of Success	Progress Monitoring
		performance, and determine options for adjusting and strengthening instruction.		
		Implementation of the District Response to Intervention Plan to identify Reading and Math Tier 2 and 3 students and to provide academic support through intentional scheduling.		
		MTSS: Intervention and Enrichment opportunities are provided during SURGE time through 6 week RTI/Data chats with teachers.		
		A Lesson Plan Checklist will be utilized each week to monitor and provide feedback to teachers on standards-aligned, differentiated, and RTI instruction.		
Objective 3: By Spring 2023, Millbrooke Elementary will increase the number of students scoring proficient/distinguished in Social Studies from 31 % to 40%.	KCWP 1: Design and Deploy Standards KCWP 2: Design and Deliver Instruction KCWP 4: Review, Analyze, and Interpret Data	Teacher active participation in weekly content-focused PLCs following the PDSA model. Monthly Vertical PLCs will serve as a formative analysis of student work allowing teachers to discuss levels of student work, identify possible explanations for student performance, and determine options for adjusting and strengthening instruction. Implementation of the District Response to Intervention Plan to identify Reading and Math Tier 2 and 3 students and to provide academic support through intentional scheduling. MTSS:	All students at Millbrooke Elementary will be able to successfully complete classwork on or above grade level.	Common assessments, data tracker review of data tracker monthly at PLC meetings
				Grant Funded; KDE Supported (Title I) Instructional Budget Title II General Fund KYCL Grant

3: Achievement Gap

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

Objective	Strategy	Activities	Measure of Success	Progress Monitoring	Funding
Objective 1: By Spring 2023, Millbrooke Elementary will reduce the percentage of students with disabilities scoring novice from 66% to 56% in Reading.	KCWP 1: Design and Deploy Standards KCWP 2: Design and Deliver Instruction KCWP 4: Review, Analyze, and Interpret Data	Teacher active participation in weekly content-focused PLCs following the PDSA model. Monthly Vertical PLCs will serve as a formative analysis of student work allowing teachers to discuss levels of student work, identify possible explanations for student performance, and determine options for adjusting and strengthening instruction. Implementation of the District Response to Intervention Plan to identify Reading and Math Tier 2 and 3 students and to provide academic support through intentional scheduling. MTSS: Intervention and Enrichment opportunities are provided during SURGE time through 6 week RTI/Data chats with teachers. A Lesson Plan Checklist will be utilized each week to monitor and provide feedback to teachers on standards-aligned, differentiated, and RTI instruction. Monthly meetings with the Special Education department and district consultant.	All students at Millbrooke Elementary will be able to successfully complete classroom work on or above grade level.	MAP data(3Xs a year), data tracker review of data tracker monthly at PLC meetings	Grant Funded; KDE Supported(Title I) Instructional Budget Title II General Fund KYCL Grant

4: English Learner Progress

Goal 4: By May 2025 and evidenced through state summative assessment results, Millbrooke Elementary School will increase the percentage of students scoring proficient/distinguished with our English learners in Reading from 46% to 59.7%				
Objective	Strategy	Activities	Measure of Success	Progress Monitoring
Objective 1: By Spring 2023, Millbrooke Elementary will increase the percentage of English Learners scoring proficient/distinguished in Reading from 46% to 50%.	KCWP 1: Design and Deploy Standards KCWP 2: Design and Deliver Instruction KCWP 4: Review, Analyze, and Interpret Data	Teacher active participation in weekly content-focused PLCs following the PDSA model. Monthly Vertical PLCs will serve as a formative analysis of student work allowing teachers to discuss levels of student work, identify possible explanations for student performance, and determine options for adjusting and strengthening instruction. Implementation of the District Response to Intervention Plan to identify Reading and Math Tier 2 and 3 students and to provide academic support through intentional scheduling. MTSS: Intervention and Enrichment opportunities are provided during SURGE time through 6 week RTI/Data chats with teachers. A Lesson Plan Checklist will be utilized each week to monitor and provide feedback to teachers on standards-aligned, differentiated, and RTI instruction. Weekly work with the ESL teacher	All EL students at Millbrooke Elementary will be able to successfully score a 4.5 or higher on the yearly ACCESS test.	MAP data (3Xs a year), data tracker review of data tracker monthly at PLC meetings
				Title III General Fund KYCL Grant

5: Quality of School Climate and Safety

Goal 5 : By May 2025 and evidenced through state summative assessment results, Millbrooke Elementary School will increase the overall index of the Quality of School Climate and Safety from 69.7(Low Orange Status) to 89 (Very High Blue Status)

Objective	Strategy	Activities	Measure of Success	Progress Monitoring	Funding
Objective 1: By May 2023, Millbrooke Elementary School will increase the overall index from 69.7(Low Orange Status) to 77.0 (Blue status)	KCWP 6: Establish Learning Culture and Environment	Monthly meetings with the student advisory committee. Monthly surveys to be pushed out and reviewed with students in January, February, and March. Data rollout to faculty and staff to ensure necessary adjustments are made after review of survey data. Monthly safety drills conducted.	All students at Millbrooke Elementary feel that the climate and safety is acceptable.	Monthly surveys to be pushed out and reviewed with students in January, February, and March.	General Fund Safe Schools Grants School Security Grant Funds

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: Consider: How will you ensure that school leadership has or develops the skills and disposition to achieve accelerated, meaningful, and sustainable increases in student achievement for underperforming subgroups? Response: 1. Attending monthly Instructional Leadership Team Meetings (ILT). Instructional Leadership Team meetings will feature a dedicated workspace and time for the Special Education department to work with principals and leadership teams around new and/or existing strategies and methods to ensure our students with disabilities receive the latest evidence-based instruction. In addition, work time and collaboration time will be provided each month during ILT meetings. 2. Monthly meetings with the administration and the assigned special education consultant and/or DoSE will be held to discuss building level concerns, education on issues and or specialized information about students with disabilities will be shared. 3. Attending monthly CCPS Equity Committee meetings to learn and apply equity practices for students with disabilities. 4. W SPED Strategic Plan.docx	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 an examination of resource inequities, it was discovered that there was not enough support for evidence-based practices for our Special Education teachers. As a result, it could be that our special education population underperformed on KSA and did not meet performance expectations. To remedy this situation, special education staff will have more access to the Special Education Consultants. The Consultant will be available to special education staff on a weekly basis. During this time together, the Consultant will coach, monitor and observe and provide classroom support to Special Education teachers related to evidence-based practices for students with disabilities.
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:	

The process used to review the learning culture related to Special Education was an examination of observations, resources, and student work. As a result, it was found that students in resource settings were less likely to have access to standards-based instruction and assessments, which could have been a contributing factor to the special education student's underperformance on KSA. As a result, the following actions will be implemented to ensure students with disabilities have access to grade level standards instruction and are assessed used assessments aligned to grade-level assessments: - Engage Special Education teachers in PLCs and other professional learning to develop their capacity to teach and assess grade-level standards - Conduct observations of students with disabilities will include analysis of instructional and assessment tasks, with an expectation there should be a balance of IEP skills and grade-level work - Implement standards-based benchmark/MAP assessments 3x per year to monitor and inform student learning - Establish and regularly utilize "assessment buddies" to ensure approved assessment accommodations are provided for each student	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: The area of need revealed by the analysis of academic and non-academic data that is addressed through CSIP activities is reading proficiency for our Special Education population. The evidence-based practice that will target reading for our students with disabilities is
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
Co-Teaching	.Miller, C., & Oh, K. (2013). The Effects of Professional Development on Co-Teaching for Special and General Education Teachers and Students. Journal of Special Education Apprenticeship, 2(1).	☒
Evidence based instructor practices: train staff on teaching self-efficacy to students.	Fisher, et al., 2016; Mathisen & Bronnick, 2009; Silver & Stafford, 2017	X
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Pembroke Elementary

2022-23 CSIP



1. State Assessment Results in reading and mathematics

Goal 1 (State your reading and math goal.): Pembroke Elementary will increase the percentage of students scoring proficient or better to 57.8% in reading by spring of 2026. Pembroke Elementary will increase the percentage of students scoring proficient or better to 57.2% in math by spring of 2026.					
Objective	Strategy	Activities	Measure of Success	Progress Monitoring	Funding
Objective 1: Pembroke Elementary will increase the percentage of proficient or above in reading from 45% to 50.4% as measured by KSA	Teacher Capacity	Create, communicate and use the KyFramework for Teaching walkthrough with both admin and teachers using the instrument. It will first be done only by admin and then also be used in PLCs by teachers.	Improved student achievement due to teachers teaching to the rigor of standards better and having more strategies to engage students in the standards.	All teachers every 2 to 3 weeks will be observed using the Ky Framework for Teaching instrument to increase indicator scores.	- Title I funds - KYCL Grant - ESSER - General
	KCWP 1: Design and Deploy standards	Train, implement, and monitor an evidence based reading program (Into Reading) in grades K-5.		Analysis from observations will be used for individual teacher coaching on select indicators, to drive PLC conversations, and whole staff PD around needs.	
	KCWP 2: Design and Deliver Instruction	- Plan vertical opportunities for teachers to learn from and support each other. - Continue to provide strong models and coaching support to build teacher capacity through CS, district coaches, admin support and PLC work.	Student achievement will improve based upon teachers utilizing a balanced literacy curriculum across grade levels.	- PLC agendas - Lesson Plans - Observation instruments	
	Professional Development	Professional development at the beginning of the year and through the year around engagement strategies especially for our special education students with autism	Teachers will have a better understanding of strategies to use in the	- Agendas - Lesson Plans - Observation Instruments	- Title I funds - KYCL Grant - ESSER - General
	KCWP 2- Design and Deliver Instruction				

Goal 1 (State your reading and math goal.): Pembroke Elementary will increase the percentage of students scoring proficient or better to 57.8% in reading by spring of 2026. Pembroke Elementary will increase the percentage of students scoring proficient or better to 57.2% in math by spring of 2026.				
Objective	Strategy	Activities	Measure of Success	Progress Monitoring
			classroom for our students with disabilities therefore increasing their engagement in the classroom	
		Professional development at the beginning of the year and through the year around KAGAN and questioning routines and structures.	Teachers will have more engagement and questioning strategies to pull from in planning therefore increasing student engagement in the classroom	
		Professional development at beginning of year and during the year during PLCs around Clarity for Learning to further develop success criteria and student ownership of learning.	- Teachers will have a better understanding of the rigor of the standards and therefore be taught with a high level of fidelity. - Students will be able to track	

Goal 1 (State your reading and math goal.): Pembroke Elementary will increase the percentage of students scoring proficient or better to 57.8% in reading by spring of 2026. Pembroke Elementary will increase the percentage of students scoring proficient or better to 57.2% in math by spring of 2026.				
Objective	Strategy	Activities	Measure of Success	Funding
			and monitor their progress toward the standards by using the success criteria.	
		All certified teachers participate in KYCL professional learning opportunities around literacy in all content areas	Student achievement will improve based upon teachers utilizing a balanced literacy curriculum across grade levels.	
	PLC / Instruction	- Planning of intentional and rigorous standards-based instruction using the district pacing documents, assignment review protocol, following the Plan, Do, Study, Act model with a focus on standards alignment of the assessment and high quality instructional resources. - Students will receive differentiated instruction based on level of need	Improved student achievement due to teachers teaching to the rigor of standards better and having more strategies to engage students in the standards.	- General - Title 1
	KCWP 1: Design and Deploy standards KCWP 2: Design and Deliver Instruction		- PLC agendas and minutes - Lesson plans - Observation instruments	

Goal 1 (State your reading and math goal.): Pembroke Elementary will increase the percentage of students scoring proficient or better to 57.8% in reading by spring of 2026. Pembroke Elementary will increase the percentage of students scoring proficient or better to 57.2% in math by spring of 2026.					
Objective	Strategy	Activities	Measure of Success	Progress Monitoring	Funding
	KCWP3- Design and Deliver Assessment Literacy KCWP 4- Review, Analyze, and Apply data results.	- Train teachers on how to best use the district benchmark assessment system for both benchmarks and creating formative assessments. - Administer the distinct benchmark assessment and use the KSA calculator to track and monitor progress toward goals.	Teachers will be able to have a better prediction of how students will perform on the KSA assessment and their progress toward proficiency on standards	- Assessments - Tracking Documents - Calculators	- Genera - Title - ESSER
Objective 2 Pembroke Elementary will increase the percentage of proficient or above in math from 33% to 49.6% as measured by KSA.	Teacher Capacity KCWP 1: Design and Deploy standards KCWP 2: Design and Deliver Instruction	- Create, communicate and use the KyFramework for Teaching walkthrough with both admin and teachers using the instrument. It will first be done only by admin and then also be used in PLCs by teachers. - Plan vertical opportunities for teachers to learn from and support each other. - Continue to provide strong models and coaching support to build teacher capacity through CS, district coaches, and	Improved student achievement due to teachers teaching to the rigor of standards better and having more strategies to engage students in the standards.	- All teachers every 2 to 3 weeks will be observed using the Ky Framework for Teaching instrument to increase indicator scores. - Analysis from observations will be used for individual teacher coaching on select indicators, to drive PLC conversations, and whole staff PD around needs. - PLC agendas - Lesson Plans - Observation instruments	- Title I funds - ESSER - General
	Professional Development KCWP 2- Design and Deliver Instruction	Professional development at the beginning of the year and through the year around engagement strategies especially for our special education students with autism	Teachers will have a better understanding of strategies to use in the	- Agendas - Lesson Plans - Observation Instruments	- Title I funds - ESSER - General

Goal 1 (State your reading and math goal.): Pembroke Elementary will increase the percentage of students scoring proficient or better to 57.8% in reading by spring of 2026. Pembroke Elementary will increase the percentage of students scoring proficient or better to 57.2% in math by spring of 2026.				
Objective	Strategy	Activities	Measure of Success	Funding
			classroom for our students with disabilities therefore increasing their engagement in the classroom	
		Professional development at the beginning of the year and through the year around KAGAN and questioning routines and structures.	Teachers will have more engagement and questioning strategies to pull from in planning therefore increasing student engagement in the classroom	
		Professional development at beginning of year and during the year during PLCs around Clarity for Learning to further develop success criteria and student ownership of learning.	- Teachers will have a better understanding of the rigor of the standards and therefore be taught with a high level of fidelity. - Students will be able to track	

Goal 1 (State your reading and math goal.): Pembroke Elementary will increase the percentage of students scoring proficient or better to 57.8% in reading by spring of 2026. Pembroke Elementary will increase the percentage of students scoring proficient or better to 57.2% in math by spring of 2026.				
Objective	Strategy	Activities	Measure of Success	Funding
			and monitor their progress toward the standards by using the success criteria.	
		Send a math group to the KCM training.	Student achievement will improve	
		- Planning of intentional and rigorous standards-based instruction using the district pacing documents, assignment review protocol, following the Plan, Do, Study, Act model with a focus on standards alignment of the assessment and high quality instructional resources. - Students will receive differentiated instruction based on level of need	Improved student achievement due to teachers teaching to the rigor of standards better and having more strategies to engage students in the standards.	
	PLC / Instruction			
	KCWP 1: Design and Deploy standards			
	KCWP 2: Design and Deliver Instruction			
		- Implement fluency strategies and competitions across grade levels (addition / subtraction - 1st/2nd) (multiplication / division - 3rd - 6th) - Train teachers on how to best use the district benchmark assessment system for both benchmarks and creating formative assessments.	Student achievement will improve	Fact Fluency test and tracking of the progress
	KCWP3- Design and Deliver Assessment Literacy		Teachers will be able to have a better prediction of	- Title I - ESSER - General
	KCWP 4- Review, Analyze, and Apply data results.			
			- Assessments - Tracking Documents - Calculators	- General - Title - ESSER

Goal 1 (State your reading and math goal.): Pembroke Elementary will increase the percentage of students scoring proficient or better to 57.8% in reading by spring of 2026. Pembroke Elementary will increase the percentage of students scoring proficient or better to 57.2% in math by spring of 2026.				
Objective	Strategy	Activities	Measure of Success	Funding
		Administer the distinct benchmark assessment and use the KSA calculator to track and monitor progress toward goals.	how students will perform on the KSA assessment and their progress toward proficiency on standards	

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

Goal 2 (State your science, social studies, and writing goal.): Pembroke Elementary will increase the percentage of students scoring proficient or better to 46.6% in science by spring of 2026. Pembroke Elementary will increase the percentage of students scoring proficient or better to 54.2% in social studies by spring of 2026. Pembroke Elementary will increase the percentage of students scoring proficient or better to 47.4% in writing by spring of 2026.					
Objective	Strategy	Activities	Measure of Success	Progress Monitoring	Funding
Objective 1 Pembroke Elementary will increase the percentage of proficient or above in science from 15% to 37.2% as measured by KSA	KCWP1: Design and Deploy Standards KCWP3: Design and Deliver Assessment Literacy	- See activities listed in the reading/math area. - In order to help achieve the activities listed, our teachers utilize Amplify Science in grades K-5 and Stemscopes in grade 6. These high quality instructional resources are engaging to students and meet the rigor of the standards. All science teachers participate in KDE created training modules around the KAS for science during vertical PLC.	See measures of success in reading/math area.	See progress monitoring in reading/math area.	See funding in reading/math area
	KCWP1: Design and Deploy Standards	Pembroke Elementary is working on implementing LDC with fidelity. We have 3 cohorts that have gone through explicit training and will help to train the other teachers in our building in order to create tasks that are rigorous to meet the	We will have students participating in more rigorous tasks using the LDC modules and tasks to meet the	- Student work samples - KYCL learning logs - Lesson plans - Observation instruments	- KYCL grant - Title 1 - General - ESSER

