

## Comprehensive School Improvement Plan (CSIP)

### Rationale

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

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

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

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

### Requirements for Building an Improvement Plan

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

Alignment to Needs:

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

Priorities/Concerns from Needs Assessment for Schools

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

1. Students with Disabilities (Current TSI status)

Concern: There is still major concern with our students with disabilities population as we have been identified as a “TSI” school for a 3rd year.

Priority: In 24-25 school year, the priority is to continue to Increase Proficiency and decrease Novice in the areas of Reading and Math on the KSA and climb out of TSI status.

2. Science

Concern: 23-24 KSA data shows a drastic decline in overall science proficiency and an increase in novice.

23-24	22-23
P/D	26% 35%
Novice	14% 10%

Priority: Structure master schedule to include an emphasis on Science, align curriculum to KSA standards and incorporate KSA like assessments.

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

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

KCWP 6: Establishing Learning Culture and Environment

By creating an environment conducive and enticing for teaching and learning, student achievement will improve. Administration will focus on the Seven Correlates of Effective Schools. The Seven correlates are research proven areas to improve overall student achievement, climate and culture. High Expectations for Learning for all students! See process in KCWP template.

KCWP 2: Design and Deliver Instruction

Tier II and Tier III intervention provided daily during WIN time. Departmentalized teaching provides teachers the opportunity to become experts in one core subject. See complete process in KCWP template. Ability flex grouping during instructional blocks will provide equitable opportunities for student learning.

KCWP 1: Design and Deploy Standards

Implement a new Reading/ELA Curriculum to ensure consistency in pacing, chunking, the administration of common assessment, horizontal and vertical alignment. See process in KCWP template.

Indicator Scores

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

Indicator	Status	Change
State Assessment Results in reading and mathematics	59.4	4.8
State Assessment Results in science, social studies and writing	58.7	1.8
English Learner Progress	75.6	N/A
Quality of School Climate and Safety	74.4	.06
Postsecondary Readiness (high schools and districts only)	N/A	N/A
Graduation Rate (high schools and districts only)	N/A	N/A

Explanations/Directions

<b>Goal:</b> Schools should determine long-term goals that are three- to five-year targets for each required school level indicator. Elementary/middle schools must address state assessment results in reading and mathematics, state assessment results in science, social studies and writing, achievement gap, English learner progress, and quality of school climate and safety. High schools must address state assessment results in reading and mathematics, state assessment results in science, social studies and writing, achievement gap, English learner progress, quality of school climate and safety, postsecondary readiness, and graduation rate. Long-term goals should be informed by The Needs Assessment for Schools.					
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. Objectives should address state assessment results and/or aligned formative assessments. 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 <a href="#">Kentucky's six (6) Key Core Work Processes</a> or another established improvement approach (i.e. <i>Six Sigma, Shipley, Baldridge, etc.</i> ).	Describe the actionable steps the school will take 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 : Over the next three school years, 2024- 2027, MCIS aims to decrease the percentage of Novice performance and increase the percentage of Proficiency performance on the KSA in the areas of Reading and Math. Reduce Novice performance by 5% annually and increase Proficiency/Distinguish performance by 5% annually.					
Objective	Strategy	Activities	Measure of Success	Progress Monitoring	Funding
<p>Objective 1</p> <p>Reduce the percentage of <b>Novice</b> performances by 5% in Reading and Math on the 24-25 KSA.</p> <p>Current Percentage %</p> <p>Reading 28% □ 23%</p> <p>Math 28% □ 23%</p> <p>KCWP 3:</p> <p>Administration will utilize and design leadership approaches based on the Seven Correlates of Effective Schools to improve the overall climate and culture of MCIS, thus improving overall student achievement.</p>	<p>KCWP 1 &amp; 2:</p> <p>Scheduled WIN (What I Need) Time to provide Tiered Intervention and Support for (I, II, III)</p>	<p>25-minute block built into schedule.</p> <p>Students complete activities based on tiered assignments.</p>	<p>Interventionist will progress monitoring Tier II and III students weekly with Fastbridge Diagnostics and every 9 weeks with I-Ready Diagnostics.</p>	<p>FastBridge, I-Ready testing conducted by interventionists.</p> <p>Diagnostic Progress Monitoring and Assessments are given regularly to monitor growth. I-ready given 3 times a year: Fall(August), Winter (December) and Spring (April). Fastbridge Progress monitoring given weekly to students identified as Tier II and III. Monitored by interventionists and administration.</p> <p>Administration looks at 9 week grades and comparison to I-Ready diagnostic "On-Grade Level " Proficiency is utilized to determine if grading reflects true grade level rigor of the content.</p>	<p>Title I Funds:</p> <p>Interventionist</p> <p>2- IA's</p>
	<p>KCWP 1 &amp; 2:</p> <p>Day Time Extended School Services. With the embedding of ESS into the school day we are allowed to target more Tier II and III students for intensive interventions aside from WIN time.</p>	<p>Tier II and Tier III students will be targeted and provided extra small group intensive support.</p>	<p>Day Time ESS teachers and Interventionist will progress monitoring Tier II and III students weekly with Fastbridge Diagnostics and every 9 weeks with I-Ready Diagnostics.</p>	<p>FastBridge, I-Ready testing conducted by interventionists.</p> <p>Diagnostic Progress Monitoring and Assessments are given regularly to monitor growth. I-ready given 3 times a year: Fall(August), Winter (December) and Spring (April). Fastbridge Progress monitoring given weekly to students identified as Tier II and III. Monitored by interventionists and administration.</p> <p>Administration looks at 9 week grades and comparison to I-Ready diagnostic</p>	<p>ESS Funds</p>

Goal 1 : Over the next three school years, 2024- 2027, MCIS aims to decrease the percentage of Novice performance and increase the percentage of Proficiency performance on the KSA in the areas of Reading and Math. Reduce Novice performance by 5% annually and increase Proficiency/Distinguish performance by 5% annually.

