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**Consent Agenda Item (Action Item):** To review and approve the Comprehensive School Improvement Plans (CSIP) for Floyd Central High School, JD Adams Middle School, and Prestonsburg Elementary Schools, who have received SIF Grant Funding for Targeted Support Improvement (TSI) schools based on a two-day review from the Kentucky Department of Education.

**Applicable State or Regulations:** KRS 162.90 Powers and Duties of the local board and Floyd County Board of Education policy 03.2234

**Fiscal/Budgetary Impact:** Budget impacts are outlined in the plans (Attached)

**History/Background:** Continuous Improvement involves data, diagnosing needs, goal setting, and planning strategies that can be deployed through actionable steps or activities. The CSIP is completed at the school level and is completed in four phases throughout the year. In addition, TSI school status requires CSIPs to include components of turnaround leadership development and support, identification of critical resource inequities, evidence-based interventions, and any additional actions that address the causes of consistently underperforming subgroups of students. TSI schools will focus on priority needs and closing achievement gaps among identified subgroups of students. When implemented with fidelity, the Comprehensive School Improvement Plan (CSIP) will establish an environment that promotes student growth and achievement. Prestonsburg Elementary and Adams Middle School are still categorized as TSI from the 2023-2024 school year. Floyd Central High School is no longer categorized as TSI. However, all three schools were awarded School Improvement Funds (SIF) based on their TSI category. CSIP approvals from the board are required.

**Recommended Action:** To approve the Comprehensive School Improvement Plan (CSIP) for the SIF grant schools.

**Contact Person(s):** Rebecca Morrison, Davida Marson, Greta Thornsberry, Rachel Crider, Kathy Shepherd

N/A  
Principal

Rebecca Morrison  
Director

Tonya H. Williams  
Superintendent

**Date:**

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# **Floyd Central 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.**

### 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.

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.

Based on Kentucky Summative Assessment (KSA) results from Spring 2023, Math and Science are two of the greatest areas of weakness for Floyd Central High School. Seventy-five percent of our students who were assessed in math scored below proficiency. Likewise, approximately sixty-five percent of our students who were assessed in science scored below proficiency.

Floyd Central High School has been identified for Targeted Support and Improvement (TSI) pursuant to KRS 160.346(2)(a). The reason that led to this identification is listed below:  
Disability

With the focus areas being identified, along with the the identification of TSI, our team will be intentional in the selection of strategies/activities in order to increase the percentage of students scoring at the proficient level, thus promoting student achievement.

## 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.

One of the processes, practices, or conditions identified on the School Key Elements that will be a focus for Floyd Central High School is Key Core Work Process (KCWP) 2: Design and Deliver Instruction. Even though we have practices in place that include evidence-based instructional practices essential for academic, behavioral, and social-emotional competencies that are aligned to Kentucky Academic Standards and current research, we find that these practices are not always implemented consistently. Monitoring of the district lesson plan format as well as the utilization of learning boards will be key. An intentional focus on being more consistent and intentional with the district walkthrough document will ensure teachers are utilizing the district provided highly qualified instructional resources.

Another one of the processes, practices, or conditions identified on the School Key Elements that will be a focus for Floyd Central High School is Key Core Work Process (KCWP) 4: Review, Analyze, and Apply Data. Reviewing and analyzing data is an ongoing process for our team; however, we have discovered it is important for us to be more consistent and intentional in the development of and implementation of a sustainable system for reviewing, analyzing, and applying data results to ensure a uniform way to elicit, interpret, and act on meaningful evidence of student learning. This will include the formative and summative assessments administered in the classroom, MAP/CERT benchmark assessments, and KSA.



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

| Indicator   | Status    | Change                  |
|---|-----------|-------------------------|
| State Assessment Results in reading and mathematics             | Medium    | Maintain                |
| State Assessment Results in science, social studies and writing | Medium    | Significantly Increased |
| English Learner Progress  | N/A       | N/A                     |
| Quality of School Climate and Safety                            | Very High | Increased               |
| Postsecondary Readiness (high schools and districts only)       | Medium    | Significantly Increased |
| Graduation Rate (high schools and districts only)               | Medium    | Increased               |