Goal 2 (State your science, social studies, and writing goal.): Pembroke Elementary will increase the percentage of students scoring proficient or better to 46.6% in science by spring of 2026. Pembroke Elementary will increase the percentage of students scoring proficient or better to 54.2% in social studies by spring of 2026. Pembroke Elementary will increase the percentage of students scoring proficient or better to 47.4% in writing by spring of 2026.					
Objective	Strategy	Activities	Measure of Success	Progress Monitoring	Funding
Objective 2 Pembroke Elementary will increase the percentage of proficient or above in social studies from 27% to 46.1% as measured by KSA.		standards and incorporate cross curricular instruction. Pembroke Elementary teachers are utilizing Kagan structures and questioning strategies to increase student engagement and discussion during instruction.	standards and the content knowledge and writing skills will improve for students.		
	KCWP1: Design and Deploy Standards KCWP3: Design and Deliver Assessment Literacy	See activities listed in the reading/math area.	See measures of success in reading/math area.	See progress monitoring in reading/math area.	See funding in reading/math area
	KCWP1: Design and Deploy Standards	Pembroke Elementary is working on implementing LDC with fidelity. We have 3 cohorts that have gone through explicit training and will help to train the other teachers in our building in order to create tasks that are rigorous to meet the standards and incorporate cross curricular.	We will have students participating in more rigorous tasks using the LDC modules and tasks to meet the standards and the content knowledge and	- Student work samples - KYCL learning logs - Lesson plans - Observation instruments	- KYCL grant - Title 1 - General - ESSER

Goal 2 (State your science, social studies, and writing goal.): Pembroke Elementary will increase the percentage of students scoring proficient or better to 46.6% in science by spring of 2026. Pembroke Elementary will increase the percentage of students scoring proficient or better to 54.2% in social studies by spring of 2026. Pembroke Elementary will increase the percentage of students scoring proficient or better to 47.4% in writing by spring of 2026.					
Objective	Strategy	Activities	Measure of Success	Progress Monitoring	Funding
Objective 3 Pembroke Elementary will increase the percentage of proficient or above in combined writing from 35% to 38.1% as measured by KSA.		Pembroke Elementary teachers are utilizing Kagan structures and questioning strategies to increase student engagement and discussion during instruction.	writing skills will improve for students.		
	KCWP1: Design and Deploy Standards	See activities listed in the reading / math area.	See measures of success in the reading/math area.	See progress monitoring in the reading/math area.	See funding in reading and math area
	KCWP3: Design and Deliver Assessment Literacy				
	KCWP1: Design and Deploy Standards	Pembroke Elementary is working on implementing LDC with fidelity. We have 3 cohorts that have gone through explicit training and will help to train the other teachers in our building in order to create tasks that are rigorous to meet the standards and incorporate cross curricular.	We will have students participating in more rigorous tasks using the LDC modules and tasks to meet the standards and the content knowledge and	- Student work samples - KYCL learning logs - Lesson plans - Observation instruments	- KYCL grant - Title 1 - General - ESSER

Goal 2 (State your science, social studies, and writing goal.):					
Pembroke Elementary will increase the percentage of students scoring proficient or better to 46.6% in science by spring of 2026.					
Pembroke Elementary will increase the percentage of students scoring proficient or better to 54.2% in social studies by spring of 2026.					
Pembroke Elementary will increase the percentage of students scoring proficient or better to 47.4% in writing by spring of 2026.					
Objective	Strategy	Activities	Measure of Success	Progress Monitoring	Funding
		Pembroke Elementary teachers are utilizing Kagan structures and questioning strategies to increase student engagement and discussion during instruction.	writing skills will improve for students.		

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 Decrease the percentage of students with disabilities scoring novice in reading from 55% to 50% by May of 2023 as measured by KSA, MAP, and classroom assessments	KCWP 5: Design, Align, Deliver, Support Processes	Continue to provide accommodations training and practice during the year to our staff that will help with accommodations through faculty meetings and sending special ed tips out in our weekly newsletter.	We will move our students with disabilities and decrease our novice percentage.	- Faculty meeting agendas - Weekly Pembroke Happenings	- General - Title - ESSER
		Intentional planning for RTI / MTSS instruction and the progress monitoring of the intervention		- RTI list and schedules - Lesson plans - PLC notes	
		Implementation of the district educational equity plan to address achievement gaps especially for our students with disabilities.		PLC notes	
		Identify / name and claim bubble students and students with disabilities, making sure to be intentional with intervention strategies.		Name and claim list	
		During the scrimmage test making sure that our students with disabilities have the same accommodations as much as possible in order to build a relationship and work with each other on learning and		Accommodator list and the schedule and for the scrimmage testing.	

Objective	Strategy	Activities	Measure of Success	Progress Monitoring	Funding
		implementing the accommodations.			

4: English Learner Progress

Goal 4 (State your English Learner goal.):
Each EL student will progress at least 2 levels on the ACCESS assessment by May 2026.

Objective	Strategy	Activities	Measure of Success	Progress Monitoring	Funding
Objective 1 Each EL student will progress at least 1 level on the ACCESS assessment by May 2023.	See Achievement Gap Goal as all those activities apply here as well except they are specific to ESL students	See Achievement Gap Goal as all those activities apply here as well except they are specific to ESL students	See Achievement Gap Goal as all those activities apply here as well except they are specific to ESL students	See Achievement Gap Goal as all those activities apply here as well except they are specific to ESL students	See Achievement Gap Goal as all those activities apply here as well except they are specific to ESL students

5: Quality of School Climate and Safety

Goal 5 (State your climate and safety goal: Pembroke Elementary will have an index of 82 or higher, which will be a blue level by Spring of 2026.					
Objective	Strategy	Activities	Measure of Success	Progress Monitoring	Funding
Objective 1 By spring of 2023 Pembroke Elementary will increase the index on the KSA student survey from an index of 71 to an index of 77.	KCWP3:Assessment Literacy KCWP 6:Establishing learning Culture and Environment	We will embed the questions into our daily morning announcements to make sure to review and teach the language in the questions for clarity.	Students will have a better understanding of what the questions are asking and therefore score accurately.	Weekly morning slides	- General - ESSER
		We will create benchmark surveys that we will use to help monitor the progress and get feedback through the year on our progress toward these questions.	Students will feel heard and feel our school is a safe and productive learning environment and therefore will score us higher on the survey and will perform better.	The surveys created for the students and the data from them. Student advisory council agendas / notes	
		- We create and utilize our student advisory council made up of 4th to 6th graders to give a student voice, and get ideas for how we can do things better. - Our guidance counselors and/or teachers will create lessons to use with our students to help them understand what the survey questions are asking, how we support these questions, and how we can improve as a school.	Students will feel heard and feel our school is a safe and productive learning environment and therefore will score us higher on the survey and will perform better.	Lesson plans	

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:

Consider: How will you ensure that school leadership has or develops the skills and disposition to achieve accelerated, meaningful, and sustainable increases in student achievement for underperforming subgroups? Response: School leadership will develop the skills and dispositions to achieve accelerated meaningful and sustainable increases in underperforming subgroups by: 1. Attending monthly Instructional Leadership Team Meetings (ILT). Instructional Leadership Team meetings will feature a dedicated workspace and time for the Special Education department to work with principals and leadership teams around new and/or existing strategies and methods to ensure our students with disabilities receive the latest evidence-based instruction. In addition, work time and collaboration time will be provided each month during ILT meetings. 2. Monthly meetings with the administration and the assigned special education consultant and/or DoSE will be held to discuss building level concerns, education on issues and or specialized information about students with disabilities will be shared. 3. Attending monthly CCPS Equity Committee meetings to learn and apply equity practices for students with disabilities. 4. W SPED Strategic Plan.docx	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 an examination of resource inequities, it was discovered that there was not enough support for evidence-based practices for our Special Education teachers. As a result, it could be that our special education population underperformed on KSA and did not meet performance expectations. To remedy this situation, special education staff will have more access to the Special Education Consultants. The Consultant will be available to special education staff on a weekly basis. During this time together, the Consultant will coach, monitor and observe and provide classroom support to Special Education teachers related to evidence-based practices for students with disabilities. After conducting an instructional resource audit of reading and math instructional materials, it was determined that some teachers of students with disabilities were not utilizing high quality instructional materials during resource instruction. Additionally, SPED teachers demonstrated professional learning needs related to the implementation of the HQIRs used in the regular education setting. To address this instructional inequity, the HQIRs will be provided to all SPED staff along with implementation professional learning and support.
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: The process used to review the learning culture related to Special Education was an examination of observations, resources, and student work. As a result, it was found that students in resource settings were less likely to have access to standards-based instruction and assessments, which could have been a contributing factor to the special education student's underperformance on KSA. As a result, the following actions will be implemented to ensure students with disabilities have access to grade level standards instruction and are assessed used assessments aligned to grade-level assessments: Engage Special Education teachers in PLCs and other professional learning to develop their capacity to teach and assess grade-level standards	

Conduct observations of students with disabilities will include analysis of instructional and assessment tasks, with an expectation there should be a balance of IEP skills and grade-level work Implement standards-based benchmark assessments 3x per year to monitor and inform student learning Establish and regularly utilize "assessment buddies" to ensure approved assessment accommodations are provided for each student	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: An area of need revealed is that there is a disconnect of what is happening in the regular education classrooms and the special education classrooms as the IEPs are more skills driven and the skills do not always match up with the standards. We also have discovered that our teachers need to make sure they are using better resources that align to the standards which will align with the skills in the IEPs. Having a better clarity of the standards will help teachers align the instructional resources better. In order to achieve this, we feel that our teachers need to have a further understanding of how to break down the standards and create success criteria for our students to be able to track their progress toward the standards. Therefore, we are completing a book study on the Clarity for Learning book, which is an evidence based instructional practice number two on the kystandards.org website. This book was chosen by the instructional leadership team based upon observations within the classroom and the need for students to commit to their learning. We feel that if both of our teachers and students have a clear understanding of the standards, goals and the success criteria to get to the standards, that our instruction will be more aligned to the standards and our students will have a better understanding of where they are in their learning and where they need to go to improve in their learning. This will empower our students to be more successful because they will have a better understanding and will be able to take more ownership of their learning. We feel this is true for our regular education students, but it is especially true for our students with disabilities in that they many times do not understand the purpose of what they are learning and why. In order to stay motivated our students with disabilities need the small wins that success criteria allow them, therefore, allowing them to see success toward the overall standards. We will complete the book study during faculty meetings and monitor the progress through our PLCs and classroom observations. Based on our review of the study findings and data from our school, we believe this evidence based practice will best serve our school population in moving our students forward in their learning. 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.
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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
Train staff on how to clarify and share clear learning goals and success criteria	Almarode, J. & Vandas, K. (2019). <i>Clarity for learning: Five essential practices that empower students and teachers</i> . Corwin: Thousand Oaks, CA.	☐
Train staff on how to clarify and share clear learning goals and success criteria	Clarifying and sharing clear learning goals: Evidence-based instructional practices #2. (2022). Kystandards.org. https://education.ky.gov/curriculum/standards/kyacadstand/Documents/EBIP_2_Clarifying_and_Sharing_Clear_Learning_Goals.pdf	X
Co-Teaching	Miller, C., & Oh, K. (2013). The Effects of Professional Development on Co-Teaching for Special and General Education Teachers and Students. <i>Journal of Special Education Apprenticeship</i> , 2(1).	☒
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Sinking Fork Elementary School Comprehensive Improvement Plan 2022-2023

1: State Assessment Results in reading and mathematics

Sinking Fork Elementary will increase the number of students scoring proficient or above in reading from 40% to 60% by Spring 2025 as determined by Kentucky Standards Assessment.					
Sinking Fork Elementary will increase the number of students scoring proficient or above in mathematics from 52% to 67% by Spring 2025 as determined by Kentucky Standards Assessment.					
Objective	Strategy	Activities	Measure of Success	Progress Monitoring	Funding
Reading - Increase the number of students scoring proficient or above in reading from 40% to 50% by Spring 2023 as determined by Kentucky Standards Assessment.	KCWP 1: Design and Deploy Standards KCWP 2: Design and Deliver Instruction KCWP 3: Design and Deliver Assessment	- Teacher Coaching Model - Committed to seeing 3 teachers per week - Increased visibility in classrooms - Regular visits to all classrooms - Monitor use of instructional time - Direct Instruction - standards aligned - Into Reading Grades K-5: Standards based ELA instruction - Reflex Math, Map Accelerator, and Eureka- Standards aligned Math instruction - PLC's: weekly team meetings, monthly vertically meetings - Student goal setting: Progress monitoring data will be used to assist students in setting individual student growth goals. - Regular Progress Monitoring of Student Achievement (data tracking, formative data, summative data) - RTI (school wide implementation) - KSA Hype Team- 6th Grade Student Accountability Team	- Student growth on MAP assessments. - Students will reach proficiency on Unit/Common Assessments. - Classroom observations will show high standards of teaching and learning. - Student Data Tracker input will indicate high levels of student success on taught skills/standards. - District Instructional Rounds feedback will support the implementation of high quality direct instructional practices. - Teacher Coaching Model data will show high percentages of classrooms are visited weekly. - Student conferencing confirms students are aware of their individual growth goals and are working to achieve them. - Differentiation through content, process, and	- MAP - Data/Reports - Common Assessment Data - Student Data - Tracker Data - Teacher Coaching Model Data - PLC Agendas and Minutes - Instructional Rounds Feedback - Growth Goal Percentages - Lesson Plans - Classroom Observations - RTI Data Reports - Schedules of GT enrichment specialists - Professional learning sign in sheets from staff trainings led by cluster leaders - Cluster leader trainings	General Fund ESSER Title I GT State Grant GT District Match
Math - Increase the number of students scoring proficient or above in Math from 52% to 57% by Spring 2023 as determined by Kentucky Standards Assessment.	KCWP 4: Review, Analyze and Apply Data KCWP 5: Design, Align, and Deliver Support KCWP 6: Establish Learning Culture and Environment				

Sinking Fork Elementary will increase the number of students scoring proficient or above in reading from 40% to 60% by Spring 2025 as determined by Kentucky Standards Assessment.				
Sinking Fork Elementary will increase the number of students scoring proficient or above in mathematics from 52% to 67% by Spring 2025 as determined by Kentucky Standards Assessment.				
Objective	Strategy	Activities	Measure of Success	Progress Monitoring
		- Gifted and Talented Students: Students who are identified as gifted and talented will be provided services in alignment with their Gifted Student Services Plan (GSSP). - Implement Into Reading which is a comprehensive evidenced based reading program that includes instruction in phonemic awareness, phonics, fluency, vocabulary, comprehension and writing.	- product occurring within the classroom and through pull out programs. - Cluster leaders provide assistance with identification and coaching teachers in providing individualized services. - Opportunities for students to participate in extracurricular activities or clubs. - All certified reading teachers and special education teachers receive training in the Into Reading program (beginning of the year, ongoing support from HML, Friday Tidbits, and virtual professional learning sessions.) - Building leaders receive support through Building Instructional Leadership Team meetings and bi-weekly Into Reading Q & A sessions.	- Progress reports for individual students - Assessment data for students who are gifted and talented - Into Reading Screeners-3x a year - Into Reading Diagnostic Assessments-ongoing (based on screening data) - Into Reading Progress Monitoring Assessments-Weekly/Bi-Weekly - Growth Measure Assessment-3x a year - Weekly and Module Assessments

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

Sinking Fork Elementary will increase the number of students scoring proficient or above in Science from 28% to 48% by Spring 2025 as determined by Kentucky Standards Assessment.				
Sinking Fork Elementary will increase the number of students scoring proficient or above in Social Studies from 42% to 62% by Spring 2025 as determined by Kentucky Standards Assessment.				
Sinking Fork Elementary will increase the number of students scoring proficient or above in Combine Writing from 56% to 76% by Spring 2025 as determined by Kentucky Standards Assessment.				
Objective	Strategy	Activities	Measure of Success	Progress Monitoring
Science: Sinking Fork Elementary will increase the number of students scoring proficient or above in Science from 28% to 48% by Spring 2023 as determined by Kentucky Standards Assessment.	KCWP 1: Design and Deploy Standards KCWP 2: Design and Deliver Instruction KCWP 3: Design and Deliver Assessment Literacy	- See Activities for Goal 1 - Increase writing opportunities across all subjects and all grade levels. - Parent/Family nights that promote and emphasize the importance of writing, social studies and science. - Professional Development and coaching for teachers-District Writing Coach.	- See Measure of Success for Goal 1 - Student writing samples will show progress toward mastering writing conventions. - Lesson plans will include opportunities for students to write in all subject areas.	- See Progress Monitoring for Goal 1 - Vertical PLC Agendas and Attendance Documents - PD Attendance Records
Social Studies: Sinking Fork Elementary will increase the number of students scoring proficient or above in Social Studies from 42% to 52% by Spring 2023 as determined by Kentucky Standards Assessment.	KCWP 4: Review, Analyze and Apply Data KCWP 5: Design, Align, and Deliver Support KCWP 6: Establish Learning Culture and Environment	- Typesy program used 3rd through 6th grade to build typing capacity and computer literacy. - Science, Social Studies and Writing learning checks used school wide. - Collaborative work sessions with other schools to develop teacher capacity and create a support system of educators working towards common outcomes. - Additional professional learning for Science/Social Studies/Writing across grade levels.	- Reports for online science, social studies and language arts programs will indicate increased student achievement. - Increased teacher participation in PD opportunities. - Evidence of implementation of school wide literacy/writing plan.	- General Fund - ESSER - Title I - GT State Grant - GT District Match
Combined Writing: Sinking Fork Elementary will increase the number of students scoring				

proficient or above in Combine Writing from 56% to 66% by Spring 2023 as determined by Kentucky Standards Assessment.	- Amplify science program will be used to implement science standards in grades K-5 and Science Scopes in 6th - Teachers in grades K-6 utilize resources aligned to NGSS.		
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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
Decrease the achievement gap between African American students scoring proficient and distinguished in the area of READING as compared to White students by 5% as determined by Spring 2023 KSA.	KCWP 1: Design and Deploy Standards KCWP 2: Design and Deliver Instruction KCWP 3: Design and Deliver Assessment Literacy KCWP 4: Review, Analyze and Apply data KCWP 5: Design, Align, and Deliver Support	- See Activities for Goal 1 - Create and monitor a watch list for students performing below proficiency. - Increase level of monitoring intervention supports. - Mentor Program for students identified by early warning tool and teacher referrals. - Interventions- ESS, MTSS	- See Measures of Success for Goal 1 - Progress monitoring of the achievement gap will show a decrease in the proficiency gap between African American students and White students. - Daily formative assessment data will show improved performance for African American students. - There will be an increase in parental involvement and	- See Progress Monitoring for Goal 1 - Family Event - Attendance Data - IC Contact Logs - Documentation of Mentor Program Implementation - FRYSC - Documentation of Families Served	General Fund ESSER Title I
Current GAP Spring 2022					

Objective		Strategy	Activities	Measure of Success	Progress Monitoring	Funding
N A P D P & D	AA	KCWP 6: Establish Learning Culture and Environment	- Continue to implement PBIS system. - Continue FRYSC support to families helping to eliminate barriers. - Increase communication and involvement with parents in regards to student expectations and their role as a vital partner. - Trauma Informed Care/Social Emotional supports and mini lessons provided by School Counselor.	- communication between school and home. - PBIS walkthroughs/audits will show fidelity in all Tier 1 indicators. - RTI data will show increase in African American achievement.	Schedule of SEL Classroom Lessons	
	White					
	38%					
	20%					
	28%					
	27%					
	25%					
	52%					

4: English Learner Progress

Each Sinking Fork Elementary English Learner student will progress at least 2 levels on the ACCESS assessment by May 2025.