Objective	Strategy	Activities	Measure of Success	Progress Monitoring	Funding
				"On-Grade Level " Proficiency is utilized to determine if grading reflects true grade level rigor of the content.	
	KCWP 1 & 2: Flex Ability Grouping Specially Designed Instruction utilized to meet the individual needs of all Tier I, II, and III students within the instructional block. KCWP 3: Administration will utilize and design leadership approaches based on the Seven Correlates of Effective Schools to improve the overall climate and culture of MCIS, thus improving overall student achievement.	Teachers provide small group instruction to flexible homogeneous groups. (Based on ability)	Administration will monitor weekly team PLC's, monthly Grade level PLC's and 9 week grade reports and compare them to I-ready data for congruency.	Administrative classroom observation provides evidence of small group instruction. Teacher created and monitored common Formative and KSA-like Summative assessments, aligned to KAS, have been created, are updated as needed, and analyzed during weekly PLC's and common planning meetings.  Administration looks at 9 week grades and comparison to I-Ready diagnostic "On-Grade Level " Proficiency is utilized to determine if grading reflects true grade level rigor of the content.	None
		Teachers provide activities that are rigorous and promote higher order thinking.	Administration will monitor weekly team PLC's, monthly Grade level PLC's and 9 week grade reports and compare them to I-Ready data for congruency. Administration monitors and evaluates all common assessments for KSA like structures and Rigor.	Student work samples provide evidence of rigorous grade- level work. Administrative classroom observation provides evidence of small group instruction. Teacher created and monitored common formative and KSA-like summative assessments, aligned to KAS, have been created, are updated as needed, and analyzed during weekly PLC's and common planning meetings.  Administration looks at 9 week grades and comparison to I-Ready diagnostic "On-Grade Level " Proficiency is utilized	None

Goal 1 : Over the next three school years, 2024- 2027, MCIS aims to decrease the percentage of Novice performance and increase the percentage of Proficiency performance on the KSA in the areas of Reading and Math. Reduce Novice performance by 5% annually and increase Proficiency/Distinguish performance by 5% annually.					
Objective	Strategy	Activities	Measure of Success	Progress Monitoring	Funding
				to determine if grading reflects true grade level rigor of the content.	
<p>Objective 2 Increase the percentage of <b>Proficiency</b> performances by 5% in Reading and Math on the 24-25 KSA. Current Percentage % Reading 44% □ 49% Math 38% □ 43%</p> <p>KCWP 3: Administration will utilize and design leadership approaches based on the Seven Correlates of Effective Schools to improve the overall climate and culture of MCIS, thus improving overall student achievement.</p>	KCWP 1 & 2: Scheduled WIN (What I Need) Time to provide Tiered Intervention and Support for (I, II, III)	25-minute block built into schedule. Students complete activities based on tiered assignments.	Interventionist will progress monitoring Tier II and III students weekly with Fastbridge Diagnostics and every 9 weeks with I-Ready Diagnostics.	FastBridge, I-Ready testing conducted by interventionists. Administration looks at 9 week grades and comparison to I-Ready diagnostic "On-Grade Level " Proficiency is utilized to determine if grading reflects true grade level rigor of the content.	Title I Funds: Interventionist 2 IA's
	KCWP 1 & 2: Day Time Extended School Services. With the embedding of ESS into the school day we are allowed to target more Tier II and III students for intensive interventions aside from WIN time.	Tier II and Tier III students will be targeted and provided extra small group intensive support.	Day Time ESS teachers and Interventionist will progress monitoring Tier II and III students weekly with Fastbridge Diagnostics and every 9 weeks with I-Ready Diagnostics.	FastBridge, I-Ready testing conducted by interventionists. Administration looks at 9 week grades and comparison to I-Ready diagnostic "On-Grade Level " Proficiency is utilized to determine if grading reflects true grade level rigor of the content.	ESS Funds
	KCWP 1 & 2: Flex Ability Grouping Specially Designed Instruction utilized to meet the individual needs of all Tier I, II, and III students within the instructional block. KCWP 3: Administration will utilize and design leadership approaches based on the Seven Correlates of Effective Schools to improve the overall climate and culture of MCIS, thus improving overall student achievement.	Teachers provide small group instruction to flexible homogeneous groups. (Based on ability)	Administration will monitor weekly team PLC's, monthly Grade level PLC's and 9 week grade reports and compare them to I-ready data for congruency.	Administrative classroom observation provides evidence of small group instruction. Teacher created and monitored common formative and KSA-like summative assessments, aligned to KAS, have been created, are updated as needed, and analyzed during weekly PLC's and common planning meetings.  Administration looks at 9 week grades and comparison to I-Ready diagnostic "On-Grade Level " Proficiency is utilized to determine if grading reflects true grade level rigor of the content.	None

Goal 1 : Over the next three school years, 2024- 2027, MCIS aims to decrease the percentage of Novice performance and increase the percentage of Proficiency performance on the KSA in the areas of Reading and Math. Reduce Novice performance by 5% annually and increase Proficiency/Distinguish performance by 5% annually.					
Objective	Strategy	Activities	Measure of Success	Progress Monitoring	Funding
		Teachers provide activities that are rigorous and promote higher order thinking.	Administration will monitor weekly team PLC's, monthly Grade level PLC's and 9 week grade reports and compare them to I-Ready data for congruency. Administration monitors and evaluates all common assessments for KSA like structures and Rigor.	Student work samples provide evidence of rigorous grade- level work. Administrative classroom observation provides evidence of small group instruction. Teacher created and monitored common formative and KSA-like Summative assessments, aligned to KAS, have been created, are updated as needed, and analyzed during weekly PLC's and common planning meetings.  Administration looks at 9 week grades and comparison to I-Ready diagnostic "On-Grade Level " Proficiency is utilized to determine if grading reflects true grade level rigor of the content.	None