## 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 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</i> , <i>Shipley</i> , <i>Baldrige</i> , etc.). | 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

| <p>Goal 1 (State your reading and math goal.):</p> <p>By May of 2027, as evidenced by Kentucky Summative Assessment results, Floyd Central High School will increase the percentage of students scoring proficient/distinguished in reading and math as follows: Reading will increase from 48% to 78%; math will increase from 25% to 50%.</p> |   |   |   |  |  |
|---|---|---|---|--|--|
| Objective   | Strategy  | Activities  | Measure of Success  | Progress Monitoring  | Funding                                |
| <p>Objective 1</p> <p>By May 2024, as evidenced by Kentucky Summative Assessment (KSA) results, Floyd Central High School will increase the percentage of students scoring proficient/distinguished in reading and math as follows: Reading will increase from 48% to 55.5%; math will increase from 25% to 31.3%</p>                           | <p>Implement monitoring/coaching measures to support high-fidelity instruction to support mastery of reading and math standards in the way of classroom observations and standards mastery checks. (KCWP 1 and 2)</p> | Clarity for Learning training with teachers   | Consistent use of learning boards and review for implementation of standards  | Walkthroughs; Reflection and review of lessons   | Title I/Professional Development Funds |
|   |   | <p>Deeper Learning Grant participation-school coach and principal sessions, provide learning opportunity within school professional development.</p> <p>Deeper Learning book study.</p>                               | more effective lesson plans, PLCs, walkthrough data to increase levels of learning and review of lessons.   | Principal feedback on lesson plans; deeper learning strategies evident in lesson planning, discussion through PLC meetings and minutes | School Improvement Funds               |
|   | <p>Implement and monitor district lesson planning template based on Teacher "Clarity" work.</p>   | All teachers will monitor data with analysis after each benchmark assessment of MAP and CERT, formative and summative assessments, mock exams, KSA data release, District Data Day, PLC meetings and faculty meetings | Increase in the number of students who score proficient/distinguished on assessments and use feedback after analysis to adjust instructional needs and focus areas. | PLCs records/monthly faculty meetings and sign-ins, walkthroughs for principals with feedback, curriculum meetings.                    |  |
|   |   | Learning boards are congruent with standards being taught, learning intentions, success criteria, and assessment measures.  | Use of feedback on lesson plans to create more effective lessons, provide professional development, and use to address focus areas.                                 | Walkthroughs with feedback given to teachers. Reflections on lessons from teachers, and administration.                                |  |
|   | <p>Implement and monitor planning of activities that will improve reading and math proficiency.</p>   | Attend Angela Hilterbrand reading workshops, learn activities that can be used across all contents and implemented in classroom settings.   | Lesson Plans, PLC agendas and minutes, reflection on teaching practices   | Walkthroughs, PLC meeting records, analysis of formative and summative assessments, review of assessment notebooks.                    | Title I                                |
|   |   | Attend the KY Center for Mathematics Institute to network and learn activities that will increase proficiency in mathematics within our school.   | Lesson Plans<br>Increase of proficient/distinguished students   | Analysis of lesson plans and review of student work samples to check for proficiency; assessment notebook monitored                    | Title I                                |

|  |   |  |  |  |  |
|--|---|--|--|--|--|
|  | Review, analyze, apply data<br>results: Schools and districts |  |  |  |  |
|  |   |  |  |  |  |

Goal 1 (State your reading and math goal.):

By May of 2027, as evidenced by Kentucky Summative Assessment results, Floyd Central High School will increase the percentage of students scoring proficient/distinguished in reading and math as follows:  
Reading will increase from 48% to 78%; math will increase from 25% to 50%.

| Objective | Strategy  | Activities  | Measure of Success | Progress Monitoring | Funding                                 |
|-----------|---|---|--------------------|---------------------|---|
|           | must have a repeatable/uniform system for knowing the data. School leaders must ensure a uniform way of examining and interpreting all of the data that is in their schools in order to determine priorities for school success. (KCWP 4)   |   |                    |                     |   |
|           | An instructional interventionist will be staffed at Floyd Central High School.  | The instructional Interventionist will assist in identifying and grouping students for small group instruction that will address the specific learning needs of each individual student which may include interventions that focus on any of the critical elements of knowledge and skill required for the comprehension of complex texts |                    |                     | School Improvement Funds                |
|           | A part-time instructional coach will be staffed at Floyd Central High School.   | The instructional coach will assist in monitoring classroom instruction, provide coaching and feedback, and analyze assessments to identify and meet the unique learning needs of all students to assist with providing consistent and immediate feedback and coaching to teachers.   |                    |                     | School Improvement Funds                |
|           | Purchase IXL and Quizizz licenses for content literacy for the interventionist to use.<br><br>Teachers and administrators will attend the 2024 Continuous Improvement Summit.<br><br>Teacher stipends will be paid to analyze data from various assessments to advance teaching and learning. | Teachers will analyze data from state, district, and classroom assessments. After the analysis of data, teachers will adjust their procedures and practices to impact and advance student achievement.  |                    |                     | School Improvement Funds<br><br>Title I |