Objective		Strategy	Activities	Measure of Success	Progress Monitoring	Funding
Each EL student will progress at least 1 level on the ACCESS assessments by spring of 2023.		KCWP 1: Design and Deploy Standards	- See Activities for Goal 1 - Add "EL Updates, Progress, and Needs" to all PLC Agendas. - Initiate monthly administrators meetings with the school ESL teacher. - Revisit and refine ESL teacher's daily schedule to ensure all student needs are met daily. - Classroom teachers will implement research based strategies aligned with supporting EL student needs.	- See Measures of Success for Goal 1 - Progress monitoring of the EL students will show an increase in proficiency. - Daily formative assessment data will show improved performance for EL students. - RTI data will show increase in EL student achievement.	- See Progress Monitoring for Goal 1 - EL Student Data Trackers - Meeting Agendas/Minutes - Revised Daily Schedules - Utilization of CCPS Language Line and Translation Resources	General Fund ESSER Title I
		KCWP 2: Design and Deliver Instruction				
		KCWP 3: Design and Deliver Assessment Literacy				
		KCWP 4: Review, Analyze and Apply data				
		KCWP 5: Design, Align, and Deliver Support				
		KCWP 6: Establish Learning Culture and Environment				

Each Sinking Fork Elementary English Learner student will progress at least 2 levels on the ACCESS assessment by May 2025.

Objective	Strategy	Activities	Measure of Success	Progress Monitoring	Funding
		- Classroom teachers and ESL teacher will co-teach as often as schedules allow. - Revisit and refine the ACCESS testing schedule. - Ensure all communication is sent home in the student's native language.	- Communication between school and home will improve. - The ESL teacher will attend at least one PLC each month. - The ESL teacher and classroom teacher will utilize co-teaching when able.		

5: Quality of School Climate and Safety

Sinking Fork Elementary will increase the Quality of School Climate And Safety score from 82.3 to 88.0 by spring of 2025 as determined by Kentucky Standards Assessment Survey Data.				
Objective	Strategy	Activities	Measure of Success	Progress Monitoring
Increase the Quality of School Climate and Safety Score from 82.3 to 85% by Spring of 2023 as determined by KSA.	KCWP 5: Design, Align, and Deliver Support KCWP 6: Establish Learning Culture and Environment	- Regular communication with students regarding school safety policies and plans. - Monthly practices of all emergency drills. - Implement the use of student voice surveys to gain insight into the student perspective and development of action plan to address areas of improvement. - Student Voice Committee- monthly meeting. - Continue FRYSC support to students and families. - Review the Code of Conduct with intermediate grades - Implementation of PBIS (Tiers 1, 2, and 3) - Social Skills mini lessons provided by School Counselor.	- Successful execution of emergency drills. - Use of internal survey will show improved student perception of school climate and safety. - Behavior data will show a decrease in school behavior events. - Use of PBIS audits will indicate PBIS is being implemented with fidelity school wide. - Adherence to the schedule for Social Skills lessons.	- PBIS Fidelity - Checks and Audits - Student Voice Committee Agendas and Minutes - Survey data - Behavior/Discipline Data - Emergency Drill Follow Up Reports - Schedule of Social Skills Lessons provided by the School Counselor
Increase the Climate Index Score from 85.5 to 88.5 by Spring 2023 as determined by KSA				General Fund
Increase the Safety Index Score from 79.1 to 82.1 by Spring 2023 as determined by KSA.				ESSER Title I

South Christian 2022-23 Comprehensive School Improvement Plan (CSIP)

1: State Assessment Results in reading and mathematics

Goal 1 (State your reading and math goal.): By 2026, 65% of students will score proficient or above in reading and math as measured by KSA.				
Objective	Strategy	Activities	Measure of Success	Progress Monitoring
Objective 1 Teacher will become proficient at using researched based strategies to improve student achievement. Increase combined Reading and Math from 40% to 50% by 2023 on KSA	KCWP 2: Design and Deliver Instruction	Implement a strategic and consistent process to train, use and monitor: Reading (Into Reading Program) Math skills (Eureka Math and Illustrative Mathematics 6th grade) so all students are making growth towards on level achievement	Teacher rating of Accomplished or Exemplary on Danielson Framework for Teaching	Data Tracking Document Ongoing 45 day 90 day 135 day 180 day Teachers / Leadership
	KCWP 2: Design and Deliver Instruction	Provide effective feedback through direct instruction, peer / teacher conferencing, and collaborative student groups		
	KCWP 1: Design and Deploy Standards KCWP 2: Design and Deliver Instruction KCWP 3: Design and Deliver Assessment Literacy	Continue to implement a student centered classroom to include: lesson structure (clear beginning, middle, and end), gradual release model, small group direct instruction (differentiation) formative assessment, data analysis, and effective feedback		
				ESSER Title I

Goal 1 (State your reading and math goal.): By 2026, 65% of students will score proficient or above in reading and math as measured by KSA.					
Objective	Strategy	Activities	Measure of Success	Progress Monitoring	Funding
		Goal Setting ~ Teachers will conference with their students to set achievement goals.	Incorporated in lesson plans and student led conferences artifacts	Data Tracking Document Ongoing 45 day 90 day 135 day 180 day Teachers / Leadership	No Funding Required
	KCWP 1: Design and Deploy Standards KCWP 2: Design and Deliver Instruction	Literacy Design Collaborative modules will be implemented throughout the year to integrate content, writing, and reading standards.	Incorporated in lesson plans	Data Tracking Document Ongoing 45 day 90 day 135 day 180 day Teachers / Leadership	KySEL
	KCWP 1: Design and Deploy Standards KCWP 2: Design and Deliver Instruction KCWP 3: Design and Deliver Assessment Literacy	Implement Into Reading which is a comprehensive evidenced based reading program that includes instruction in phonemic awareness, phonics, fluency, vocabulary, comprehension and writing. Implement formal and informal processes that teachers and students utilize to gather evidence to directly improve the learning of students assessed.	-All certified reading teachers and special education teachers receive training in the Into Reading program (beginning of the year, ongoing support from HMH, Friday Tidbits, and virtual professional learning sessions.)	-Universal Screener (MAP)-3x a year -Into Reading Screeners-3x a year -Into Reading Diagnostic Assessments-ongoing (based on screening data) -Into Reading Progress Monitoring Assessments-Weekly/Bi-Weekly -Growth Measure Assessment-3x a year -Weekly and Module Assessments -Benchmark Assessments-2x a year -Kentucky Summative Assessments -District Instructional Reviews	General Fund (Instruction) Title I funds ESSER funds

Goal 1 (State your reading and math goal.): By 2026, 65% of students will score proficient or above in reading and math as measured by KSA.					
Objective	Strategy	Activities	Measure of Success	Progress Monitoring	Funding
			-Building leaders receive support through Building Instructional Leadership Team meetings and bi-weekly Into Reading Q & A sessions. -Monitor implementation through classroom observations. -Coaching provided to individual teachers through the school coaching model. -Plan/Do/Study/Act PLC -Data Disaggregation	Data Tracking Document Ongoing 45 day 90 day 135 day 180 day Teachers / Leadership	
	KCWP 1: Design and Deliver Standards	Assistant Principals of Curriculum, Academic Coach, and Principal will facilitate weekly PLC meetings to include the PDSA that address KAS standards, engagement strategies, assessment, data collection, and analysis. Coach Teachers using the KY Teacher Framework (Charlotte Danielson)	Plan, Do, Study, Act improvement model will be implemented	Data Tracking Document Ongoing 45 day 90 day 135 day 180 day Teachers / Leadership	KYCL Grant

Goal 1 (State your reading and math goal.): By 2026, 65% of students will score proficient or above in reading and math as measured by KSA.					
Objective	Strategy	Activities	Measure of Success	Progress Monitoring	Funding
		Professional learning through KYCL grant			
	KCWP 1: Design and Deliver Standards	Gifted and Talented Students: Students who are identified as gifted and talented will be provided services in alignment with their Gifted Student Services Plan (GSSP).	-Differentiation through content, process, and product occurring within the classroom and through pull out programs. -Cluster leaders provide assistance with identification and coaching teachers in providing individualized services. -Opportunities for students to participate in extracurricular activities or clubs.	- Schedules of GT enrichment specialists - Professional learning sign in sheets from staff trainings led by cluster leaders - Cluster leader trainings - Progress reports for individual students - Assessment data for students who are gifted and talented	GT state grant GT district match
	KCWP 6: Establishing Learning Culture and Environment	PBIS ~ Teachers create a classroom environment to support rewards and incentives, build relationships, and facilitate early intervention in order to increase desirable behaviors during instruction.	Teacher rating of Accomplished or Exemplary on Danielson Framework for Teaching	- Data Tracking Document - Ongoing 45 day 90 day 135 day 180 day - Teachers / Leadership	Title IV

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

Goal 2 (State your science, social studies, and writing goal.): By 2026, a combined 65% of students will score proficient/distinguished in Science, Social Studies, and Writing 2025 on KSA					
Objective	Strategy	Activities	Measure of Success	Progress Monitoring	Funding
Objective 1 Increase the percentage of students scoring proficient or above in Science from 42% to 50% by 2023 on KSA	KCWP 1: Design and Deploy Standards	Review and conduct cyclic curriculum reviews/checks within the PLC.	Student completing Individual Learning Plans successfully	Data Tracking Document Ongoing 45 day 90 day 135 day 180 day Teachers / Leadership	No Funding Required
			Teacher applying successful strategies within their classroom	Data Tracking Document Ongoing 45 day 90 day 135 day 180 day Teachers / Leadership	No Funding Required
	KCWP 2: Design and Deliver Instruction	Establish communication protocols for parents/guardians regarding placement and progress in intervention support systems.	All parents will have at least 2 communication throughout the school year	Data Tracking Document Ongoing 45 day 90 day 135 day 180 day Teachers / Leadership	Title I or ESS
	KCWP 6: Establishing Learning Culture and Environment	Ensure the expectations of students are clearly defined, and that group norms have been established within the classroom.	Lesson Plans Conduct classroom walkthrough utilizing Charlotte Danielson	Data Tracking Document Ongoing 45 day 90 day 135 day	No Funding Required

Goal 2 (State your science, social studies, and writing goal.): By 2026, a combined 65% of students will score proficient/distinguished in Science, Social Studies, and Writing 2025 on KSA					
Objective	Strategy	Activities	Measure of Success	Progress Monitoring	Funding
Objective 2 Increase the percentage of students scoring proficient or above from 41% to 50% in Social Studies by 2023 on KSA	KCWP 1: Design and Deploy Standards		Framework for Teaching	180 day Teachers / Leadership	
		Review and conduct cyclic curriculum reviews/checks within the PLC.	Data Tracking Document	Data Tracking Document Ongoing 45 day 90 day 135 day 180 day Teachers / Leadership	No Funding Required
		Establish communication protocols for parents/guardians regarding placement and progress in intervention support systems.	Communication Logs RTI/MTSS Parent Forms	Data Tracking Document Ongoing 45 day 90 day 135 day 180 day Teachers / Leadership	No Funding Required
Objective 3 Increase the percentage of students scoring proficient or	KCWP 6: Establishing Learning Culture and Environment	Ensure the expectations of students are clearly defined, and that group norms have been established within the classroom.	Lesson Plans Conduct classroom walkthrough utilizing Charlotte Danielson Framework for Teaching	Data Tracking Document Ongoing 45 day 90 day 135 day 180 day Teachers / Leadership	No Funding Required
		Creation of school writing plan	Data Tracking Document	Data Tracking Document Ongoing 45 day 90 day	No Funding Required

Goal 2 (State your science, social studies, and writing goal.): By 2026, a combined 65% of students will score proficient/distinguished in Science, Social Studies, and Writing 2025 on KSA					
Objective	Strategy	Activities	Measure of Success	Progress Monitoring	Funding
above from 56% to 60% in Writing by 2023.				135 day 180 day Teachers / Leadership	
	KCWP 2: Design and Deliver Instruction	Implementation and monitoring of school writing plan	Data Tracking Document	Data Tracking Document Ongoing 45 day 90 day 135 day 180 day Teachers / Leadership	No Funding Required
	KCWP 6: Establishing Learning Culture and Environment	Ensure the expectations of students are clearly defined, and that group norms have been established within the classroom.	Lesson Plans Conduct classroom walkthrough utilizing Charlotte Danielson Framework for Teaching	Data Tracking Document Ongoing 45 day 90 day 135 day 180 day Teachers / Leadership	No Funding Required

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 Identify GAP students and monitor their progress towards proficiency using formative assessments. Combined Reading and Math increase from 20.5% to 22.5% by 2023 as measured by KSA.	KCWP3: Design and Deliver Assessment Literacy	Math MAP / Reading MAP – The teachers will learn how to use all the resources and reports from Math MAP and Reading MAP data to plan instruction for differentiation and to monitor growth.	Growth in Math Strands and Lexile scores Data Tracking Document	Data Tracking Document Ongoing 45 day 90 day 135 day 180 day Teachers / Leadership	No Funding Required
		Create formative and summative assessments that are aligned to the KAS standards.	Growth in Math Strands and Lexile scores Data Tracking Document	Data Tracking Document Ongoing 45 day 90 day 135 day 180 day Teachers / Leadership	No Funding Required
	KCWP 4: Review, Analyze and Apply Data	Develop and clearly defined MTSS school-wide process with checklists, and documentation tools, including such information as service frequency, intervention programs/strategies, SMART goal measurement, and progress monitoring checks.	Increase in percentile measured by progress monitoring data collected bi-monthly for tier 2 and weekly for tier 3 students	Data Tracking Document Ongoing 45 day 90 day 135 day 180 day Teachers / Leadership	No Funding Required

Objective	Strategy	Activities	Measure of Success	Progress Monitoring	Funding
		Develop and deploy a PLC protocol with an effective cyclical process for standards deconstruction, designing of assessment measures, resource sharing and collaborative lesson creation, and analysis of data.	PLC documents	Weekly PLC cycle (Individual Teacher Data Chat)	No Funding Required
	KCWP 6: Establishing Learning Culture and Environment	Student Led Conferences – Students will have an opportunity at least twice a school year to participate in a conference that is led by them to communicate to their family, teacher, mentor, and peers their specific levels of achievement and areas for growth.	Self –Regulation / Self - Assessment	Teacher observations and anecdotal notes	No Funding Required
		Ensure the expectations of students are clearly defined, and that group norms have been established within the classroom.	Reduction of behavior referrals	Monthly Discipline Data	No Funding Required

4: English Learner Progress

Goal 4 (State your English Learner goal.): Each EL student will progress at least 2 levels on the ACCESS assessment by May 2026					
Objective	Strategy	Activities	Measure of Success	Progress Monitoring	Funding
Objective 1 Identify EL students and monitor their progress towards proficiency using formative assessments.	KCWP3: Design and Deliver Assessment Literacy	Math MAP / Reading MAP – The teachers will learn how to use all the resources and reports from Math MAP and Reading MAP data to plan instruction for differentiation and to monitor growth.	Growth in Math Strands and Lexile scores Data Tracking Document	Data Tracking Document Ongoing 45 day 90 day 135 day 180 day Teachers / Leadership	No Funding Required
		Create formative and summative assessments that are aligned to the KAS standards.			
		Explicitly connecting learning to prior knowledge and experience			
		Utilize graphic organizers			
	KCWP 4: Review, Analyze and Apply Data	Develop and clearly define MTSS school-wide process with checklists, and documentation tools, including such information as service frequency, intervention programs/strategies, SMART goal measurement, and progress monitoring checks.	Increase in percentile measured by progress monitoring data collected bi-monthly for tier 2 and weekly for tier 3 students	Data Tracking Document Ongoing 45 day 90 day 135 day 180 day Teachers / Leadership	No Funding Required

Goal 4 (State your English Learner goal.): Each EL student will progress at least 2 levels on the ACCESS assessment by May 2026					
Objective	Strategy	Activities	Measure of Success	Progress Monitoring	Funding
		Develop and deploy a PLC protocol with an effective cyclical process for standards deconstruction, designing of assessment measures, resource sharing and collaborative lesson creation, and analysis of data.	PLC Documents	Weekly PLC cycle (Individual Teacher Data Chat)	No Funding Required

5: Quality of School Climate and Safety

Goal 5 (State your climate and safety goal.): Increase climate and safety KSA student survey results from 78.3pts. to 82pts. 2026.					
Objective	Strategy	Activities	Measure of Success	Progress Monitoring	Funding
Objective 1 Create a positive school environment in which staff and students know what is expected of them in all areas of the school organization, where they feel safe and supported as evidenced by survey results.	KCWP 6: Establishing Learning Culture and Environment	Develop a Master Schedule and Block Schedule that ensures collaboration, supervision, and maximum learning opportunities	Maximize Instructional time	Staff surveys	No Funding Require
		Implement and maintain a PBIS Action Plan that addresses teaching school and class expectations, providing feedback, acknowledging desired behaviors, and offering rewards and incentives	Maximize Instructional time	Common areas and classroom observations	No Funding Require
		Teachers and staff will teach, model, and practice school wide and classroom expectations (CHAMPS/ PBIS).	Maximize Instructional time	Daily Safety Checks	No Funding Require