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

<p>Goal 2: Increase 4<sup>th</sup> grade science and 5<sup>th</sup> grade social studies proficiency to 50% by the 26-27 school year.</p> <p>Over the next three school years, 2024- 2027, MCIS aims to increase the percentage of Proficiency/ Distinguish performance on the KSA in the areas of Science, Social Studies, and Writing by increasing Proficiency/Distinguish performance by 5% annually.</p>					
Objective	Strategy	Activities	Measure of Success	Progress Monitoring	Funding
<p>Objective 1</p> <p>Increase the percentage of <b>Proficiency</b> performances by <b>10%</b> on the 24-25 KSA in the area of Science.</p> <p>Current <b>23-24: 26%</b></p> <p>24-25: ?%</p> <p>25-26: ?%</p> <p>KCWP 3:</p> <p>Administration will utilize and design leadership approaches based on the Seven Correlates of Effective Schools to improve the overall climate and culture of MCIS, thus improving overall student achievement.</p>	<p>KCWP 1 &amp; 2 3:</p> <p>Lesson Congruence utilized to meet the individual needs of all Tier I, II, and III students within the instructional block.</p> <p>Teachers will continue to create Units and Lessons that follow Kentucky Academic Standards.</p>	<p>Rearrange 4th grade schedule to implement dedicated Science instruction.</p> <p>Dedicate 2 4th grade teachers to teach the Science curriculum</p> <p>Write learning targets that are aligned with Kentucky Academic State Standards.</p>	<p>"I can" statement using active verbs, specific to skill, knowledge or understanding and written in developmentally appropriate student language.</p>	<p>Administrators conduct classroom observation and walk through providing evidence of learning target on the board, lesson and exit slip aligns with it, and students can verbally explain the learning target for the day and how they know they have mastered it.</p>	None
	<p>KCWP 3:</p> <p>Administration will utilize and design leadership approaches based on the Seven Correlates of Effective Schools to improve the overall climate and culture.</p>	<p>Create lessons and assessments that are directly related to the daily learning target.</p>	<p>Students show mastery on formative and Summative assessments.</p>	<p>Teacher created formative assessments are used to drive instruction and conversation at PLCs. Summative assessments show mastery of standards and areas where students need to continue learning.</p>	None
	<p>KCWP 1 &amp; 2:</p> <p>Specially Designed Instruction Ability Grouping utilized to meet the individual needs of all Tier I, II, and III students within the instructional block.</p>	<p>Teachers provide cooperative learning and project-based learning opportunities that are differentiated for learners' needs.</p> <p><b>focuses on the phenomena surrounding the KSA standards</b></p>	<p>Lesson plans indicate intentional planning of cooperative learning and/or project-based learning activities.</p>	<p>Administrators conduct classroom observation and walkthroughs providing evidence of cooperative learning and/or project-based learning activities.</p>	None
		<p>Teachers provide activities that are rigorous and promote higher order thinking.</p>	<p>Students are exhibiting the ability to produce grade- level work.</p>	<p>Student work samples provide evidence of rigorous grade-level work. Monitored by teachers weekly and by administration quarterly.</p>	None
	<p>KWCP 3:</p> <p>Frequent Data Analysis</p>	<p>Teachers analyze formative assessments at their weekly PLCs.</p>	<p>Majority of students master daily learning targets.</p>	<p>Teacher created and monitored common formative and KSA-like summative assessments, aligned to KAS, have been created, are updated as needed, and</p>	None

<p>Goal 2: Increase 4<sup>th</sup> grade science and 5<sup>th</sup> grade social studies proficiency to 50% by the 26-27 school year.</p> <p>Over the next three school years, 2024- 2027, MCIS aims to increase the percentage of Proficiency/ Distinguish performance on the KSA in the areas of Science, Social Studies, and Writing by increasing Proficiency/Distinguish performance by 5% annually.</p>					
Objective	Strategy	Activities	Measure of Success	Progress Monitoring	Funding
				<p>analyzed during weekly PLC's and common planning meetings.</p> <p>Teachers teach learning targets daily that build on the standards. Formative assessments are given daily to ensure mastery. If mastery is not reached, teachers develop reteaching lessons to provide more student support.</p>	
		Teachers analyze summative/diagnostic assessments	Majority of students are meeting expected growth and mastering Kentucky Academic Standards.	<p>Teacher created and monitored common formative and KSA-like summative assessments, aligned to KAS, have been created, are updated as needed, and analyzed during weekly PLC's and common planning meetings.</p> <p>Teachers teach learning targets daily that build on the standards. Formative assessments are given daily to ensure mastery. If mastery is not reached, teachers develop reteaching lessons to provide more student support. Student assessment samples provide evidence of rigorous grade-level work. Monitored by teachers weekly and by administration quarterly.</p>	None
Objective 2 Increase the percentage of <b>Proficiency</b> performances by 5% on the 24-25 KSA in the area of Social Studies.	KCWP 1 & 2: Lesson Congruence utilized to meet the individual needs of all Tier I, II, and III students within the instructional block.	Write learning targets that are aligned with Kentucky Academic Standards.	"I can" statement using active verbs, specific to skill, knowledge or understanding and written in	Administrators conduct classroom observation and walk through providing evidence of learning target on the board, lesson and exit slip aligns with it, and students can verbally explain the learning	None