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

| <p>Goal 2 (State your science, social studies, and writing goal.):</p> <p>By May of 2027, as evidenced by Kentucky Summative Assessment results, Floyd Central High School will increase the percentage of students scoring proficient/distinguished in science, social studies, and writing as follows: Science will document 25% proficient/distinguished; social studies will increase from 37% to 62%; writing will increase from 44% to 65%.</p> |  |  |  |   |   |
|---|--|--|--|---|---|
| Objective   | Strategy   | Activities   | Measure of Success   | Progress Monitoring   | Funding                                       |
| <p>Objective 1</p> <p>By May of 2024, as evidenced by Kentucky Summative Assessment (KSA) results, Floyd Central High School will increase the percentage of students scoring proficient/distinguished in science, social studies, and writing as follows:</p> <p>Science will document 6.25% proficient/distinguished; social studies will increase from 37% to 43.25%; writing will increase from 44% to 49.25%</p>                                 | <p>Implement a systematic approach for monitoring the design/deployment of standards to ensure all students have access to and are taught grade-level Kentucky Academic Standards at appropriate levels of rigor. (KCWP 1)</p> | <p>Ongoing professional development of best practice and high yield instructional strategies including strategies shared by teachers such as Angela Hilterbrand strategies, and Deeper Learning strategies.</p>  | <p>Increase in teachers effectively utilizing the New Standard Check Sheets in planning instruction in Science, Social Studies and Writing</p> | <p>Monitor of 30-60-90 Plan and updated as monitored.</p> <p>School monitoring visits with feedback and implementation.</p> <p>Classroom visits</p> <p>Walkthroughs</p> <p>Lesson plan monitoring</p> | <p>Title I/Professional Development Funds</p> |
|   |  | <p>Curriculum Meetings of development /review process to align to new standards in K-12 science areas to meet mastery.</p>   | <p>Ongoing development and curriculum meetings to develop curriculum map for k-12 science</p>  | <p>Lesson plans, walkthroughs</p>   |   |
|   | <p>Implement a systematic approach for delivering classroom instruction to ensure that Tier I instruction is highly effective, culturally responsive, evidence-based practices, etc. (KCWP 2)</p>                              | <p>Leadership will use assessments to inform next steps for individual students and groups of students during weekly PLCs and monthly faculty meetings and data review meetings.</p>   | <p>Evidence through use of a new curriculum map by teachers, lesson plans, PLCs, instruction.</p>  | <p>Student work samples</p>   |   |
|   |  | <p>KAGAN Training and Strategies for teachers in 2023-2024</p>   | <p>Increase in student performance scoring proficient and distinguished on formative/summative assessments and MAP/CERT</p>                    | <p>Check lesson plans for planned KAGAN activities.</p> <p>Walkthroughs to ensure KAGAN activities are planned and executed to help students understand content and improve student achievement</p>   |   |
|   |  | <p>School leadership and teachers will meet three times per year to discuss, review, analyze benchmark testing for Social Studies and Writing and MAP for Science. They will share data and goal setting with students and families nine weeks after benchmarks, KSA, etc.</p> | <p>Discussions and planning around Kentucky Academic Standards for Social Studies during PLCs.</p>   | <p>Agendas and minutes of PLC meetings</p> <p>Sign-In at Open House</p> <p>Analysis of assessments</p>  |   |
|   |  | <p>High-Quality Instructional Resources will be purchased, implemented and monitored by teachers and leadership</p>  | <p>Professional development and sharing</p>  | <p>Use of resources purchased to enhance learning and achievement. Students will continue to develop their ILPs and Digital</p>   |   |