Goal 5 (State your climate and safety goal.): Increase climate and safety KSA student survey results from 78.3pts. to 82pts. 2026.					
Objective	Strategy	Activities	Measure of Success	Progress Monitoring	Funding
				Safety Audits	No Funding Require
		Meet with Student Voice Committee monthly to gain feedback about school culture and teaching and learning	Increase Student Survey Scores	Rounding Conversations with staff and students about safety and feedback after drills	No Funding Require
		School Counselors will provide interventions to students who need behavior and emotional support	Decrease in Discipline Referrals	Intervention Logs	No Funding Require
		Resources and training are provided to staff in TIC (Trauma Informed Care) to help meet the needs of all students.	Maximize Instructional time	Meeting Agendas	No Funding Require

Updated May 2022

[illegible]

[illegible]

Updated May 2022

[illegible]

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: Consider: How will you ensure that school leadership has or develops the skills and disposition to achieve accelerated, meaningful, and sustainable increases in student achievement for underperforming subgroups? Response: Through an examination of resource inequities, it was discovered that there was not enough support for evidence-based practices for our Special Education teachers. As a result, it could be that our special education population underperformed on KSA and did not meet performance expectations. To remedy this situation, special education staff will have more access to the Special Education Consultants. The Consultant will be available to special education staff on a weekly basis. During this time together, the Consultant will coach, monitor and observe and provide classroom support to Special Education teachers related to evidence-based practices for students with disabilities. South Christian leadership will continue to engage in professional development in the area of effective PLC implementation, success criteria, self-assessment, and feedback practices to ensure teaching and learning is student centered. Teachers will lead students through the goal setting and tracking process to monitor gains and areas that need strategic and intensive intervention strategies employed. South Christian leadership understands to accelerate achievement it is a fluid process that involves teachers, students, and families. Parent education will be ongoing through Lunch & Learn, Coffee & Conversation, and Family Academic Night events. The Family Resource Center will continue to remove learning barriers for students and families who may struggle with basic necessities. Counselors will continue to provide outside mental health resources to ensure students and families receive the proper care at the proper time.	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: The process used to review the learning culture related to Special Education was an examination of observations, resources, and student work. As a result, it was found that students in resource settings were less likely to have access to standards-based instruction and assessments, which could have been a contributing factor to the special education student's underperformance on KSA. As a result, the following actions will be implemented to ensure students with disabilities have access to grade level standards instruction and are assessed used assessments aligned to grade-level assessments: Engage Special Education teachers in PLCs and other professional learning to develop their capacity to teach and assess grade-level standards Conduct observations of students with disabilities will include analysis of instructional and assessment tasks, with an expectation there should be a balance of IEP skills and grade-level work Implement standards-based benchmark assessments 3x per year to monitor and inform student learning Establish and regularly utilize "assessment buddies" to ensure approved assessment accommodations are provided for each student
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	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: Leadership meets weekly with teachers to discuss our Plan, Do, Study, Act cyclical process for teaching and learning. Together teachers determine which students are in need of strategic and or intensive interventions to bridge the learning gap between underperforming students and their counterparts. Resources (human and material) are directed at struggling students. Their program is tracked routinely for several weeks and then learning is re-evaluated to measure growth. Supplemental supports are continued until the learner is able to consistently perform within grade level standards. Some causes of underperformance may be low cognitive capability, lack prior background knowledge, or inadequate time on task with new concepts.
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: The area of need revealed by the analysis of academic and non-academic data that is addressed through CSIP activities is reading proficiency for our Special Education population. The evidence-based practice that will target reading for our students with disabilities is (possible EBP's) EBP for CDIP This will be monitored through weekly PLC meetings, through data analysis following each round of MAP/Benchmark testing 3 times per year, and through classroom observations. 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
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.	X
Co-Teaching	Miller, C., & Oh, K. (2013). The Effects of Professional Development on Co-Teaching for Special and General Education Teachers and Students. Journal of Special Education Apprenticeship, 2(1).	☒
		☐
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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:	
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
Response:	
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:	

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.	☒
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Comprehensive School Improvement Plan (CSIP) Christian County Middle School

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

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 (State your reading and math goal.):					
● Increase the number of 7th and 8th grade students scoring proficient or distinguished on the Reading KSA from 41% to 61% by May 2026. ● Increase the number of 7th and 8th grade students scoring proficient or distinguished on the Math KSA from 25% to 45% by May 2026.					
Objective	Strategy	Activities	Measure of Success	Progress Monitoring	Funding
Objective 1 Increase the number of seventh and eighth grade students scoring proficient or distinguished on the Reading KSA from 41% to 50% by May 2023.	KCWP 2 Design and Deliver Instruction	Professional Learning Communities -- PLC is implemented school wide and follows the Plan Do Study Act protocol.	PLC work / documentation, unit common assessments every 5 weeks, MAP growth three times a year, KSA	Weekly	General Title 1
		School-wide writing across all content areas	Improved ERQ and SA Peer scoring of ERQ and SA	Writing plan reviewed each nine weeks	Title 1
		Implement strategies from Interdisciplinary Literacy Academy	Data analysis of unit common assessments, classroom observations	unit assessments every 5 weeks	General Title 1
		Reading teachers received PD in CommonLit	Data analysis of unit common assessments	unit assessments every 5 weeks	General Title 1
	KCWP 4 Review, Analyze, and Apply Data	Intentional Data Tracking ● Common Assessment each unit in data tracking document ● Monitoring growth through MAP in fall, winter, and spring Deep Dive data protocol meetings during PLC and after school to set achievement goals, identify bubble students, and monitor various data points in the KSA calculator	Data analysis of unit common assessments, MAP, KSA	unit assessments every 5 weeks MAP - fall, winter & spring	General
	KCWP 5 Design, Align and Deliver Support	MTSS for academic support ● Intentional selection of students for RTI school wide ● Selected contents support Reading through RTI period	Data analysis KSA calculator Progress monitoring through RTI	unit assessments every 5 weeks MAP - fall, winter & spring Once a month	Title 1 Title 1

Goal 1 (State your reading and math goal.): ● Increase the number of 7th and 8th grade students scoring proficient or distinguished on the Reading KSA from 41% to 61% by May 2026. ● Increase the number of 7th and 8th grade students scoring proficient or distinguished on the Math KSA from 25% to 45% by May 2026.					
Objective	Strategy	Activities	Measure of Success	Progress Monitoring	Funding
Objective 2 Increase the number of seventh and eighth grade students scoring proficient or distinguished on the Math KSA from 25% to 30% by May 2023.	KCWP 6 Establishing Learning Culture and Environment	Students who are identified as gifted and talented will be provided services in alignment with their Gifted Student Services Plan (GSSP).	Differentiation through content, process, and product occurring within the classroom and through pull out programs. Cluster leaders provide assistance with identification and coaching teachers in providing individualized services. Opportunities for students to participate in extracurricular activities or clubs.	Schedules of GT enrichment specialists Progress reports for individual students MAP-fall, winter, spring	GT state grant GT district match
		Classroom libraries for leveled independent reading	Student progress through independent reading levels, MAP growth, KSA	MAP-fall, winter, spring	Title 1
		Intentional focus on questioning and student engagement	Lesson planning, PLC work,	unit assessments every 5 weeks	NA
	KCWP 2: Design and Deliver Instruction	All math teachers attend monthly illustrative Math cohort trainings	Data analysis of unit common assessments, MAP, KSA	MAP - fall, winter & spring unit assessments every 5 weeks MAP - fall, winter & spring	Title 1 Title 1
		Plan strategically in the selection of high yield instructional strategy usage within lessons. Intentional Data Tracking ● Common Assessment each unit in data tracking document ● Monitoring growth through MAP in fall, winter, and spring	Lesson Plans, PLC	Embedded in PLC unit work every 5 weeks	NA
	KCWP 4 Review, Analyze, and Apply Data	Data protocol meetings during PLC and after school to set achievement goals, identify bubble	Data analysis of unit common assessments, MAP, KSA	unit assessments every 5 weeks	NA
			KSA calculator Bubble sheet	unit assessments every 5 weeks	Title 1

Goal 1 (State your reading and math goal.):					
Objective	Strategy	Activities	Measure of Success	Progress Monitoring	Funding
● Increase the number of 7th and 8th grade students scoring proficient or distinguished on the Reading KSA from 41% to 61% by May 2026. ● Increase the number of 7th and 8th grade students scoring proficient or distinguished on the Math KSA from 25% to 45% by May 2026.	KCWP 5 Design, Align and Deliver Support	students, and monitor various data points in the KSA calculator		MAP - fall, winter & spring	
		MTSS for academic support ● Intentional selection of students for RTI school wide ● Selected contents support Math through RTI period	Progress monitoring	MAP-fall, winter and spring Once a month	Title 1
		Students who are identified as gifted and talented will be provided services in alignment with their Gifted Student Services Plan (GSSP).	Differentiation through content, process, and product occurring within the classroom and through pull out programs. Cluster leaders provide assistance with identification and coaching teachers in providing individualized services. Opportunities for students to participate in extracurricular activities or clubs.	Progress reports for individual students MAP-fall, winter, spring	GT state grant GT district match

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

Goal 2 (State your science, social studies, and writing goal.): ● Increase the number of 7th and 8th grade students scoring proficient or distinguished on the Science KSA from 15% to 35% by May 2026. ● Increase the number of 7th and 8th grade students scoring proficient or distinguished on the Social Studies KSA from 34% to 54% by May 2026. ● Increase the number of 7th and 8th grade students scoring proficient or distinguished on the Writing KSA from 49% to 60% by May 2026.					
Objective	Strategy	Activities	Measure of Success	Progress Monitoring	Funding
Objective 1 Increase the number of seventh grade students scoring proficient or distinguished on the Science KSA from 15% to 27% by May 2023.	KCWP 2: Design and Deliver Instruction	Complete Through Course Task to measure the student progression of the Cross Cutting Concepts and Science and Engineering Practices.	Unit common assessment data, KSA	Once a semester	NA
		Model and independent student practice using claims, evidence, and reasoning (CRE)	Formative assessment data, unit common assessment data	once per nine weeks	NA
		Development and use of aligned Classroom Embedded Assessments (formative) to assesses students progression through the Science Disciplinary Core Ideas	Formative assessment, unit common assessment data	once a semester	NA
		Teachers create lessons and activities that reflect district pacing and STEMscopes	Lesson plans, formative assessment data, unit common assessment data	5 week unit planning	Title 1
Objective 2 Decrease the number of students scoring novice on Social Studies KSA from 42% to 26% by May 2023.	KCWP 5 Design, Align and Deliver Support	MTSS for academic support ● Intentional selection of students for RTI school wide ● Selected contents support Math through RTI period	Progress monitoring	MAP-fall, winter and spring Once a month	Title 1
		Schedule student conferencing over story lines occurs on a regular basis and such discussions support a culture for learning.	Observations	twice a semester	NA
	KCWP 1: Design and Deploy Standards KCWP 2: Design and Deliver Instruction	Deconstruct standards with SS department to ensure the department has understanding of what each standard requires.	PLC	5 week unit planning observation	
		Use DBQ to strengthen students ability to cite textual evidence in writing an analysis essay	Improvement in short answer and extended responses	unit assessments every 5 weeks	
Objective 3	KCWP 2: Design and Deliver Instruction	Implement school-wide writing across all contents	Improved ODW in 8th grade	observation Writing plan reviewed each nine weeks	Title 1

Goal 2 (State your science, social studies, and writing goal.):

- Increase the number of 7th and 8th grade students scoring proficient or distinguished on the Science KSA from 15% to 35% by May 2026.
- Increase the number of 7th and 8th grade students scoring proficient or distinguished on the Social Studies KSA from 34% to 54% by May 2026.
- Increase the number of 7th and 8th grade students scoring proficient or distinguished on the Writing KSA from 49% to 60% by May 2026.

Objective	Strategy	Activities	Measure of Success	Progress Monitoring	Funding
Increase the number of eighth grade students scoring proficient or distinguished on the Writing KSA from 49% to 55% by May 2023.	KCWP 4: Review, Analyze, and apply data	All writing teachers and writing coach attend district on-demand writing trainings	Improved ODW in 8th grade through efficient use of conferencing	Twice a semester	NA
		Assessment/Analysis of writing using new KY scoring rubric	Unit common assessments, KSA	three times a year	Title 1
		Effective Feedback: Teachers will provide relevant and timely feedback on writing pieces using the new KY scoring rubric and on-demand rubric	Observations, unit common assessments, KSA	at least three times a year	NA
		Conferencing--Students have one-on-one conference for feedback on their writing pieces, at least two times a year	Observations, unit common assessments, KSA	at least two times a year	Title 1
		Students are formatively assessed daily on their use of grammar, punctuation, & writing rules through bellringers, exit slips & in class writing assignments.	Unit common assessment data	Once per nine weeks	Title 1
		Self Reflection--At least once, students will complete a reflection sheet to identify areas in which they felt confident and areas that still need growth on their on-demand writing. The student will bring the reflection sheet with them to conference with their teacher to see if their ideas match with what the teacher assesses if they met their goal	No Red Ink Unit common assessment data	Twice a year through informative and argumentative writing	Title 1
	KCWP 6: Establishing Learning Culture and Environment				

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 Decrease the number of students with an IEP scoring novice on Math KSA from 72% to 71% by May 2023.	KCWP 2: Design and Deliver Instruction	Teachers are on year two of implementing Illustrated Math with fidelity	Improved delivery of tier 1 math lessons	classroom observations PLC documentation	Title 1
		Illustrated Math professional development is provided to teachers once each nine weeks through a Math Cohort.	Reduced novice performance on unit assessments Growth on universal screener	unit assessments every 5 weeks MAP - fall, winter & spring	Title 1
		Math teachers model using the Gradual Release Scaffolding (I Do, We Do, You Do)	Reduced novice performance unit assessments	unit assessments every 5 weeks MAP - fall, winter & spring	Title 1
	KCWP 5 Design, Align and Deliver Support	MTSS for academic support - Intentional selection of students for RTI school wide - Selected contents support Math through RTI period	Progress monitoring of bottom 20% for growth	monthly progress monitoring MAP - fall, winter & spring	Title 1

4: English Learner Progress

Goal 4 (State your English Learner goal.): • EL students will progress at least 2 levels on the ACCESS assessment by May 2026.					
Objective	Strategy	Activities	Measure of Success	Progress Monitoring	Funding
Objective 1 EL students will progress at least one level on the ACCESS assessment by May 2023.	KCWP 2: Design and Deliver Instruction	School-wide writing across all content areas	Improved ERQ and SA	Writing plan reviewed each nine weeks	Title 1
		Implement strategies from Interdisciplinary Literacy Academy	Data analysis of unit common assessments, classroom observations	unit assessments every 5 weeks	Title 1
	KCWP 5 Design, Align and Deliver Support	MTSS for academic support Intentional selection of students for RTI school wide	Progress monitoring	specific progress monitoring through interventionist MAP - fall, winter & spring	Title 1

5: Quality of School Climate and Safety

Goal 5 (State your climate and safety goal.): ● Increase the number of students who agree/strongly agree that "My School is an Encouraging Place" from 70% to 100% by May 2026.				
Objective	Strategy	Activities	Measure of Success	Progress Monitoring
Objective 1 Increase the number of students who agree/strongly agree that "My School is an Encouraging Place" from 70% to 80% by May 2023.	KCWP 6: Establishing Learning Culture and Environment	CCMS students feel encouraged because they have school counselors readily available to them to share their concerns, issues, and celebrations. CCMS school counselors have a positive relationship with their students by: ● implementing small groups ● minute meetings with each student ● school wide social emotional lessons ● they actively work to decrease behavior school wide MTSS for academic and behavior support ● Intentional and fluid selection of students for RTI through Flex period ● Live School reward system with student and parent access ● Student Advisory Council LiveSchool reward system - student earn points for respect, responsibility, effort, and school spirit.	Increase student points to make purchases from Colonel Cart and lunch room rewards.	Monthly monitoring of LiveSchool data by interventionist
			Student surveys Feedback from Student Advisory Council Colonel Pride Program	Increased Student survey results MAP - fall, winter & spring
			Increase student points to make purchases from Colonel Cart and lunch room rewards.	Monthly monitoring of LiveSchool data by interventionist

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:	
Consider: How will you ensure that school leadership has or develops the skills and disposition to achieve accelerated, meaningful, and sustainable increases in student achievement for underperforming subgroups?	Response: CCMS school leadership will attend Math professional development through the Math Cohort trainings and the Math Interdisciplinary Literacy trainings, which are provided by Christian County Public Schools. School leadership will also actively participate in PLC weekly with the math department and provide support as needed. Leadership will attend monthly Instructional Leadership Team meetings which feature dedicated time dedicated to working with the Special Education department. Leadership also participated in the development of the Special Education Strategic Plan.
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: CCMS uses ESS funding to provide after school tutoring. Title 1 money is also used to provide instructional materials for reading, math, science, social studies, writing, resource and intervention classes. We would like to look into evidence-based resources that are applicable to middle school students in the areas, especially in the areas of math and reading. We use Title 1 money to pay for a part-time writing coach who works directly with writing teachers and students. A permanent sub is also paid out of Title 1 money. He works in all content areas as needed, but his strength is math. Special Education teachers will engage in PLC's and other professional learning to develop their capacity to teach and assess grade-level standards. Evaluation the quality instructional materials that resource teachers are using in their classrooms to determine if students have access to standards-based instruction and assessments.
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: CCMS students with disabilities have a high rate of novice performance in the areas of reading and math. We are focusing on reducing novice in Math through the use of Illustrative Math in the classroom and reinforcement. Math teachers have received training on the evidence-based program of Illustrative Mathematics since 2021-2022 school year. Teachers are looking closely at MAP data and unit assessments to see the specific areas students are performing below grade level and creating specific small group instruction during RTI based on the data.