<p>Goal 2: Increase 4<sup>th</sup> grade science and 5<sup>th</sup> grade social studies proficiency to 50% by the 26-27 school year.</p> <p>Over the next three school years, 2024- 2027, MCIS aims to increase the percentage of Proficiency/ Distinguish performance on the KSA in the areas of Science, Social Studies, and Writing by increasing Proficiency/Distinguish performance by 5% annually.</p>					
Objective	Strategy	Activities	Measure of Success	Progress Monitoring	Funding
<p>Current 23-24: 38% 24-25: ?% 24-26: ?% 26-27: ?%</p> <p>KCWP 3: Administration will utilize and design leadership approaches based on the Seven Correlates of Effective Schools to improve the overall climate and culture of MCIS, thus improving overall student achievement.</p>	Teachers will continue to create Units and Lessons that follow Kentucky Academic Standards.		developmentally appropriate student language.	target for the day and how they know they have mastered it.	
	KCWP 3: Administration will utilize and design leadership approaches based on the Seven Correlates of Effective Schools to improve the overall climate and culture.	Create lessons and assessments that are directly related to the daily learning target.	Students show mastery on formative and Summative assessments.	Teacher created formative assessments are used to drive instruction and conversation at PLCs. Summative assessments show mastery of standards and areas where students need to continue learning.	None
	KCWP 1 & 2: Specially Designed Instruction Ability Grouping utilized to meet the individual needs of all Tier I, II, and III students within the instructional block.	Teachers provide cooperative learning and project-based learning opportunities that are differentiated for learners’ needs.	Lesson plans indicate intentional planning of cooperative learning and/or project-based learning activities.	Administrators conduct classroom observation and walkthroughs providing evidence of cooperative learning and/or project-based learning activities.	None
		Teachers provide activities that are rigorous and promote higher order thinking.	Students are exhibiting the ability to produce grade- level work.	Student work samples provide evidence of rigorous grade-level work. Monitored by teachers weekly and by administration quarterly.	None
	KWCP 3: Frequent Data Analysis	Teachers analyze formative assessments at their weekly PLCs.	Majority of students master daily learning targets.	<p>Teacher created and monitored common formative and KSA-like summative assessments, aligned to KAS, have been created, are updated as needed, and analyzed during weekly PLC’s and common planning meetings.</p> <p>Teachers teach learning targets daily that build on the standards. Formative assessments are given daily to ensure mastery. If mastery is not reached, teachers develop reteaching lessons to provide more student support.</p>	None

<p>Goal 2: Increase 4<sup>th</sup> grade science and 5<sup>th</sup> grade social studies proficiency to 50% by the 26-27 school year.</p> <p>Over the next three school years, 2024- 2027, MCIS aims to increase the percentage of Proficiency/ Distinguish performance on the KSA in the areas of Science, Social Studies, and Writing by increasing Proficiency/Distinguish performance by 5% annually.</p>					
Objective	Strategy	Activities	Measure of Success	Progress Monitoring	Funding
		Teachers analyze summative/diagnostic	Majority of students are meeting expected growth and mastering Kentucky Academic Standards.	<p>Teacher created and monitored common formative and KSA-like summative assessments, aligned to KAS, have been created, are updated as needed, and analyzed during weekly PLC's and common planning meetings.</p> <p>Teachers teach learning targets daily that build on the standards. Formative assessments are given daily to ensure mastery. If mastery is not reached, teachers develop reteaching lessons to provide more student support. Student assessment samples provide evidence of rigorous grade-level work. Monitored by teachers weekly and by administration quarterly.</p>	None
<p>Objective 3</p> <p>Increase the percentage of <b>Proficiency</b> performances by 5% on the 24-25 KSA in the composite area of On-Demand Writing.</p> <p>Current</p> <p>23-24: 38%</p> <p>24-25: ?%</p> <p>24-26: ?%</p> <p>26-27: ?%</p> <p>KCWP 3:</p> <p>Administration will utilize and design leadership approaches</p>	<p>KCWP 1 &amp; 2:</p> <p>Implement consistent writing strategies school wide.</p> <p>Short Answer Response</p> <ul style="list-style-type: none"> <li>● CRE (Claim, Restate, Evidence)</li> </ul> <p>On-Demand Writing</p> <ul style="list-style-type: none"> <li>● 4 Square Organizer</li> </ul>	Teachers embed writing strategies into daily lessons. Teachers create expectations that strategies and organizers must be utilized when answering written response questions.	Lesson plans indicate intentional planning of cooperative learning and/or project-based learning activities.	<p>Teachers teach learning targets daily that build on the standards. Formative assessments are given daily to ensure mastery. If mastery is not reached, teachers develop reteaching lessons to provide more student support. Student assessment samples provide evidence of rigorous grade-level work. Monitored by teachers weekly and by administration quarterly.</p> <p>Administrators conduct classroom observation and walkthroughs providing evidence of cooperative learning and/or project-based learning activities.</p>	None

Goal 2: Increase 4 <sup>th</sup> grade science and 5 <sup>th</sup> grade social studies proficiency to 50% by the 26-27 school year. Over the next three school years, 2024- 2027, MCIS aims to increase the percentage of Proficiency/ Distinguish performance on the KSA in the areas of Science, Social Studies, and Writing by increasing Proficiency/Distinguish performance by 5% annually.					
Objective	Strategy	Activities	Measure of Success	Progress Monitoring	Funding
based on the Seven Correlates of Effective Schools to improve the overall climate and culture of MCIS, thus improving overall student achievement.	KCWP 1 & 2: Specially Designed Instruction Ability Grouping utilized to meet the individual needs of all Tier I, II, and III students within the instructional block.	Teachers provide cooperative learning and project-based learning opportunities that are differentiated for learners’ needs.	Students are exhibiting the ability to produce grade- level work.	Teacher created and monitored common formative and KSA-like summative assessments, aligned to KAS, have been created, are updated as needed, and analyzed during weekly PLC’s and common planning meetings.	None
		Teachers provide activities that are rigorous and promote higher order thinking.	Students are exhibiting the ability to produce grade- level work.	Student work samples provide evidence of rigorous grade-level work. Monitored by teachers weekly and by administration quarterly.	None