The process used to review the learning culture related to Special Education was an examination of observations, resources, and student work. As a result, it was found that students in resource settings were less likely to have access to standards-based instruction and assessments in resource settings, which could have been a contributing factor to the special education student's underperformance on KSA. As a result, the following actions will be implemented to ensure students with disabilities have access to grade level standards instruction and are assessed used assessments aligned to grade-level assessments: • Engage Special Education teachers in PLCs and other professional learning to develop their capacity to teach and assess grade-level standards. • Conduct observations of students with disabilities will include analysis of instructional and assessment tasks, with an expectation there should be a balance of IEP skills and grade-level work. • Implement standards-based benchmark assessments 2x per year to monitor and inform student learning. • Establish and regularly utilize "assessment buddies" to ensure approved assessment accommodations are provided for each student.	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: The area of need revealed by the analysis of academic and non-academic data that is addressed through CSIP activities is math proficiency for our Special Education population. The evidence-based practice that will target reading for our students with disabilities is Illustrative Math. It will be monitored through weekly PLC meetings, through data analysis following each round of MAP/Benchmark testing 3 times per year, and through classroom observations. 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.
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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
Co-Teaching	Miller, C., & Oh, K. (2013). The Effects of Professional Development on Co-Teaching for Special and General Education Teachers and Students. Journal of Special Education Apprenticeship, 2(1).	☒
Train 7th and 8th grade math teachers on effective use and implementation of Illustrative Math strategies.	https://www.edreports.org/reports/overview/mcgraw-hill-illustrative-mathematics-6-8-math-2020	X
Gradual Release Modeling of Instruction/ Phases of Teacher Scaffolding	Rosenshine, B. (2012). Principles of instruction: Research-based strategies that all teachers should know. American Educator, 36(1): 12. https://education.ky.gov/curriculum/standards/kyacadstand/Documents/EBIP_3_Mathematics.pdf	X
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HOPKINSVILLE MIDDLE SCHOOL COMPREHENSIVE SCHOOL IMPROVEMENT PLAN

2022 - 2023

Nicole Poindexter, Principal

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

- 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: Hopkinsville Middle School will increase the number of students scoring proficient or above by 10% in reading and math by Spring 2026 as determined by the Kentucky Summative Assessment (KSA). Reading proficiency will increase from 34% to 44% and Math proficiency will increase from 36% to 46%				
	Strategy	Activities	Measure of Success	Progress Monitoring
Objective 1 Increase the number of 7th and 8th grade students scoring proficient or above in reading on the May 2023 KSA by 5% from 34% to 39%	KCWP 1: Design and Deploy Standards KCWP 2: Design and Deliver Instruction KCWP 3: Design and Deliver Assessment Literacy KCWP 4: Review, Analyze, and Apply data KCWP 5: Design, Align, and Deliver Support	Use of Learning Continuum to support differentiated instruction – Standards based instruction – Priority Standards Curriculum Alignment PLC's: Weekly with content partners & following PDSA model Professional Learning Communities – will be implemented district wide for whole staff involvement in a process of intensive reflection upon instructional practices and desired student benchmarks, as well as monitoring of outcomes to ensure student success. PLC enables teachers to continually learn from one another via shared visioning and planning, as well as in depth critical examination of what does and does not work to enhance student achievement. Support school wide literacy focus by implementing LDC, Writing Plan, Common Lit., Interdisciplinary Literacy (Literacy Beyond the Core). Teaching Coaching Model	NWEA MAP RIT scores for reading and math – 3 times a year Observations Instructional Reviews Common Assessment Data Formative Assessments HMS Data Tracking 22/23 Visible evidence of literacy work through vocabulary and writing practices LDC logs Multi-Tier Support Systems (Monthly PBIS meetings, Monthly MTSS Academic & Behavior meetings, Student Intervention Matching Form)	Monitor reading and math MAP growth, fall to winter, winter to spring, fall to spring Adhoc report for missing assignments (bi-weekly)-Advisory teachers will conference with students KSA Prediction Calculator Teacher Coaching Use of early warning report in IC Tableau – Behavior Analysis CCPS District Pacing Guide HMS Scorecard Weekly PLC meetings with feedback Observations/Instructional Reviews CANVAS Lesson Plans Rounding with Staff
				District Title I ESS Budget

Goal 1: Hopkinsville Middle School will increase the number of students scoring proficient or above by 10% in reading and math by Spring 2026 as determined by the Kentucky Summative Assessment (KSA). Reading proficiency will increase from 34% to 44% and Math proficiency will increase from 36% to 46%					
Strategy	Activities	Measure of Success	Progress Monitoring	Funding	
Objective 2 Increase the number of 7th and 8th grade students scoring proficient or above in Math on the May 2023 KSA by 5% from 36% to 41%	Student Mentoring (Leadership) and (Teacher 2X10) Student MAP goal setting sheets Data chats with bubble students Extended School Services (ESS)- Tiger Challenge RTI classes in reading-Reading Interventionist				
	Gifted and Talented Students: Students who are identified as gifted and talented will be provided services in alignment with their Gifted Student Services Plan (GSPP).	Differentiation through content, process, and product occurring within the classroom and through pull out programs. -Cluster leaders provide assistance with identification and coaching teachers in providing individualized services. -Opportunities for students to participate in extracurricular activities or clubs.	Schedules of GT enrichment specialists Professional learning sign in sheets from staff trainings led by cluster leaders Cluster leader trainings Progress reports for individual students Assessment data for students who are gifted and talented	GT state grant GT district match	
Objective 2 Increase the number of 7th and 8th grade students scoring proficient or above in Math on the May 2023 KSA by 5% from 36% to 41%	KCWP 1: Design and Deploy Standards KCWP 2: Design and Deliver Instruction KCWP 4: Review, Analyze, and Apply data KCWP 5: Design, Align, and Deliver Support	Use of Learning Continuum to support differentiated instruction – Standards based instruction – Priority Standards Curriculum Alignment PLC's: Weekly with content partners & following PDSA model	NWEA MAP RIT scores for reading and math – 3 times a year Observations Instructional Reviews Common Assessment Data Formative Assessments HMS Data Tracking 22/23	Monitor reading and math MAP growth, fall to winter, winter to spring, fall to spring Adhoc report for missing assignments (bi-weekly)-Advisory teachers will conference with students	District Title I Instructional Budget ESS Budget

Goal 1: Hopkinsville Middle School will increase the number of students scoring proficient or above by 10% in reading and math by Spring 2026 as determined by the Kentucky Summative Assessment (KSA). Reading proficiency will increase from 34% to 44% and Math proficiency will increase from 36% to 46%				
Strategy	Activities	Measure of Success	Progress Monitoring	Funding
	Professional Learning Communities – will be implemented district wide for whole staff involvement in a process of intensive reflection upon instructional practices and desired student benchmarks, as well as monitoring of outcomes to ensure student success. PLC enables teachers to continually learn from one another via shared visioning and planning, as well as in depth critical examination of what does and does not work to enhance student achievement. Teaching Coaching Model Student Mentoring (Leadership) and (Teacher 2X10) Student MAP goal setting sheets Data chats with bubble students Extended School Services (ESS)- Tiger Challenge Illustrative Mathematics RTI classes in Math – Math Interventionist Teacher	Multi-Tier Support Systems (Monthly PBIS meetings, Monthly MTSS Academic & Behavior meetings, Student Intervention Matching Form)	KSA Prediction Calculator Teacher Coaching Use of early warning report in IC Tableau – Behavior Analysis CCPS District Pacing Guide HMS Scorecard Weekly PLC meetings Observations/Instructional Reviews CANVAS Lesson Plans	

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

Goal 2 (State your science, social studies, and writing goal.): Hopkinsville Middle School will increase the number of students scoring proficient or above in the separate academic indicators of Writing, Science, and Social Studies by Spring 2026 as determined by the Kentucky Summative Assessment. Writing proficiency will increase from 38% to 48%, Science proficiency will increase from 12% to 22%, Social Studies proficiency will increase from 31% to 41%					
Objective	Strategy	Activities	Measure of Success	Progress Monitoring	Funding
Objective 1 Increase the number of students scoring proficient or above on the KSA in Writing from 38% to 43% by May of 2023	KCWP 1: Design and Deploy Standards KCWP 2: Design and Deliver Instruction KCWP 4: Review, Analyze, and Apply data KCWP 5: Design, Align, and Deliver Support	Writing Scrimmage (Winter & Spring) Increase writing opportunities in all content areas in grades 7 th and 8 th Writing Plan	CANVAS-Lesson Plans Observations/Instructional Reviews Student Writing Samples Writing Plan	Student Writing samples with feedback Lesson Plans Monitor Writing Plan	District Title I Instructional Budget
Objective 2 Increase the number of students scoring proficient or above on the KSA in Science from 12% to 17% by May of 2023	KCWP 1: Design and Deploy Standards KCWP 2: Design and Deliver Instruction KCWP 4: Review, Analyze, and Apply data KCWP 5: Design, Align, and Deliver Support	Stem Scopes Professional Learning – Additional professional development support for Science Growth days for curriculum and unit planning Professional Learning on Vocabulary through Kentucky Literacy Intervention Project (KLIP) and Literacy Design Collaborative (LDC) – Cohort teachers will train HMS staff of effective literacy practices using strong vocabulary	Participation Logs PLC meetings Visible evidence of literacy work through vocabulary and writing practices in the science classroom.	PLC's process with data and instructional planning in science Task review during growth days. Reflection and revision of task	District Title I Instructional Budget

Goal 2 (State your science, social studies, and writing goal.): Hopkinsville Middle School will increase the number of students scoring proficient or above in the separate academic indicators of Writing, Science, and Social Studies by Spring 2026 as determined by the Kentucky Summative Assessment. Writing proficiency will increase from 38% to 48%, Science proficiency will increase from 12% to 22%, Social Studies proficiency will increase from 31% to 41%					
Objective	Strategy	Activities	Measure of Success	Progress Monitoring	Funding
Objective 3 Increase the number of students scoring proficient or above on the KSA in Social Studies from 31% to 36% by May of 2023	KCWP 4: Review, Analyze, and Apply data	strategies and writing implementation.			
		DBQ Growth days for curriculum and unit planning	Participation Logs PLC meetings Visible evidence of literacy work through vocabulary and writing practices in the social studies classroom	PLC's process with data and instructional planning in science Task review during growth days. Reflection and revision of task	District Title I Instructional Budget

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 Decrease the achievement gap in Reading and Math for African American students by reducing novice scores by 5% as measured by the May 2023 KSA.	KCWP 1: Design and Deploy Standards KCWP 2: Design and Deliver Instruction KCWP 3: Design and Deliver Assessment Literacy KCWP 4: Review, Analyze, and Apply data KCWP 5: Design, Align, and Deliver Support	Remove Barriers: Provide resources and support to address barriers to learning, including but not limited to transience, healthcare, and social workers in collaboration Involve FRYSC Equity: Teacher quality is the school factor that makes the greatest impact on student achievement. Consistent exposure to effective teachers can overcome obstacles to learning and close the achievement gap with stakeholders. Co-teaching – Special education teachers collaborating with general education teachers Priority Scheduling -: Refine the process for priority scheduling for students with disabilities to ensure the master schedule meets the individual needs identified in a student's Individual Education Plan (IEP)	Increased access to support structures Equitable distribution of effective teachers SPED teachers are becoming more involved in general education instruction co-teaching classes Schedule changes are fluid and move based on the needs of the student. Improve in Lexile scores Number of missing assignments decreases or students have no missing assignments. IC Gradebook	Teacher Coaching Tracking Monitor reading and math MAP growth – fall to winter, winter to spring, fall to spring AdHoc reports for missing assignments (bi-weekly) KSA Prediction Calculator HMS SPED testing data tracker Teacher Coaching Use of early warning report in IC Tableau – Behavior Analysis CCPS District Pacing Guide HMS Scorecard Weekly PLC meetings-review of data Observations/Instructional Reviews CANVAS Lesson Plans	General Funding Title I Title III Homeless, Migrant IDEA-B District IC funding

Objective	Strategy	Activities	Measure of Success	Progress Monitoring	Funding
Objective 2 Decrease the achievement gap in Reading and Math for students and Students with Disabilities by reducing novice scores by 5% as measured by the May 2023 KSA	KCWP 1: Design and Deploy Standards KCWP 2: Design and Deliver Instruction KCWP 3: Design and Deliver Assessment Literacy KCWP 4: Review, Analyze, and Apply data KCWP 5: Design, Align, and Deliver Support	Reading Intervention classes provided by reading interventionist teacher Professional Learning and Coaching support Tiger Challenge (ESS) – after school tutoring MTSS-Tier I-Instructional strategies for all students, Tier II & III differentiated instructional strategies CCPS Special Education Strategic Plan CCPS Equity Plan			
		Remove Barriers: Provide resources and support to address barriers to learning, including but not limited to transience, healthcare, and social workers in collaboration Involve FRYSC Equity: Teacher quality is the school factor that makes the greatest impact on student achievement. Consistent exposure to effective teachers can overcome obstacles to learning and close the achievement gap with stakeholders.	Increased access to support structures Equitable distribution of effective teachers SPED teachers are becoming more involved in general education instruction co-teaching classes are Schedule changes are fluid and move based on the needs of the student. Improve in Lexile scores	Teacher Coaching Tracking Monitor reading and math MAP growth – fall to winter, winter to spring, fall to spring AdHoc reports for missing assignments (bi-weekly) KSA Prediction Calculator HMS SPED testing data tracker Teacher Coaching Use of early warning report in IC Tableau – Behavior Analysis CCPS District Pacing Guide HMS Scorecard Weekly PLC meetings-review of data Observations/Instructional Reviews	General Funding Title I Title III Homeless, Migrant IDEA-B District IC funding

Updated May 2022

Objective	Strategy	Activities	Measure of Success	Progress Monitoring	Funding

4: English Learner Progress

Goal 4 (State your English Learner goal.): Hopkinsville Middle School will move up two levels on ACCESS by 2026

Objective	Strategy	Activities	Measure of Success	Progress Monitoring	Funding
Objective 1 Hopkinsville Middle School will increase by one level on ACCESS by 2023.	KCWP 1: Design and Deploy Standards KCWP 2: Design and Deliver Instruction KCWP 3: Design and Deliver Assessment Literacy KCWP 4: Review, Analyze, and Apply data KCWP 5: Design, Align, and Deliver Support	Support and Strategies from district assigned ESS teacher Remove Barriers: Provide resources and support to address barriers to learning, including but not limited to transience, healthcare, and social workers in collaboration Involve FRYSC Equity: Teacher quality is the school factor that makes the greatest impact on student achievement. Consistent exposure to effective teachers can overcome obstacles to learning and close the achievement gap with stakeholders. Priority Scheduling -: Refine the process for priority scheduling for students receive ESL accommodations.	Increased access to support structures Equitable distribution of effective teachers SPED teachers are becoming more involved in general education instruction co-teaching classes Schedule changes are fluid and move based on the needs of the student. Improve in Lexile scores Number of missing assignments decreases or students have no missing assignments. IC Gradebook	Teacher Coaching Tracking Monitor reading and math MAP growth – fall to winter, winter to spring, fall to spring AdHoc reports for missing assignments (bi-weekly) KSA Prediction Calculator Teacher Coaching Use of early warning report in IC Tableau – Behavior Analysis CCPS District Pacing Guide HMS Scorecard Weekly PLC meetings-review of data Observations/Instructional Reviews CANVAS Lesson Plans	General Funding Title I Title III Homeless, Migrant District IC funding
Objective 2					

Goal 4 (State your English Learner goal.): Hopkinsville Middle School will move up two levels on ACCESS by 2026					
Objective	Strategy	Activities	Measure of Success	Progress Monitoring	Funding

5: Quality of School Climate and Safety

Goal 5 (State your climate and safety goal.): Hopkinsville Middle School will increase the score on the Quality of School Climate and Safety by 10% on the Kentucky Summative Assessment by 2026.					
Objective	Strategy	Activities	Measure of Success	Progress Monitoring	Funding
Objective 1 Increase by one level, moving from very low to low as determined by the May 2023 KSA.	KCWP 2: Design and Deliver Instruction	Review survey questions with students during Advisory Google announcements Monthly Q&A with Student Advisory Council	During the 2nd semester, administer survey using Google form to all students twice a month during Advisory	Analyze data from surveys & provide feedback	N/A
Objective 2					

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:	
Consider: How will you ensure that school leadership has or develops the skills and disposition to achieve accelerated, meaningful, and sustainable increases in student achievement for underperforming subgroups?	
Response: NWEA MAP RIT scores for reading and math — 3 times a year	
Observations	
Instructional Reviews	
Common Assessment Data	
Formative Assessments	
HMS Data Tracking 22/23	
Visible evidence of literacy work through vocabulary and writing practices	
LDC logs	
Multi-Tier Support Systems (Monthly PBIS meetings, Monthly MTSS Academic & Behavior meetings, Student Intervention Matching Form	
KSA Prediction Calculator	
Teacher Coaching	
Use of early warning report in IC	
Tableau – Behavior Analysis	
CCPS District Pacing Guide	
HMS Scorecard	
Weekly PLC meetings with feedback	
Observations/Instructional Reviews	
CANVAS Lesson Plans	
Rounding with Staff	
Principal Coaching	
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: My staffing allocation informs me of the number of general education certified teachers that are allocated to HMS based on student enrollment. Special education teachers are distributed by the Director of Special Education to each school based on the number of special education students. The following curriculum is used: LDC, Illustrative Mathematics, Stem Scope, and DBQ. Additional resources include MAP Accelerator IXL, Scholastic. We also have a reading and math interventionist teacher. Our intervention coach helps to disaggregate the data, provide interventions and monitors student progress.
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: African American Students and Students with Disabilities: Mentoring program, CCPS Equity Plan, Data tracking document, Behavior analysis in Tableau, use of early warning report in IC, progress monitoring from special education teachers for special education students on their caseload, observations
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: Remove Barriers: Provide resources and support to address barriers to learning, including but not limited to transience, healthcare, and social workers in collaboration involve FRYSC Equity: Teacher quality is the school factor that makes the greatest impact on student achievement. Consistent exposure to effective teachers can overcome obstacles to learning and close the achievement gap with stakeholders. Co-teaching – Special education teachers collaborating with general education teachers Priority Scheduling – Refine the process for priority scheduling for students with disabilities to ensure the master schedule meets the individual needs identified in a student's Individual Education Plan (IEP) It will be measured by the following: Monitor reading and math MAP growth, fall to winter, winter to spring, fall to spring Adhoc report for missing assignments (bi-weekly)-Advisory teachers will conference with students KSA Prediction Calculator Teacher Coaching Use of early warning report in IC Tableau – Behavior Analysis CCPS District Pacing Guide

HMS Scorecard
Weekly PLC meetings with feedback
Observations/Instructional Reviews
CANVAS Lesson Plans
Rounding with Staff
Minute meetings & Groups –School Counselor

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
T Clarifying Learning Goals KDE EBIP Clarifying and Sharing Clear Learning Goals	In order to improve student outcomes, the teacher needs to ensure that students have clarity in what they are learning. Research shows that when teachers help students understand what they are learning, why they are learning it and how they will know if they have learned, student achievement increases (Fisher, Frey, Amador, & Assof, 2019). Teachers help students gain this clarity by consistently clarifying and sharing the learning goals, relevance and success criteria as a part of ongoing instruction each day. In order for students to commit to learning, research shows they must first understand what they are supposed to learn and why they are being asked to learn it. Then, once students see the value in the learning, they must believe they can actually learn it and know what it looks like when they get there. Ultimately, to commit to learning, students need to tell themselves two things: (1) This is interesting and important, and (2) I believe I can learn/master it (Goodwin, 2020)	☒
PLCs and Teacher Coaching	We will use PLCs to create a collaborative culture of continuous improvement that produces evidence, including measurable results of improving student learning. https://ies.ed.gov/ncee/edlabs/regions/midatlantic/app/Docs/TechnicalAssistance/3_32_8_EE4_Creating_and_Sustaining_Professional_Learning_Communities.pdf Professional Development Create a collaborative culture of continuous improvement that produces evidence, including measurable results of improving professional practice. https://ies.ed.gov/ncee/edlabs/regions/southwest/pdf/rel_2007033.pdf	☐

Evidence-based Activity	Evidence Citation	Uploaded in eProve
	Teacher Coaching Create a collaborative culture of continuous improvement that produces evidence, including measurable results of improving professional practice. https://scholar.harvard.edu/files/mkraft/files/kraft_blazar_hogan_2016_teacher_coaching_meta-analysis_wp_w_appendix.pdf Teacher Coaching Create a collaborative culture of continuous improvement that produces evidence, including measurable results of improving professional practice. https://pdfs.semanticscholar.org/20df/fba41f9f32afaf0f2f75f15e2523317e3084.pdf?_ga=2.92918046.2057072060.1580493694-2106497335.1580493694 A correlation exists between efficient professional learning communities and teacher coaching. "The report finds that teachers who receive substantial professional development—an average of 49 hours in the nine studies—can boost their students' achievement by about 21 percentile points." PLCs influence positive culture amongst teachers. "...in schools with higher levels of collaborative activities [teachers] are more likely than others to have high levels of career satisfaction (68% vs. 54% very satisfied)." "More specific attention to the school's culture for collaboration and continuous improvement and necessary structures are likely to increase the effects of coaching." Thus, teacher coaching will impact instruction, student achievement, and at-large the culture of collaboration.	
Co-Teaching	Miller, C., & Oh, K. (2013). The Effects of Professional Development on Co-Teaching for Special and General Education Teachers and Students. Journal of Special Education Apprenticeship, 2(1).	X ☒
		☐
		☐

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:	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 Response:
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:

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.	☒
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2022-23 SY Christian County High School

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.**

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 (State your reading and math goal.): Increase the number of students scoring proficient or above in KSA Reading from 47% to 52% and KSA Math from 30% to 37% by 2026. 2021-22 Kentucky State Assessment Results Presentation					
Objective	Strategy	Activities	Measure of Success	Progress Monitoring	Funding
Objective 1 Increase the percentage of students scoring proficient or above in Reading (47%) by 3% by May 2023.	KCWP 1: Design and Deploy Standards KCWP 2: Design and Deliver Instruction KCWP 3: Design and Deliver Assessment Literacy KCWP 4: Review, Analyze and Apply Data KCWP 6: Establishing Learning Culture and Environment	Revamp PLC Process / Meetings to focus solely on instruction: - Standard Alignment for instruction and tasks - Utilize the standards rubrics designed by KDE - Start Small Group PLCs to provide individualized / differentiated feedback and support to teachers - Add Peer Observations to Unit Cycle CCHS MTSS Plan for Reading: - Identification of Tier 2 & 3 via Strategic MAP testing - Utilize KDE Novice Reduction Strategies - Intentional FLEX plan for SpEd Students - School-wide Integration of Tier 1 Strategies - Name and Claim Students (15% - 20% MAP; Students who are 5 points away from Apprentice on KSA) CCHS Priority Plan (Scorecard): - Building leaders meet once a month to monitor current systems with action plans, to review the current reality, to goal-set, and to progress monitor and adjust school-wide accountability priority areas. - Curriculum Leadership Team Meeting (Monthly) Refine universal lesson plan template and review Daily Learning Targets: - Integrate informational reading as part of weekly Advisory Work - Universal Language of School-wide Literacy	Scrimmage Assessments via Mastery Connect Fall / Winter / Spring Benchmark Scores Mastery Prep ACT Practice Scores Common Assessment Results Analysis Classroom Observations via the PGES Walk Through Tool	MTSS Tier 2 and 3 Identification Spreadsheet Grade Level Post-Secondary Readiness Spreadsheets 2022-23 SY CCHS PGES Walk Through Observation Tool w. Differentiated Outcomes for Teachers Utilize the KSA Calculator and Data Tracking Sheet to monitor student progress Track Benchmark Growth throughout the school year; share growth with teachers, parents, and students Weekly Failure Report / Grade Checks Vetting of Formative and Summative Assessments in PLCs Individual KyCL Teacher Learning Logs PLC Documentation	Title 1 ESSER SBDM Funds District Funding of Platform Programs General School Funding / Allocations Grant Funding

2022-23 CCHS Writing Plan

Goal 1 (State your reading and math goal.): Increase the number of students scoring proficient or above in KSA Reading from 47% to 52% and KSA Math from 30% to 37% by 2026. <u>2021-22 Kentucky State Assessment Results Presentation</u>					
Objective	Strategy	Activities	Measure of Success	Progress Monitoring	Funding
Objective 2 Increase the percentage of students scoring proficient or above in Mathematics (30%) by 3% by May 2023.	<u>KCWP 1: Design and Deploy Standards</u> <u>KCWP 2: Design and Deliver Instruction</u> <u>KCWP 3: Design and Deliver Assessment Literacy</u> <u>KCWP 4: Review, Analyze and Apply Data</u> <u>KCWP 6: Establishing Learning Culture and Environment</u>	Revamp PLC Process / Meetings to focus solely on instruction: - Standard Alignment for instruction and tasks - Utilize the standards rubrics designed by KDE - Start Small Group PLCs to provide individualized / differentiated feedback and support to teachers - Add Peer Observations to Unit Cycle CCHS MTSS Plan for Math: - Identification of Tier 2 & 3 via Strategic MAP testing - Utilize KDE Novice Reduction Strategies - Intentional FLEX plan for SpEd Students - School-wide Integration of Tier 1 Strategies - Name and Claim Students (15% - 20% MAP; Students who are 5 points away from Apprentices on KSA) - Resource math classes utilize KSA Blueprint to structure geometry courses to include the spiraling of other mathematical conceptual categories in conjunction with Gen Ed	Scrimmage Assessments via Mastery Connect Fall / Winter / Spring MAP Scores Mastery Prep ACT Practice Scores Common Assessment Results Analysis Classroom Observations via the PGES Walk Through Tool	MTSS Tier 2 and 3 Identification Spreadsheet Grade Level Post-Secondary Readiness Spreadsheets 2022-23 SY CCHS PGES Walk Through Observation Tool w. Differentiated Outcomes for Teachers Utilize the KSA Calculator and Data Tracking Sheet to monitor student progress Track Benchmark Growth throughout the school year; share growth with teachers, parents, and students Weekly Failure Report / Grade Checks Vetting of Formative and Summative Assessments in PLCs	Title I ESSER SBDM Funds District Funding of Platform Programs General School Funding / Allocations Grant Funding
		CCHS Priority Plan (Scorecard): - Building leaders meet once a month to monitor current systems with action plans, to review the current reality, to goal-set, and to progress monitor and adjust school-wide accountability priority areas. - Curriculum Leadership Team Meeting (Monthly)			
		Utilize the KSA Blueprint to structure geometry courses to include the spiraling of other mathematical conceptual categories: - Create guided planning documents for the following areas based on the			

Goal 1 (State your reading and math goal.): Increase the number of students scoring proficient or above in KSA Reading from 47% to 52% and KSA Math from 30% to 37% by 2026. <u>2021-22 Kentucky State Assessment Results Presentation</u>					
Objective	Strategy	Activities	Measure of Success	Progress Monitoring	Funding
		following concepts outlined in the KSA BluePrint. - Algebra - Functions - Number & Quantity - Statistics and Probability (Insert Algebra Bootcamp after CA) Review KSA / Common Cores 8 Mathematical Practice Standards			

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

Goal 2 (State your science, social studies, and writing goal.): Increase the percentage of students scoring proficient or above in science, social studies, and writing by 5% each year through May 2026.					
Objective	Strategy	Activities	Measure of Success	Progress Monitoring	Funding
Objective 1 Increase the percentage of students scoring proficient or above in Science (12%) by 4% by 2023.	KCWP 1: Design and Deploy Standards Instruction KCWP 2: Design and Deliver Instruction KCWP 3: Design and Deliver Assessment Literacy	CCHS Priority Plan (Scorecard): - Building leaders meet once a month to monitor current systems with action plans, to review the current reality, to goal-set, and to progress monitor and adjust school-wide accountability priority areas. - Curriculum Leadership Team Meeting (Monthly)	Scrimmage Assessments via Mastery Connect StemScopes Results from Modules Mastery Prep ACT Practice Scores Common Assessment Results Analysis Classroom Observations via the PGES Walk Through Tool	MTSS Tier 2 and 3 Identification Spreadsheet Grade Level Post-Secondary Readiness Spreadsheets 2022-23 SY CCHS PGES Walk Through Observation Tool w. Differentiated Outcomes for Teachers Utilize the KSA Calculator and Data Tracking Sheet to monitor student progress Track MAP Growth throughout the school year; share growth with teachers, parents, and students Weekly Failure Report / Grade Checks Vetting of Formative and Summative Assessments in PLCs	Title 1 ESSER SBDM Funds District Funding of Platform Programs General School Funding / Allocations Grant Funding
		Revamp PLC Process / Meetings to focus solely on instruction: - Standard Alignment for instruction and tasks - Utilize the standards rubrics designed by KDE - Start Small Group PLCs to provide individualized / differentiated feedback and support to teachers - Add Peer Observations to Unit Cycle			
		Utilize the SSA Blueprint to draft formative / summative assessments: - Cumulative Scrimmage Assessment in January and March - Utilize STEMScopes to support the NGSS - Utilize the KSA resources to unpack standards and craft assessments that are authentic and rigorous - Intentional FLEX plan for Apprentice Students			
Objective 2 Increase the percentage of students scoring proficient or	KCWP 1: Design and Deploy Standards Instruction KCWP 2: Design and Deliver Instruction KCWP 3: Design and Deliver Assessment Literacy	CCHS Priority Plan (Scorecard): - Building leaders meet once a month to monitor current systems with action plans, to review the current reality, to goal-set, and to progress monitor and adjust school-wide accountability priority areas.	Scrimmage Assessments via Mastery Connect DBQ Results from Modules Mastery Prep ACT Practice Scores	MTSS Tier 2 and 3 Identification Spreadsheet Grade Level Post-Secondary Readiness Spreadsheets 2022-23 SY CCHS PGES Walk Through Observation Tool w. Differentiated Outcomes for	Title 1 ESSER SBDM Funds

Goal 2 (State your science, social studies, and writing goal.): Increase the percentage of students scoring proficient or above in science, social studies, and writing by 5% each year through May 2026.				
Objective	Strategy	Activities	Measure of Success	Progress Monitoring
above in Social Studies (30%) by 4% by 2023.		- Curriculum Leadership Team Meeting (Monthly) - Revamp PLC Process / Meetings to focus solely on instruction: - Standard Alignment for instruction and tasks - Utilize the standards rubrics designed by KDE - Start Small Group PLCs to provide individualized / differentiated feedback and support to teachers - Add Peer Observations to Unit Cycle - Utilize the Social Studies Blueprint to draft formative / summative assessments: - Cumulative Scrimmage Assessment in January and March - Utilize DBQ Resource - Utilize the KSA resources to unpack standards and craft assessments that are authentic and rigorous - Intentional FLEX plan for Apprentice Students - Refine universal lesson plan template and review Daily Learning Targets: - Integrate informational reading as part of weekly Advisory Work - Universal Language of School-wide Literacy	Common Assessment Results Analysis Classroom Observations via the PGES Walk Through Tool	Teachers Utilize the KSA Calculator and Data Tracking Sheet to monitor student progress Track Benchmark Growth throughout the school year; share growth with teachers, parents, and students Weekly Failure Report / Grade Checks Vetting of Formative and Summative Assessments in PLCs
Objective 3 Increase the percentage of students scoring proficient or above in Writing (49%) by 4% by 2023.	KCWP 1: Design and Deploy Standards KCWP 2: Design and Deliver Instruction KCWP 3: Design and Deliver Assessment Literacy	CCHS Priority Plan (Scorecard): - Building leaders meet once a month to monitor current systems with action plans, to review the current reality, to goal-set, and to progress monitor and adjust school-wide accountability priority areas. - Curriculum Leadership Team Meeting (Monthly) - Revamp PLC Process / Meetings to focus solely on instruction: - Standard Alignment for instruction and tasks - Utilize the standards rubrics designed by KDE	In house On-Demand Scrimmage (Fall / Spring) with Individualized Feedback from District Writing Interventionist Mastery Prep ACT Practice Scores Common Assessment Results Analysis Classroom Observations via the PGES Walk Through Tool	MTSS Tier 2 and 3 Identification Spreadsheet 2022-23 SY CCHS PGES Walk Through Observation Tool w. Differentiated Outcomes for Teachers Utilize the KSA Calculator and Data Tracking Sheet to monitor student progress Track MAP Growth throughout the school year; share growth with teachers, parents, and students Weekly Failure Report / Grade Checks Vetting of Formative and Summative Assessments
				District Funding of Platform Programs General School Funding / Allocations Grant Funding
				Title I ESSER SBDM Funds District Funding of Platform Programs General School Funding / Allocations Grant Funding

Goal 2 (State your science, social studies, and writing goal.): Increase the percentage of students scoring proficient or above in science, social studies, and writing by 5% each year through May 2026.				
Objective	Strategy	Activities	Measure of Success	Progress Monitoring
		- Start Small Group PLCs to provide individualized / differentiated feedback and support to teachers - Add Peer Observations to Unit Cycle		
		Refine universal lesson plan template and review Daily Learning Targets: - Integrate informational reading as part of weekly Advisory Work - Universal Language of School-wide Literacy		
		- 2022-23 CCHS Writing Plan		

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 TSI Area: Increase the number of SpEd students scoring proficient or above in KSA Reading from 47% to 51% by 2023 and KSA Math from 22% to 26% by 2023.	KCWP 2: Design and Deliver Instruction KCWP 5: Design, Align and Deliver Support	CCHS Priority Plan (Scorecard): - Building leaders meet once a month to monitor current systems with action plans, to review the current reality, to goal-set, and to progress monitor and adjust school-wide accountability priority areas. - Curriculum Leadership Team Meeting (Monthly)	Screenshot Assessments via Mastery Connect Fall / Winter / Spring Benchmark Scores Mastery Prep ACT Practice Scores	MTSS Tier 2 and 3 Identification Spreadsheet Grade Level Post-Secondary Readiness Spreadsheets 2022-23 SY CCHS PGES Walk Through Observation Tool w. Differentiated Outcomes for Teachers	Title I ESSER SBDM Funds
		Engaged Learners: - Engaging students in challenging academic content that is constant, integrated across disciplines and designed for use beyond the classroom. - Conferencing / Name & Claim - Utilize the FLEX period to provide services for students in need of intervention and enrichment - Utilize Over Time to help students mastery concepts outside of the standard classroom time	Common Assessment Results Analysis Classroom Observations via the PGES Walk Through Tool	Utilize the KSA Calculator and Data Tracking Sheet to monitor student progress Track Benchmark Growth throughout the school year; share growth with teachers, parents, and students Weekly Failure Report / Grade Checks Vetting of Formative and Summative Assessments in PLCs	District Funding of Platform Programs General School Funding / Allocations Grant Funding

5: Quality of School Climate and Safety

Goal 5 (State your climate and safety goal.):

Increase the Quality of School Climate and Safety Survey Score from 57.6 to 70 by 2026.