### 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
<p><b>Objective 1 Disability with IEP</b> Reduce Novice performance on the 24-25 KSA from 55% to 40%. Continue to reduce Novice by 5% annually on KSA Reading and Math. Our Special Needs Population continues to be a strong focus!</p> <p><b>Novice</b> Reading 55% – 57% (increased) Math 63% – 63% (maintained)</p> <p>Increase Proficiency performance on the 23-24 KSA from 15% to 20%. Continue to increase Proficiency by 5% annually on KSA Reading and Math.</p> <p><b>Proficiency</b> Reading 15% – 12% (decreased) Math 11% – 10% (decreased)</p>	<p>KCWP 1 &amp; 2: Collaborative teaching between general education teachers and special education teachers. Scheduled WIN (What I Need) Time to provide extra intensive support for all Special Education students.</p>	<p>General education teachers are focusing more on providing SDI to all students but intentionally to those with Special needs and specifically to helping students learn to better utilize their accommodations to help them attain and master the standards.</p> <p>Daily instruction provided by both teachers in the room, This plan allows for more small group instruction.</p>	<p>Teachers are synchronously teaching to close learning gaps.</p>	<p>Biweekly Progress Monitoring completed by the Special Education teacher in collaboration with the general education teacher.</p> <p>Administration looks at 9 week grades and comparison to I-Ready diagnostic "On-Grade Level " Proficiency is utilized to determine if grading reflects true grade level rigor of the content.</p>	None
		<p>Intensive support during WIN time will provide added support to special education students apart from Co-teaching and resource strategies.</p>	<p>Both teachers are in the classroom providing instruction.</p>	<p>Diagnostic Progress Monitoring and Assessments are given regularly to monitor growth. I-ready given 3 times a year: Fall(August), Winter (December) and Spring (April).</p>	None
	<p>KCWP 1 &amp; 2: Intentional planning of SDI.</p>	<p>SPED teachers keep daily data records</p>	<p>Students show growth in records</p>	<p>Biweekly Progress Monitoring completed by the Special Education teacher in collaboration with the general education teacher.</p>	None

Objective	Strategy	Activities	Measure of Success	Progress Monitoring	Funding
		SPED teachers identify needs of students and provide lessons for those needs.	Students' gaps are being closed.	<p>Biweekly Progress Monitoring completed by the Special Education teacher in collaboration with the general education teacher.</p> <p>Diagnostic Progress Monitoring and Assessments are given regularly to monitor growth. I-ready given 3 times a year: Fall(August), Winter (December) and Spring (April).</p> <p>Administration looks at 9 week grades and comparison to I-Ready diagnostic "On-Grade Level " Proficiency is utilized to determine if grading reflects true grade level rigor of the content.</p>	None
	<p>KCWP 3: Administration will utilize and design leadership approaches based on the Seven Correlates of Effective Schools to improve the overall climate and culture.</p> <p>Frequent data analysis and monitoring of progress</p>	Teachers analyze formative assessments and progress monitoring at their weekly PLCs.	The majority of students master daily learning targets and are progressing in their IEP goals.	<p>Biweekly Progress Monitoring completed by the Special Education teacher in collaboration with the general education teacher.</p> <p>Diagnostic Progress Monitoring and Assessments are given regularly to monitor growth. I-ready given 3 times a year: Fall(August), Winter (December) and Spring (April).</p> <p>Administration looks at 9 week grades and comparison to I-Ready diagnostic "On-Grade Level " Proficiency is utilized to determine if grading reflects true grade level rigor of the content.</p>	None

4: English Language Learner

<b>Goal 4 (State your English Learner goal.):</b> Over the next three school years, 24-27, MCIS will continue to improve English language proficiency and academic achievement outcomes for all English Language Learners (ELLs) to ensure their successful integration and progress within the mainstream educational environment.					
Objective	Strategy	Activities	Measure of Success	Progress Monitoring	Funding
<b>Objective 1:</b>  MCIS will promote English Language Proficiency Growth by Increasing the percentage of ELL students achieving proficiency levels on standardized English language proficiency assessments by 3% annually.  KCWP 3: Administration will utilize and design leadership approaches based on the Seven Correlates of Effective Schools to improve the overall climate and culture of MCIS, thus improving overall student achievement.	KCWP 1 & 2 3: Lesson Congruence utilized to meet the individual needs of all Tier I, II, and III students within the instructional block. Teachers will continue to create Units and Lessons that follow Kentucky Academic Standards.	Write learning targets that are aligned with Kentucky Academic State Standards.	"I can" statement using active verbs, specific to skill, knowledge or understanding and written in developmentally appropriate student language.	Administrators conduct classroom observation and walk through providing evidence of learning target on the board, lesson and exit slip aligns with it, and students can verbally explain the learning target for the day and how they know they have mastered it.	No need for extra funding.
	KCWP 3: Administration will utilize and design leadership approaches based on the Seven Correlates of Effective Schools to improve the overall climate and culture.	Create lessons and assessments that are directly related to the daily learning target.	Students show mastery on formative and Summative assessments.	Teacher created formative assessments are used to drive instruction and conversation at PLCs. Summative assessments show mastery of standards and areas where students need to continue learning.	No need for extra funding
	KCWP 1 & 2: Specially Designed Instruction Ability Grouping utilized to meet the individual needs of all Tier I, II, and III students within the instructional block.	Teachers provide cooperative learning and project-based learning opportunities that are differentiated for learners’ needs.	Lesson plans indicate intentional planning of cooperative learning and/or project-based learning activities.	Administrators conduct classroom observation and walkthroughs providing evidence of cooperative learning and/or project-based learning activities.	No need for extra funding
		Teachers provide activities that are rigorous and promote higher order thinking.	Students are exhibiting the ability to produce grade- level work.	Student work samples provide evidence of rigorous grade-level work. Monitored by teachers weekly and by administration quarterly.	No need for extra funding
	KWCP 3: Frequent Data Analysis	Teachers analyze formative assessments at their weekly PLCs.	Majority of students master daily learning targets.	Teacher created and monitored common formative and KSA-like summative assessments, aligned to KAS, have been created, are updated as needed, and	No need for extra funding



**Goal 4 (State your English Learner goal.):** Over the next three school years, 24-27, MCIS will continue to improve English language proficiency and academic achievement outcomes for all English Language Learners (ELLs) to ensure their successful integration and progress within the mainstream educational environment.