Objective	Strategy	Activities	Measure of Success	Progress Monitoring	Funding
Objective 1	KCWP 5: Design, Align and Deliver Support	Advisory Time: - High Schools will offer advisory time within the Master Schedule for	Classroom Observations via the PGES Walk Through Tool	Subsequent Student Surveys Throughout the School Year	ESSER SBDM Funds

Goal 5 (State your climate and safety goal.): Increase the Quality of School Climate and Safety Survey Score from 57.6 to 70 by 2026.				
Objective	Strategy	Activities	Measure of Success	Progress Monitoring
Increase the Quality of School Climate and Safety Score from 57.6 to 62 by 2023.	KCWP 6: Establishing Learning Culture and Environment	students to work with an advisor to ensure work is completed and turned in in a timely manner; to provide academic and career counseling and opportunities; to ensure students are remaining on-track in their coursework; and to assist students with long-term planning for career pathways and academic courses leading to graduation.	Subsequent Student Surveys Throughout the School Year Principal's Advisory Board Feedback	Principal's Advisory Board Feedback
		- Strategically deliver content to address misconceptions and trends in the 2020-21 SY Quality of School Climate and Safety Score		
PBIS Initiative: - School-wide ROCKS Expectations - Colonel Cash Program to Reward Positive Behavior				General School Funding / Allocations

6: Postsecondary Readiness (high school only)

Goal 6 (State your postsecondary goal.): Increase the Post-Secondary Readiness Score from 68.2 to 80 by 2026.				
Objective	Strategy	Activities	Measure of Success	Progress Monitoring
Objective 1 Increase the Post-Secondary Readiness Score from 68.2 to 72 by 2023.	KCWP 1: Design and Deploy Standards	CCHS Priority Plan (Scorecard): - Building leaders meet once a month to monitor current systems with action plans, to review the current reality, to goal-set, and to progress monitor and adjust school-wide accountability priority areas. - Curriculum Leadership Team Meeting (Monthly) Student Tracking: - Utilizing assessment scores, dual credit grades, career pathways, and AP exam scores to monitor student progress toward graduation - CTE Pathways - Explore provided pathways and industry certifications that are responsive to workforce needs - Advanced Placement and Dual Credit Opportunities - Provide opportunities for students to participate in AP courses - CTE Collaboration for Career Readiness - EOPA Benchmark / Industry Certification Plans and Data Reviewed develop formative/interim assessments for each CTE program Weekly ACT expectations in math, English, Social Studies (reading), and Science courses : - Outline most often missed topics; develop plan to incorporate / spiral into core content classes - Master Prep Classroom Implementation - 30 minutes per week - Test Nav Work - School-wide focus on literacy	KYOTE Test / Industry Certifications / EOPA Testing Fall / Winter / Spring Benchmark Scores Mastery Prep ACT Practice Scores Common Assessment Results Analysis Classroom Observations via the PGES Walk Through Tool	Grade Level Post-Secondary Readiness Spreadsheets 2022-23 SY CCHS PGES Walk Through Observation Tool w. Differentiated Outcomes for Teachers Utilize the Data Tracking Sheet to monitor student progress Track Benchmark Growth throughout the school year; share growth with teachers, parents, and students Weekly Failure Report / Grade Checks Vetting of Formative and Summative Assessments in PLCs
	KCWP 2: Design and Deliver Instruction			
	KCWP 3: Design and Deliver Assessment Literacy			
	KCWP 4: Review, Analyze and Apply Data			Title I ESSER SBDM Funds District Funding of Platform Programs General School Funding / Allocations Grant Funding
	KCWP 5: Design, Align and Deliver Support			
	KCWP 6: Establishing Learning Culture and Environment			

7: Graduation Rate (high school only)

Goal 7 (State your graduation goal.): Increase the 4 year and 5 year average Graduation Rate from 91.6% to 95% by 2026.					
Objective	Strategy	Activities	Measure of Success	Progress Monitoring	Funding
Objective 1 Increase the 4 year and 5 year average Graduation Rate from 91.6% to 93% by 2023.	KCWP 2: Design and Deliver Instruction	CCHS Priority Plan (Scorecard): - Building leaders meet once a month to monitor current systems with action plans, to review the current reality, to goal-set, and to progress monitor and adjust school-wide accountability priority areas. - Curriculum Leadership Team Meeting (Monthly)	KYOTE Test / Industry Certifications / EOPA Testing	Grade Level Post-Secondary Readiness Spreadsheets	Title I
	KCWP 4: Review, Analyze and Apply Data		Mastery Prep ACT Practice Scores	2022-23 SY CCHS PGES Walk Through Observation Tool w. Differentiated Outcomes for Teachers	ESSER SBDM Funds
	KCWP 5: Design, Align and Deliver Support		Classroom Observations via the PGES Walk Through Tool	Utilize the Data Tracking Sheet to monitor student progress	District Funding of Platform Programs
	KCWP 6: Establishing Learning Culture and Environment	Progress Monitoring for On-target Graduation:: - Administrators and teachers will be trained in applying strategies and resources to use for providing services and programs aligned to students' identified needs and interests. - Administrators and teachers will gain an in-depth understanding of tools such as the Persistence to Graduation Report, Tableau data tools, Individual Learning Plan, transcript audits, and career pathways and how the tools can be utilized to monitor student's interests and at-risk factors; as a result, more students will be enrolled in courses leading toward a completed career pathway and fewer students will drop-out of school. Advisory Time: - High Schools will offer advisory time within the Master Schedule for students to work with an advisor to ensure work is completed and turned in in a timely manner; to provide academic and career counseling and opportunities; to ensure students are remaining on-track in their coursework; and to assist students with long-term planning for career pathways and academic courses leading to graduation. Focus and Finish: - Alternative pathways to graduation will be offered at both high	Attendance Data Behavior Intervention and Data	Track Benchmark testing throughout the school year; share growth with teachers, parents, and students Weekly Failure Report / Grade Checks Vetting of Formative and Summative Assessments in PLCs	General School Funding / Allocations Grant Funding

Updated December 2022

Goal 7 (State your graduation goal.): Increase the 4 year and 5 year average Graduation Rate from 91.6% to 95% by 2026.				
Objective	Strategy	Activities	Measure of Success	Funding
		schools. Work to eliminate barriers to graduation.		

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: Consider: How will you ensure that school leadership has or develops the skills and disposition to achieve accelerated, meaningful, and sustainable increases in student achievement for underperforming subgroups? Response: School leadership will develop the skills and dispositions to achieve accelerated meaningful and sustainable increases in underperforming subgroups by: 1. Attending monthly Instructional Leadership Team Meetings (ILT). Instructional Leadership Team meetings will feature a dedicated workspace and time for the Special Education department to work with principals and leadership teams around new and/or existing strategies and methods to ensure our students with disabilities receive the latest evidence-based instruction. In addition, work time and collaboration time will be provided each month during ILT meetings. 2. Monthly meetings with the administration and the assigned special education consultant and/or DoSE will be held to discuss building level concerns, education on issues and or specialized information about students with disabilities will be shared. 3. Attending monthly CCPS Equity Committee meetings to learn and apply equity practices for students with disabilities. 4. SPED Strategic Plan.docx	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 an examination of resource inequities, it was discovered that there was not enough support for evidence-based practices for our Special Education teachers. As a result, it could be that our special education population underperformed on KSA and did not meet performance expectations. To remedy this situation, special education staff will have more access to the Special Education Consultant. The Consultant will be available to special education staff on a weekly basis. During this time together, the Consultant will coach, monitor and observe and provide classroom support to Special Education teachers related to evidence-based practices for students with disabilities. After conducting an instructional resource audit of reading and math instructional materials, it was determined that some teachers of students with disabilities were not utilizing high quality instructional materials during resource instruction. Additionally, SPED teachers demonstrated professional learning needs related to the implementation of the HQRs used in the regular education setting. To address this instructional inequity, the HQRs will be provided to all SPED staff along with implementation professional learning and support.	Additional Actions That Address the Causes of Consistently Underperforming Subgroups of Students
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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: The process used to review the learning culture related to Special Education was an examination of observations, resources, and student work. As a result, it was found that students in resource settings were less likely to have access to standards-based instruction and assessments, which could have been a contributing factor to the special education student's underperformance on KSA. As a result, the following actions will be implemented to ensure students with disabilities have access to grade level standards instruction and are assessed used assessments aligned to grade-level assessments: Engage Special Education teachers in PLCs and other professional learning to develop their capacity to teach and assess grade-level standards Conduct observations of students with disabilities will include analysis of instructional and assessment tasks, with an expectation there should be a balance of IEP skills and grade-level work Implement standards-based benchmark assessments 3x per year to monitor and inform student learning Establish and regularly utilize "assessment buddies" to ensure approved assessment accommodations are provided for each student	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: The area of need revealed by the analysis of academic and non-academic data that is addressed through CSIP activities is reading proficiency for our Special Education population. The evidence-based practice that will target reading for our students with disabilities is (possible EBP's) <u>EBP for CDIP</u> This will be monitored through weekly PLC meetings, through data analysis following each round of Benchmark testing 3 times per year, and through classroom observations. 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.
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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 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
Co-Teaching	Miller, C., & Oh, K. (2013). The Effects of Professional Development on Co-Teaching for Special and General Education Teachers and Students. <i>Journal of Special Education Apprenticeship</i> , 2(1).	☒
Train faculty / staff to cultivate a community of learners; how to reach those who seem unreachable; how to ensure learners feel cared for and empowered	Casas, J. (2017). <i>Cultivate: Every Student. Every Day. Whatever It Takes</i> . Dave Burgess Consulting, INC.: San Diego, CA.	☐
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Hopkinsville High School
Comprehensive School Improvement Plan
2022-2023

Comprehensive School Improvement Plan (CSIP)

1: State Assessment Results in reading and mathematics

Goal 1 (State your reading and math goal.): Hopkinsville High School will decrease the number of high school students scoring Novice on reading and math as measured on the KSA by at least 25% by May of 2026.

Objective	Strategy	Activities	Measure of Success	Progress Monitoring	Funding
Objective 1: By May 2023, HHS will increase the percentage of 10th grade students scoring proficient or above in reading from 43% to 50% (state PD score) as measured by KSA	KCWP 1: Design and Deploy Standards KCWP 2: Design and Deliver Instruction KCWP 3: Design and Deliver Assessment Literacy KWCP 4: Review, Analyze and Apply Data KWCP 6: Establishing Learning Culture and Environment	- Use KSA blueprint and all released items to plan common assessments. Formative will be used to mimic KSA format. - Analyze Canvas plans for use of IXL, NoRedInk, & passage based activities focused on specific reading skills - PLC focus on Plan, Do, Study, Act - Utilize MTSS plan for reading based on MAP testing for Flex Period: Intervention - Goal Setting-Novice Reduction - Name and Claim Students KDE Novice Reduction Strategies - Gifted and Talented Students: Students who are identified as gifted and talented will be provided services in alignment with their Gifted Student Services Plan (GSSP).	- Walk-thru observations - PLC Evidence - Canvas Lesson Plan Overview - Common Assessment data - MTSS data which includes MAP data - Differentiation through content, process, and product occurring within the classroom and through pull out programs. - Cluster leaders provide assistance with identification and coaching teachers in providing individualized services. - Opportunities for students to	- Monitor walk-thru data-Divided amongst Admin Team using Observation Schedule - Weekly Administrative analysis of Canvas lesson plans (Each class linked to spreadsheet that is checked weekly) - Report Common Assessment data in PLCs for each unit of study (Each teacher will update the data in their PLC workbook) - MTSS Google Tracking Sheets - Map Data: Progress monitoring for KSA (10th Grade Reading/Math). Goals are to reduce novice levels and increase levels of P/D - KSA Calculator-Utilized at the school level after each unit assessment - Linking Study for MAP (if available) can be put in calculator after assessment. - Used for scrimmages - Scrimmage Assessments-Given January, February and March - Standards aligned - Data put into KSA calculator (school level and district level) - Instruction adjustment based on data	- District Level Funding, Title 1, ESSER - GT state grant, GT district match

Goal 1 (State your reading and math goal.): Hopkinsville High School will decrease the number of high school students scoring Novice on reading and math as measured on the KSA by at least 25% by May of 2026.				
Objective	Strategy	Activities	Measure of Success	Progress Monitoring
			participate in extracurricular activities or clubs.	- Schedules of GT enrichment specialists - Professional learning sign in sheets from staff trainings led by cluster leaders - Cluster leader trainings - Progress reports for individual students - Assessment data for students who are gifted and talented
Objective 2: HHS will increase the percentage of 10th grade students scoring proficient or above in math from 31% to 45% (state PD score) as measured by KSA by 2023.	KCWP 1: Design and Deploy Standards KCWP 2: Design and Deliver Instruction KCWP 4: Review, Analyze and Apply Data KCWP 6: Establishing Learning Culture and Environment	- Use KSA blueprint and all released items to plan common assessments. Formative will be used to mimic KSA format. - Analyze Canvas plans for use of IXL activities that are intentional and focused on needs of students - PLC focus on Plan, Do, Study, Act - Utilize MTSS plan for math based on MAP testing for Flex Period: Intervention - Implementation of Illustrative Math, and an intentional professional learning plan to support implementation (by coaches, instructional Supervisor, and IM coach) - High-Quality Instructional Resource - Goal Setting-Novice Reduction	- Walk-thru observations - PLC Evidence - Canvas Lesson Plan Overview - Common Assessment data - MTSS data which includes MAP data - Differentiation through content, process, and product occurring within the classroom and through pull out programs. - Cluster leaders provide assistance with identification	- Monitor walk-thru data-Divided amongst Admin Team using Observation Schedule - Weekly Administrative analysis of Canvas lesson plans (Each class linked to spreadsheet that is checked weekly) - Report Common Assessment data in PLCs for each unit of study (Each teacher will update the data in their PLC workbook) - MTSS Google Tracking Sheets - Map Data: Progress monitoring for KSA (10th Grade Reading/Math). Goals are to reduce novice levels and increase levels of P/D - KSA Calculator-Utilized at the school level after each unit assessment - Linking Study for MAP (if available) can be put in calculator after assessment. - Used for scrimmages
				- District Level Funding, Title 1, ESSER - GT state grant, GT district match

Goal 1 (State your reading and math goal.): Hopkinsville High School will decrease the number of high school students scoring Novice on reading and math as measured on the KSA by at least 25% by May of 2026.				
Objective	Strategy	Activities	Measure of Success	Progress Monitoring
		- Name and Claim Students KDE Novice Reduction Strategies - Gifted and Talented Students: Students who are identified as gifted and talented will be provided services in alignment with their Gifted Student Services Plan (GSSP).	- and coaching teachers in providing individualized services. - Opportunities for students to participate in extracurricular activities or clubs.	- Scrimmage Assessments-Given January, February and March - Standards aligned - Data put into KSA calculator (school level and district level) - Instruction adjustment based on data - Schedules of GT enrichment specialists - Professional learning sign in sheets from staff trainings led by cluster leaders - Cluster leader trainings - Progress reports for individual students - Assessment data for students who are gifted and talented
				Funding

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

Goal 2 (State your science, social studies, and writing goal.): Hopkinsville High School will decrease the number of high school students scoring Novice Science, Social Studies, and On Demand Writing as measured on the KSA by at least 25% by May of 2026.

Objective	Strategy	Activities	Measure of Success	Progress Monitoring	Funding
Objective 1: HHS will increase the percentage of 11th grade students scoring proficient or above in Science from 10% to 25% as measured by KSA by 2023.	KCWP 1: Design and Deploy Standards KCWP 2: Design and Deliver Instruction KCWP 4: Review, Analyze and Apply Data KWCP 6: Establishing Learning Culture and Environment	- Use KSA blueprint and all released items to plan common assessments - Teachers develop daily data extraction of graphs/charts/models to determine implications and trends of data - Teachers develop daily reviews of scientific vocabulary and terminology associated with the KSA - Use StemScopes as a high-quality resource - Utilize regular TCT and common assessment student work protocol to monitor student progress (built into PLC process) - Scrimmage Assessments - Given January, February and March - Standards aligned - Data put into KSA calculator (school level and district level) - Instruction adjustment based on data - Goal Setting-Novice Reduction - Name and Claim Students KDE Novice Reduction Strategies	- Walk-thru observations - PLC Evidence - Canvas Lesson Plan Overview - Common Assessment data - Differentiation through content, process, and product - occurring within the classroom and through pull out programs. - Cluster leaders provide assistance with identification and coaching teachers in providing individualized services. - Opportunities for students to participate in extracurricular activities or clubs.	- Monitor walk-thru data-Divided amongst Admin Team using Observation Schedule - Weekly Administrative analysis of Canvas lesson plans (Each class linked to spreadsheet that is checked weekly) - Report Common Assessment data in PLCs for each unit of study (Each teacher will update the data in their PLC workbook) - KSA Calculator-Utilized at the school level after each unit assessment - Used for scrimmages - Scrimmage Assessments-Given January, February and March - Standards aligned - Data put into KSA calculator (school level and district level) - Instruction adjustment based on data - Schedules of GT enrichment specialists - Professional learning sign in sheets from staff trainings led by cluster leaders - Cluster leader trainings - Progress reports for individual students - Assessment data for students who are gifted and talented	- District Level Funding, Title 1, ESSER - GT state grant, GT district match

Goal 2 (State your science, social studies, and writing goal.): Hopkinsville High School will decrease the number of high school students scoring Novice Science, Social Studies, and On Demand Writing as measured on the KSA by at least 25% by May of 2026.					
Objective	Strategy	Activities	Measure of Success	Progress Monitoring	Funding
Objective 2: HHS will increase the percentage of 11th grade students scoring proficient or above in Social Studies to 60% (school goal) as measured by KSA by 2023.	KCWP 1: Design and Deploy Standards KCWP 2: Design and Deliver Instruction KCWP 4: Review, Analyze and Apply Data KWCP 6: Establishing Learning Culture and Environment	- Gifted and Talented Students who are identified as gifted and talented will be provided services in alignment with their Gifted Student Services Plan (GSSP). - Use KSA blueprint and all released items to plan common assessments - Teachers will collaborate to prepare test items for the new state assessment in Social Studies with level of rigor met per standard - Review kystandards.org assessment design resources - Review and implement Pearson Released Items for Common Assessment development - Use DBQ as a high-quality resource (1 per 9 Weeks) - Scrimmage Assessments - Given January, February and March - Standards aligned - Data put into KSA calculator (school level and district level) - Instruction adjustment based on data - Goal Setting-Novice Reduction	- Walk-thru observations - PLC Evidence - Canvas Lesson Plan Overview - Common Assessment data - Differentiation through content, process, and product occurring within the classroom and through pull out programs. - Cluster leaders provide assistance with identification and coaching teachers in providing individualized services.	- Monitor walk-thru data-Divided amongst Admin Team using Observation Schedule - Weekly Administrative analysis of Canvas lesson plans (Each class linked to spreadsheet that is checked weekly) - Report Common Assessment data in PLCs for each unit of study (Each teacher will update the data in their PLC workbook) - KSA Calculator-Utilized at the school level after each unit assessment - Used for scrimmages - Scrimmage Assessments-Given January, February and March - Standards aligned - Data put into KSA calculator (school level and district level) - Instruction adjustment based on data - Schedules of GT enrichment specialists	- District Level Funding, Title 1, ESSER - GT state grant, GT district match