Objective	Strategy	Activities	Measure of Success	Progress Monitoring	Funding
				<p>analyzed during weekly PLC’s and common planning meetings.</p> <p>Teachers teach learning targets daily that build on the standards. Formative assessments are given daily to ensure mastery. If mastery is not reached, teachers develop reteaching lessons to provide more student support.</p>	

## 5: Quality of School Climate and Safety

Goal 5: During the 24-25 School Year, MCIS will continue to improve the overall climate and safety of all stakeholders by strategically implementing practices designed to promote positive culture. These actions will continue to improve and enhance the quality of school climate and safety at MCIS for the next three school years. By the 25-26 school year, behavior referral incidents will be at an all time low and teacher retention and the quality of school climate and safety survey will be at an all time high.

Objective	Strategy	Activities	Measure of Success	Progress Monitoring	Funding
<p>Objective 1</p> <p>According to the KSA Quality of school Climate and Safety survey, the biggest issue at MCIS from the students' perspective is that other students are mean. <i>Thus, MCIS will promote and foster positive relationships among peers in hopes that response to those questions will improve on the survey.</i></p> <p>Measurable evidence will be an improvement of 3% each year of the overall index of the Quality of School Climate and Safety.</p> <p>22-23: 72.9%</p> <p>23-24: 74.4%</p>	<p>KCWP 6:</p> <p>-Administration will utilize and design leadership approaches based on the Seven Correlates of Effective Schools to improve the overall climate and culture.</p> <p>-Create a safe and orderly environment</p> <p>-Counselors will lead SEL sessions in each individual classroom to promote empathy and kindness</p>	Continue SEL curriculum with counselors Mini-lessons for teacher to use	Implementation in all classrooms	Teacher will monitor and choose the winner of the "Kindness Essay Writing"	General Fund
		"Random Acts of Kindness" Campaign	-Amount of "Caught Being Kind" tickets given out. -Increase in KSA climate survey results	Administration will monitor the issuance of Random Acts of Kindness Tickets. tickets will be used for weekly drawing and a grand prize drawing at the Kindness Assembly.	General Fund
	<p>KCWP 6:</p> <p>Administration will utilize and design leadership approaches based on the Seven Correlates of Effective Schools to improve the overall climate and culture.</p> <p>-Create a safe and orderly environment</p> <p>Counselors will lead SEL session within the classrooms to promote conflict resolution. Teacher will also lead restorative circles.</p>	Curriculum with counselors Mini-lessons for teacher to use	Implementation in all classrooms	MTSS Behavior Committee and administration will monitor behavior referrals in the areas of bullying, fighting, harassment, hands on others, etc. and look for declines.	General Fund
		Encourage weekly classroom meetings	-Implementation in all classrooms -Increase in KSA climate survey results	MTSS Behavior Committee and administration will monitor behavior referrals in the areas of bullying, fighting, harassment, hands on others, etc. and look for declines.	General Fund
	<p>KCWP 6:</p> <p>Administration will utilize and design leadership approaches based on the Seven Correlates of Effective Schools to improve the overall climate and culture.</p>	Curriculum with Counselors Mini-lessons for teachers to use	Implementation in all classrooms	MTSS Behavior Committee and administration will monitor behavior referrals in the areas of bullying, fighting, harassment, hands on others, etc. and look for declines.	General Fund
		Coincide with Kindness Campaign/ Conflict Resolution	-Implementation in all classrooms	MTSS Behavior Committee and administration will monitor behavior referrals in the areas of bullying, fighting,	General Fund

Goal 5: During the 24-25 School Year, MCIS will continue to improve the overall climate and safety of all stakeholders by strategically implementing practices designed to promote positive culture. These actions will continue to improve and enhance the quality of school climate and safety at MCIS for the next three school years. By the 25-26 school year, behavior referral incidents will be at an all time low and teacher retention and the quality of school climate and safety survey will be at an all time high.

Objective	Strategy	Activities	Measure of Success	Progress Monitoring	Funding
	-Counselors will lead SEL sessions in each individual classroom to promote anti-bullying		-Increase in KSA climate survey results	harassment, hands on others, etc. and look for declines.	
<p>Objective 2 Continue to improve the PBIS systems at MCIS to promote a positive climate and foster a culture that is welcoming and conducive to teaching and learning.</p> <p>Measurable evidence will be an improvement of 3% each year of the overall index of the Quality of School Climate and Safety.</p>	<p>KCWP 6: Administration will utilize and design leadership approaches based on the Seven Correlates of Effective Schools to improve the overall climate and culture. -Create a safe and orderly environment Continue MTSS Behavior Committee work</p>	Encouraging collaboration among staff members to create a consistent approach.	KSA Climate Survey MCIS Climate Survey	<p>MTSS Behavior Committee and administration will monitor behavior referrals in the areas of bullying, fighting, harassment, hands on others, etc. and look for declines. -Count the amount of Titan tickets distributed throughout the school year and encourage full participation from all teachers. -Administration will administer the MCIS Climate survey (not the same as KSA) to determine improvements. Fall (December) and Spring (May) Survey.</p>	PBIS Fund General Fund
	<p>KCWP 3: Administration will utilize and design leadership approaches based on the Seven Correlates of Effective Schools to improve the overall climate and culture. -Create a Safe and Orderly Environment -Set High Expectations Complete PBIS Handbook and finalize strategies and policies</p>	<p>-Behavioral Expectations: Clearly defined expectations for behavior -Strategies for explicitly teaching and modeling expected behaviors.</p>	completed handbook implemented handbook	<p>Admin will monitor the completion of handbooks and involvement from the MTSS Behavior Committee, SBDM Council and Admin Team.</p> <p>Student Behavior Handbook (Code of Conduct) Teacher Handbook MCIS PBIS Manual MCIS PASS Manual</p>	PBIS Fund General Fund
	<p>KCWP 3: Administration will utilize and design leadership approaches based on the Seven Correlates of Effective Schools to improve the overall climate and culture.</p>	Create and Implement a Behavior Team. Chaired by Counselors	Creation of team	<p>Principal will monitor the fidelity of the BIT. Evidence to be reviewed. -meeting minutes -samples of Individual Behavior Plans -samples of progress monitoring (behavior charts) -referral counts for identified students</p>	PBIS Fund General Fund