Goal 2 (State your science, social studies, and writing goal.): Hopkinsville High School will decrease the number of high school students scoring Novice Science, Social Studies, and On Demand Writing as measured on the KSA by at least 25% by May of 2026.				
Objective	Strategy	Activities	Measure of Success	Progress Monitoring
		- Name and Claim Students KDE Novice Reduction Strategies - Gifted and Talented Students: Students who are identified as gifted and talented will be provided services in alignment with their Gifted Student Services Plan (GSSP).	Opportunities for students to participate in extracurricular activities or clubs.	- Professional learning sign in sheets from staff trainings led by cluster leaders - Cluster leader trainings - Progress reports for individual students - Assessment data for students who are gifted and talented
Objective 3: HHS will increase the percentage of 11th grade students scoring proficient or above in On-Demand Writing from 41% to 55% (state PD score) as measured by KSA by 2023.	KCWP 1: Design and Deploy Standards KCWP 2: Design and Deliver Instruction KCWP 4: Review, Analyze and Apply Data KCWP 6: Establishing Learning Culture and Environment	- Use KSA blueprint and all released items to plan common assessments - Implementation of school writing plan by teachers with administrative oversight of the process and submission of digital pieces - District Writing Coach will work with all ELA teachers on On-Demand Writing process for school-wide use - Focus on Argumentative Writing based on a passage based text - Modeling of on-demand writing & speaking common language throughout all ELA classes - Writing Coach to meet with Instructional admin to discuss	- Walk-thru observations - PLC Evidence - Canvas Lesson Plan Overview - Common Assessment data - Differentiation through content, process, and product occurring within the classroom and through pull out programs. - Cluster leaders provide assistance with identification and coaching	- Report Common Assessment data in PLCs for each unit of study (Each teacher will update the data in their PLC workbook) - KSA Calculator-Utilized at the school level after each unit assessment - Used for scrimmages - Scrimmage Assessments-Given January, February and March - Standards aligned - Data put into KSA calculator (school level and district level) - Instruction adjustment based on data - Schedules of GT enrichment specialists - Professional learning sign in sheets from staff trainings led by cluster leaders - Cluster leader trainings
				- District Level Funding, Title 1, ESSER - GT state grant, GT district match

Goal 2 (State your science, social studies, and writing goal.): Hopkinsville High School will decrease the number of high school students scoring Novice Science, Social Studies, and On Demand Writing as measured on the KSA by at least 25% by May of 2026.				
Objective	Strategy	Activities	Measure of Success	Progress Monitoring
		- monthly calendar and teacher needs for modeling/help - Goal Setting-Novice Reduction - Name and Claim Students KDE Novice Reduction Strategies - Gifted and Talented Students: Students who are identified as gifted and talented will be provided services in alignment with their Gifted Student Services Plan (GSSP).	teachers in providing individualized services. Opportunities for students to participate in extracurricular activities or clubs.	- Progress reports for individual students - Assessment data for students who are gifted and talented
				Funding

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: HHS will decrease the percentage of 10 th grade students with disabilities scoring novice on both Reading and Math to 41% as measured by KSA by May 2023.	KCWP 1: Design and Deploy Standards KCWP 2: Design and Deliver Instruction KCWP 3: Design and Deliver Assessment Literacy KWCP 4: Review, Analyze and Apply Data KWCP 6: Establishing Learning Culture and Environment	- Use KSA blueprint and all released items to plan common assessments. Formative will be used to mimic KSA format. - Analyze Canvas plans for use of IXL, NoRedlink, & passage based activities focused on specific reading skills - Analyze Canvas plans for use of IXL activities that are intentional and focused on needs of students - PLC focus on Plan, Do, Study, Act - Utilize MTSS plan for math based on MAP testing for Flex Period: Intervention - Implementation of Illustrative Math, and an intentional professional learning plan to support implementation (by coaches, Instructional Supervisor, and IM coach) - High-Quality Instructional Resource	- Walk-thru observations - PLC Evidence - Canvas Lesson Plan Overview - Common Assessment data - MTSS data which includes MAP data	- Monitor walk-thru data-Divided amongst Admin Team using Observation Schedule - Weekly Administrative analysis of Canvas lesson plans (Each class linked to spreadsheet that is checked weekly) - Report Common Assessment data in PLCs for each unit of study (Each teacher will update the data in their PLC workbook) - MTSS Google Tracking Sheets - Map Data: Progress monitoring for KSA (10th Grade Reading/Math). Goals are to reduce novice levels and increase levels of P/D - KSA Calculator-Utilized at the school level after each unit assessment - Linking Study for MAP (if available) can be put in calculator after assessment. - Used for scrimmages - Scrimmage Assessments-Given January, February and March - Standards aligned	District Level Funding, Title 1, ESSER

Objective	Strategy	Activities	Measure of Success	Progress Monitoring	Funding
Objective 2: HHS will decrease the percentage of 10 th grade African American students scoring novice on both Reading and Math to 41% as measured by KSA by May 2023.	KCWP 1: Design and Deploy Standards KCWP 2: Design and Deliver Instruction KCWP 4: Review, Analyze and Apply Data KWCP 6: Establishing Learning Culture and Environment	- PLC focus on Plan, Do, Study, Act - Utilize MTSS plan for reading based on MAP testing for Flex Period: Intervention - Goal Setting-Novice Reduction - Name and Claim Students KDE Novice Reduction Strategies - Practice usage of accommodations with Testing Buddies - Use KSA blueprint and all released items to plan common assessments. Formative will be used to mimic KSA format. - Analyze Canvas plans for use of IXL, NoRedlink, & passage based activities focused on specific reading skills - Analyze Canvas plans for use of IXL activities that are intentional and focused on needs of students - PLC focus on Plan, Do, Study, Act - Utilize MTSS plan for math based on MAP testing for Flex Period: Intervention - Implementation of Illustrative Math, and an intentional professional learning plan to support implementation (by coaches, instructional	- Walk-thru observations - PLC Evidence - Canvas Lesson Plan Overview - Common Assessment data includes MAP data	- Data put into KSA calculator (school level and district level) - Instruction adjustment based on data - Weekly meetings with Students with Disabilities Department - Monitor walk-thru data-Divided amongst Admin Team using Observation Schedule - Weekly Administrative analysis of Canvas lesson plans (Each class linked to spreadsheet that is checked weekly) - Report Common Assessment data in PLCs for each unit of study (Each teacher will update the data in their PLC workbook) - MTSS Google Tracking Sheets - Map Data: Progress monitoring for KSA (10th Grade Reading/Math). Goals are to reduce novice levels and increase levels of P/D - KSA Calculator-Utilized at the school level after each unit assessment - Linking Study for MAP (if available) can be put in calculator after assessment.	District Level Funding, Title 1, ESSER

Objective	Strategy	Activities	Measure of Success	Progress Monitoring	Funding
		Supervisor, and IM coach) High-Quality Instructional Resource - PLC focus on Plan, Do, Study, Act - Utilize MTSS plan for reading based on MAP testing for Flex Period: Intervention - Goal Setting-Novice Reduction - Name and Claim Students KDE Novice Reduction Strategies		- Used for scrimmages - Scrimmage Assessments-Given January, February and March - Standards aligned - Data put into KSA calculator (school level and district level) - Instruction adjustment based on data	

4: English Learner Progress

Goal 4 (State your English Learner goal.): Each EL student at Hopkinsville High School will progress at least 2 levels on the ACCESS assessment by May 2026.				
Objective	Strategy	Activities	Measure of Success	Progress Monitoring
Objective 1: HHS will decrease the percentage of 10 th grade EL students scoring novice in Reading to 40% as measured by KSA by May 2023.	KCWP 1: Design and Deploy Standards KCWP 2: Design and Deliver Instruction KCWP 4: Review, Analyze and Apply Data KWCP 6: Establishing Learning Culture and Environment	- Use KSA blueprint and all released items to plan common assessments. Formative will be used to mimic KSA format. - Analyze Canvas plans for use of IXL, NoRedlink, & passage based activities focused on specific reading skills - Analyze Canvas plans for use of IXL activities that are intentional and focused on needs of students - PLC focus on Plan, Do, Study, Act - Utilize MTSS plan for math based on MAP testing for Flex Period: Intervention - Implementation of Illustrative Math, and an intentional professional learning plan to support implementation (by coaches, Instructional Supervisor, and IM coach) - High-Quality Instructional Resource - PLC focus on Plan, Do, Study, Act - Utilize MTSS plan for reading based on MAP testing for Flex Period: Intervention - Goal Setting-Novice Reduction	- Walk-thru observations - PLC Evidence - Canvas Lesson Plan Overview - Common - Assessment data - MTSS data which includes MAP data	- Monitor walk-thru data-Divided amongst Admin Team using Observation Schedule - Weekly Administrative analysis of Canvas lesson plans (Each class linked to spreadsheet that is checked weekly) - Report Common Assessment data in PLCs for each unit of study (Each teacher will update the data in their PLC workbook) - MTSS Google Tracking Sheets - Map Data: Progress monitoring for KSA (10th Grade Reading/Math). Goals are to reduce novice levels and increase levels of P/D - KSA Calculator-Utilized at the school level after each unit assessment - Linking Study for MAP (if available) can be put in calculator after assessment. - Used for scrimmages - Scrimmage Assessments-Given January, February and March - Standards aligned - Data put into KSA calculator (school level and district level) - Instruction adjustment based on data
				Funding District Level Funding, Title 1, ESSER

Goal 4 (State your English Learner goal.): Each EL student at Hopkinsville High School will progress at least 2 levels on the ACCESS assessment by May 2026.					
Objective	Strategy	Activities	Measure of Success	Progress Monitoring	Funding
		- Name and Claim Students KDE Novice Reduction Strategies			

5: Quality of School Climate and Safety

Goal 5 (State your climate and safety goal.): The Quality of School Climate and Safety Survey indicator score will increase to at least 80 by May 2026.

Objective	Strategy	Activities	Measure of Success	Progress Monitoring	Funding
Objective 1: The Quality of School Climate and Safety Survey indicator score will increase to at least 65 by May 2023.	KCWP 1: Design and Deploy Standards KCWP 2: Design and Deliver Instruction KCWP 4: Review, Analyze and Apply Data KCWP 6: Establishing Learning Culture and Environment	- Discussion of Survey items during bi-weekly Leadership Team Meetings - Discussion of Survey items in Advisory Classes - Student Voice Committee Meetings to analyze each Survey item	- Weekly Advisory Plans - Data from mock surveys given in Jan., Feb., and March	- Studer Survey Results - Google Form Tracking for mock surveys - Mock surveys given in January, February, and March	District Level Funding, Title 1, ESSER

6: Postsecondary Readiness (high school only)

Goal 6 (State your postsecondary goal.): HHS will increase the Post-Secondary readiness score to 95% or higher by May 2026.

Objective	Strategy	Activities	Measure of Success	Progress Monitoring	Funding
Objective 1: HHS will increase the Post-Secondary readiness score to 90% or higher by May 2023.	KCWP 1: Design and Deploy Standards KCWP 2: Design and Deliver Instruction KCWP 4: Review, Analyze and Apply Data KWCP 6: Establishing Learning Culture and Environment	- Utilization of Sandra Hancock in review of master schedule to ensure student pathways are equitable - Incorporate <i>Talent Pipeline/CCSS Fusion</i> processes to increase TR students - Electronic Google Form monitoring of Postsecondary Readiness - Implementation and use of ILPs to effectively plan for student pathways through guidance dept. and advisory classes - Monitor ACT & KYOTE data for students meeting academic readiness benchmark - Monitor all EOPA and Industry Certifications through Flex Period for students meeting career benchmark - Individual core teacher feedback via lesson plan feedback, observations, and PLC feedback - Use of Flex Period to maximize feedback time for ACT skills.	- Walk-thru observations - PLC Evidence - Canvas Lesson Plan Overview - Common Assessment data - MTSS data which includes MAP data - ACT scores - KYOTE scores - EOPA scores	- Bi-weekly Leadership Team meetings to include updates on Post-Secondary Readiness numbers for seniors - Bi-weekly Leadership Team meeting to discuss ACT and KYOTE sign-ups - Use <i>HHS Post-Secondary Readiness Google Sheets- Classes of 2023-2026</i> spreadsheet to highlight students on monitor in the lobby - Monitor ILP Progress - As-needed CTE meetings to include updates on Post-Secondary Readiness rates and upcoming opportunities and methods to prepare - Monitor ACT-like bell-ringers in English classes using walk-thru data - Monthly Leadership Team meetings to include ACT Plan updates - Analysis of Google Tracking sheet with all Postsecondary Readiness information that includes ACT for all students	District Level Funding, Title 1, ESSER

7: Graduation Rate (high school only)

Goal 7 (State your graduation goal.): HHS will increase the Graduation Indicator from 91.8% to 96% by 2026.

Objective	Strategy	Activities	Measure of Success	Progress Monitoring	Funding
Objective 1: HHS will increase the Graduation Indicator from 91.8% to 93% by May 2023.	KCWP 1: Design and Deploy Standards KCWP 2: Design and Deliver Instruction KCWP 4: Review, Analyze and Apply Data KCWP 6: Establishing Learning Culture and Environment	- Review failure report to identify students that need remediation - Attendance clerk will monitor monthly attendance for truancy - Attendance clerk will report to principal on a weekly basis possible truancy issues - Guidance & Transition Coaches will analyze if students are on-track to graduate with cohort - Tableau report based on student needs for graduation requirements - Addison & guidance will monitor progress of students in credit recovery classes	- Weekly Failure Reports - Guidance Check-ins with failing Seniors - Weekly Teacher-Student Failure Meeting - Progress Monitoring Sheets 4 Yr. and 5 Yr. Cohort Grade Checks	- Grade level school counselor will present failure report at each leadership meeting - Weekly Monitoring of Failure Report Google Sheet by Barnes - Bi-weekly Leadership Team meetings to include updates on failures and high risk seniors - Attendance clerk meets with students that have accumulated 4 + unexcused absences (documented and shared weekly with admin) - Report on progress of students in Florida Virtual Learning	District Level Funding, Title 1, ESSER

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:	
Consider: How will you ensure that school leadership has or develops the skills and disposition to achieve accelerated, meaningful, and sustainable increases in student achievement for underperforming subgroups? Response: School leadership will develop the skills and dispositions to achieve accelerated meaningful and sustainable increases in underperforming subgroups by: 1. Attending monthly Instructional Leadership Team Meetings (ILT). Instructional Leadership Team meetings will feature a dedicated workspace and time for the Special Education department to work with principals and leadership teams around new and/or existing strategies and methods to ensure our students with disabilities receive the latest evidence-based instruction. In addition, work time and collaboration time will be provided each month during ILT meetings. 2. Having monthly African American student focus groups in which a District consultant meets with students. 3. Building administrators will participate in a district mentoring program by selecting a specific African American student to mentor and support. 4. Monthly meetings with the administration and the assigned special education consultant and/or DoSE will be held to discuss building level concerns, education on issues and or specialized information about students with disabilities will be shared. 5. Attending monthly CCPS Equity Committee meetings to learn and apply equity practices for students with disabilities and African American students. 6. SPED Strategic Plan.docx	
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: Students with Disabilities Through an examination of resource inequities, it was discovered that was not enough support for implementing and utilizing IEP accommodations for our teachers of students with disabilities. As a result, it could be that our population of students with disabilities underperformed on KSA and did not meet performance expectations. To remedy this situation, our teachers of students with disabilities will have more access to district Special Education Consultants. The Consultant will be available to teachers of students with disabilities on a weekly basis. During this time together, the Consultant will coach, monitor, and observe in order to provide classroom support for our teachers as they work with students to implement and practice accommodations. Additionally, this time will allow the Consultant to provide our teachers with classroom support related to evidence-based practices for students with disabilities.	

After conducting an instructional resource audit of reading and math instructional materials, it was determined that some teachers of students with disabilities were not utilizing high quality instructional materials during resource instruction. Additionally, teachers of students with disabilities demonstrated professional learning needs related to the implementation of HQIRs used in the resource education setting. To address this instructional inequity, the HQIRs will be provided to all SPED staff along with implementation, professional learning, and support. <u>African American Students</u> Through an examination of resource inequities, it was discovered that not enough support and time was given to RTI for African American students. As a result, it could be that this group underperformed on KSA and did not meet performance expectations. To remedy this situation, our school Intervention Coach and core content teachers have devote more RTI time for African American students in the form of FLEX Reading and Math groups to give students extra support and work with them on closing the gaps for specific skills in each content area. Additionally, Failure Meetings will occur with small groups of students to allow them the opportunity to makeup missing assignments.	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: The process used to review the learning culture related to students with disabilities and African American students was an examination of observations, resources, and student work. As a result, it was found that students of both subgroups in resource settings were less likely to have access to standards-based instruction and assessments, which could have been a contributing factor to both subgroups underperformance on KSA. As a result, the following actions will be implemented to ensure students with disabilities and African American students have access to grade level standards instruction and are assessed using fully aligned grade-assessments: • Engage Special Education teachers and Core Content teachers in PLCs and other professional learning to develop their capacity to teach and assess grade-level standards • Conduct observations of students with disabilities and African American students that will include analysis of instructional and assessment tasks, with an expectation that there should be a balance of IEP skills, differentiation, and grade-level work • Implement standards based benchmark assessments at least 3x per year to monitor and inform student learning for both subgroups • Establish and regularly utilize "assessment buddies" to ensure approved assessment accommodations are provided for students with disabilities
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: The area of need revealed by the analysis of academic and non-academic data that is addressed through CSIP activities is reading and math proficiency for both students with disabilities and African American students. The evidence-based practice that will target reading and math for our students with disabilities and African American students is Clarifying and Sharing Clear Learning Goals (KDE Evidence Based Instructional Practice #2). This will be monitored through weekly PLC meetings, through data analysis following each round of MAP/Benchmark testing at least 3x per year, and through classroom observations. 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
Co-Teaching	Miller, C., & Oh, K. (2013). The Effects of Professional Development on Co-Teaching for Special and General Education Teachers and Students. <i>Journal of Special Education Apprenticeship</i> , 2(1).	☒
Teachers help students gain this clarity by consistently clarifying and sharing the learning goals, relevance and success criteria as a part of ongoing instruction each day.	Fisher, D., Frey, N., Amador, O., & Assof, J. (2019). The teacher clarity playbook: A hands-on guide to creating learning intentions and success criteria for organized, effective instruction. Thousand Oaks, CA: Corwin.	☐
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