Goal 5: During the 24-25 School Year, MCIS will continue to improve the overall climate and safety of all stakeholders by strategically implementing practices designed to promote positive culture. These actions will continue to improve and enhance the quality of school climate and safety at MCIS for the next three school years. By the 25-26 school year, behavior referral incidents will be at an all time low and teacher retention and the quality of school climate and safety survey will be at an all time high.					
Objective	Strategy	Activities	Measure of Success	Progress Monitoring	Funding
	-Create a Safe and Orderly Environment -Set High Expectations Implement a process to refer students into Tier II and Tier III categories for behavior intervention.	Utilize the process and procedures of the behavior team to refer students for additional behavior support in tier II and tier III interventions.	reduction of behavior referrals (on an individual basis)	MTSS Behavior Committee and administration will monitor behavior referrals and look for declines.	PBIS Fund General Fund

Addendum for Schools Identified for Targeted or Comprehensive Support

In accordance with 703 KAR 5:280, a school improvement plan means the plan created by schools identified for targeted support and improvement (TSI) or additional targeted support and improvement (ATSI) pursuant to KRS 160.346(4)-(5) and embedded in the comprehensive school improvement plan required pursuant to 703 KAR 5:225. A turnaround plan means the plan created by schools identified for comprehensive support and improvement (CSI) pursuant to KRS 160.346(8)(g) and embedded in the comprehensive school improvement plan required pursuant to 703 KAR 5:225.

All TSI/ATSI improvement plans and CSI turnaround plans are required to address all components of the comprehensive school improvement plan (CSIP), including all diagnostics associated with the development of that plan, as well as additional specific requirements. The following pages outline specific requirements to be addressed by identified schools that must be embedded in the strategies and activities detailed within the indicator goals developed throughout the previous pages of this goal template. Evidence-based practices and activities chosen to address any goal area or additional requirement must be informed by the Needs Assessment for Schools and feedback from any on-site review conducted by the Kentucky Department of Education (KDE).

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

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

Components of Turnaround Leadership Development and Support:
<p><b>Consider:</b> How will you ensure that school leadership has or develops the skills and disposition to achieve accelerated, meaningful, and sustainable increases in student achievement for underperforming subgroups?</p> <p><b>Response:</b></p> <ul style="list-style-type: none"><li>- Flex Grouping/ Ability Grouping- Co Teaching implemented within the Master schedule during content instruction</li><li>- CKEC Trainings on Co-Teaching, providing SDI (training for gen ed and Sped teachers)</li><li>- Weekly Special Education Meetings to discuss student progress, SDi, Accommodation and other necessary data to ensure student needs are being met</li><li>- I Ready Standards Mastery Checks Diagnostics beginning 2nd semester</li><li>- 30/30/60 Co Teach Model Implementation (Specific SDI instruction during the first 30 group for SPED students)</li></ul>
Identification of Critical Resources Inequities:
<p><b>Consider:</b> Describe the process used to review the allocation and use of resources (people, time, and money), any resource inequities that were identified that may contribute to underperformance, and how identified resource inequities will be addressed.</p> <p><b>Response:</b></p> <ul style="list-style-type: none"><li>- Observation of grade-level work students are exposed to – an increase in exposure will be guaranteed with appropriate accommodations and modifications to ensure success</li><li>- Discussion with gen ed and SPED teachers about SDI and implementation of co-teaching/resource – continuously monitor and discuss appropriate co-teaching strategies and SDI that need to be used</li><li>- Reviewed data from KSA, Progress Monitoring, and I Ready – data will be used to drive instruction (I Ready Standards Mastery)</li><li>- Modified process for writing IEPs – IEPs will be written with clear goals, appropriate LRE and accommodations/modifications, and SDI designed to bring to grade-level mastery (Weekly meeting reviews with District leadership, MCIS Administration and Special Education Teachers)</li></ul>
Additional Actions That Address the Causes of Consistently Underperforming Subgroups of Students
<p><b>Consider:</b> Describe the process used to review the learning culture related to your targeted subgroup(s) and any additional actions that were determined to address the causes of underperformance.</p> <p><b>Response:</b></p> <ul style="list-style-type: none"><li>- Observation of time spent by students in gen ed setting vs resource setting (more ownership of sped students from Gen Ed teachers, SDI implemented by Gen Ed and Sped teachers)</li><li>- Observation of co-teaching strategies used by teachers (Focus on SDI and proper implementation of accommodations for the purpose of meeting standard mastery)</li><li>- Encourage General education teachers to take ownership of Special education students in the sense of providing SDI.</li><li>- Evaluation of IEP goals to determine if proper interventions are taking place.</li><li>- Ensure that all students are utilizing their accommodations effectively during KSA testing!!!</li></ul>
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:**

1. Increase Proficiency in Math: Analysis of academic data has revealed that students with disabilities (IEP) are struggling to achieve proficiency in math. This is evidenced by lower scores on standardized math assessments, a higher percentage of students performing below grade level, and a lack of growth shown on I-Ready Diagnostics in math proficiency over time. During the Spring 2025 semester, students will engage with the "Standards Mastery" checks and diagnostic tools available on "I-Ready." These assessments will provide teachers with detailed insights into each student's proficiency on grade-level math standards. Using this data, teachers will be able to design targeted lessons aimed at helping students achieve mastery of the identified standards.
2. Increase Proficiency in Reading: Similarly, analysis of academic data has indicated that students with disabilities (IEP) are facing challenges in achieving proficiency in reading. This has manifested as lower scores on reading comprehension assessments, a higher incidence of reading difficulties or delays, and limited progress in reading proficiency on I-Ready Diagnostics compared to grade-level expectations. During the Spring 2025 semester, students will engage with the "Standards Mastery" checks and diagnostic tools available on "I-Ready." These assessments will provide teachers with detailed insights into each student's proficiency on grade-level reading standards. Using this data, teachers will be able to design targeted lessons aimed at helping students achieve mastery of the identified standards.

**Evidence-Based Practices:**

1. Differentiated Instruction: The school will implement evidence-based practices in differentiated instruction to meet the diverse learning needs of students within the targeted subgroup(s) in both math and reading. This approach involves tailoring instruction and learning activities to accommodate varying levels of readiness, interests, and learning styles among students. Differentiated instruction may include small-group instruction, personalized learning pathways, and scaffolded support to address specific areas of need.
2. Multi-Tiered Systems of Support (MTSS): The school will adopt a multi-tiered systems of support framework to provide systematic and targeted interventions for students struggling in math and reading. This approach involves a tiered system of support that includes universal (Tier 1), targeted (Tier 2), and intensive (Tier 3) interventions based on students' response to instruction and assessment data. MTSS ensures that students receive appropriate levels of support to address their individual learning needs and accelerate their progress toward proficiency.

**Monitoring Implementation with Fidelity:**

To ensure that evidence-based practices are implemented with fidelity, the school will establish a comprehensive monitoring and evaluation process that includes the following components:

1. Professional Development: Provide ongoing professional development and training for teachers and staff on evidence-based instructional practices in math and reading, including differentiated instruction and MTSS. Training sessions will focus on effective implementation strategies, monitoring student progress, and making data-informed instructional decisions.
2. Data Analysis: The "Standards Mastery" feature in "I-Ready" will be utilized to assess students' knowledge and understanding of grade-level standards. As well, regularly analyze academic data, including formative and KSA-like summative assessments, progress monitoring data, and diagnostic data (I-Ready Fastbridge), to monitor student progress and identify areas of need. Data analysis will inform instructional planning, intervention placement, and adjustments to support strategies.

- 3. Observation and Feedback: Conduct classroom observations to assess the implementation of evidence-based practices and provide feedback to teachers on their instructional delivery, differentiation strategies, and use of intervention protocols. Observations may be conducted by instructional coaches, administrators, or peer mentors trained in evidence-based practices.
- 4. Student Progress Monitoring: Implement a systematic process for monitoring student progress in math and reading interventions, including ongoing progress monitoring assessments, data review meetings, and individualized goal setting. Student progress will be tracked regularly to determine the effectiveness of interventions and make adjustments as needed.

**Complete the table on the next page 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 (EBP) 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 the CIP.

Specific directions regarding documentation requirements for each chosen EBP can be found in the “[Compliance Requirements](#)” resource available on KDE’s [Evidence-based Practices website](#). Marking the “Uploaded in CIP” box indicates that you have uploaded required documentation along with this goal template into the platform.

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 CIP
Unlocking Academic Achievement: A Principal’s Guide to Improved Measurable Results	Young, D. (2024). <i>Unlocking Academic Achievement: A Principal’s Guide to Improved Measurable Results</i> .	<input type="checkbox"/>
Specially Designed Instruction 1st Edition	Beninghof, A. M. (2021). <i>Specially designed instruction: Increasing Success for Students with Disabilities</i> .	<input type="checkbox"/>
Train staff to implement inductive teaching strategies.	Hattie, J. (2009). Visible Learning: a synthesis of over 800 meta-analyses relating to achievement. Routledge: New York, NY.	<input type="checkbox"/>
Foundational Skills to Support Reading for Understanding in Kindergarten Through 3rd Grade	Foorman, B., Beyler, N., Borradaile, K., Coyne, M., Denton, C. A., Dimino, J., Furgeson, J., Hayes, L., Henke, J., Justice, L., Keating, B., Lewis, W., Sattar, S., Streke, A., Wagner, R., & Wissel, S. (2016). Foundational skills to support reading for understanding in kindergarten through 3rd grade (NCEE 2016-4008). Washington, DC: National Center for Education Evaluation and Regional Assistance (NCEE), Institute of Education Sciences, U.S. Department of Education. Retrieved from the NCEE website: <a href="http://whatworks.ed.gov">http://whatworks.ed.gov</a> .	<input type="checkbox"/>
Assisting Students Struggling with Mathematics: Response to Intervention (RtI) for Elementary and Middle Schools	Gersten, R., Beckmann, S., Clarke, B., Foegen, A., Marsh, L., Star, J. R., & Witzel, B. (2009). Assisting students struggling with mathematics: Response to Intervention (RtI) for elementary and middle schools (NCEE 2009-4060). Washington, DC: National Center for Education Evaluation and Regional Assistance, Institute of Education Sciences, U.S. Department of Education. Retrieved from <a href="http://ies.ed.gov/ncee/wwc/publications/practiceguides/">http://ies.ed.gov/ncee/wwc/publications/practiceguides/</a> .	<input checked="" type="checkbox"/>
		<input type="checkbox"/>
		<input type="checkbox"/>