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

By May of 2027, as evidenced by Kentucky Summative Assessment results, Floyd Central High School will increase the percentage of students scoring proficient/distinguished in science, social studies, and writing as follows: Science will document 25% proficient/distinguished; social studies will increase from 37% to 62%; writing will increase from 44% to 65%.

| Objective   | Strategy | Activities  | Measure of Success  | Progress Monitoring  | Funding |
|-------------|----------|---|---|--|---------|
|             |          | teams. Interdepartmental sharing of ELA strategies and activities. Students of History will be purchased and implemented. | of resources and training to enhance proficiency.                             | Portfolios. The Literacy Plan will be developed and implement by faculty.  |         |
| Objective 2 |          | Implementation of newly developed K-12 Social Studies Curriculum.   | Checksheet used to implement standards and the curriculum                     | Implementation will be documented in weekly lesson plans, feedback, and through walkthrough data.  |         |
|             |          | Co-teaching and Personalized Learning Training  | Increase in student achievement on KSA and benchmark assessments.             | Monitoring during House for assessment scores. Co-teaching will be monitored during walkthroughs and lesson plans. Also, strategies used will be discussed in PLC. |         |
|             |          | Deeper learning strategies will be shared through professional development.   | Use of strategies to improve learning and achievement and master proficiency. | Strategies will be monitored in lesson plans and walkthroughs. Review and discussion will be monitored at PLCs and monthly faculty meetings.                       |         |
|             |          |   |   |  |         |
|             |          |   |   |  |         |

### 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 |
|-----------|----------|------------|--------------------|---------------------|---------|
|-----------|----------|------------|--------------------|---------------------|---------|

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|---|--|--|---|--|---|
| <p><b>Objective 1</b><br/>By May of 2024, as evidenced by Kentucky Summative Assessment (KSA) results, Floyd Central High School will increase the percentage of students within the consolidated student group, scoring proficient/distinguished from 37.8% to 42%</p> | <p>Implement a systematic approach for monitoring the design/deployment of standards to ensure all students have access to and are taught grade-level Kentucky Academic Standards at appropriate levels of rigor. (KCWP 1)</p> | <p>Instructional Team will ensure ongoing professional development in the area of best practices and high yield instructional strategies, as well as, math intervention strategies to aid in meeting individual student needs to improve student achievement and proficiency. These will include KAGAN Training, co- teaching and personalized learning training, KCM Math Training.</p> | <p>Increase the effective use of high-yield instructional strategies, best practices, and math intervention strategies to increase student performance.</p> | <p>Lesson plans, walkthroughs, monitor in 30-60-90 Day Plan</p> <p>Coaching document used to monitor high-yield instructional strategies and best practices.</p> | <p>Title I/Professional Development Funds</p> |
|   |  | <p>Instructional Team and teachers will use assessments to inform next steps for individual students and student groups during weekly PLCs, monthly faculty meetings and administration meetings.</p>  | <p>Increase in students with disabilities scoring proficient/distinguished on formative, summative, and benchmark assessments</p>                           | <p>PLCs data meeting and monthly faculty meetings agendas, and minutes</p> <p>Formative and summative assessments Walkthroughs and lesson plans</p>              |   |
|   | <p>Implement a systematic approach for delivering classroom instruction to ensure that tiered instruction is highly effective, culturally responsive, and evidence-based practices, etc. (KCWP 2)</p>                          | <p>MTSS teams will monitor student achievement and determine needs within school groups. Interventionist will use common database of curriculum-based measures for progress monitoring</p>   | <p>Increase of student performance data and Reading Plus Data for students with disabilities</p>  | <p>Data Analysis Reading Plus My Math Lab MTSS Monthly meeting agenda and minutes</p>  |   |
|   |  | <p>Grade level interventionists will review student achievement and needs for Tier 2 interventions and next steps.</p>   | <p>Student progress in academic performance.</p>  | <p>Gear-Up will utilize progress monitoring to determine academic performance.</p>   |   |
|   |  | <p>AP Training and AP Mock Practice Scoring available for professional development.</p>  | <p>AP Mock Exam Score and AP Test Score that will</p>   | <p>Students scoring a qualifying score on the AP Exam and becoming Post Secondary Ready.</p>   |   |

| Objective | Strategy | Activities | Measure of Success              | Progress Monitoring | Funding |
|-----------|----------|------------|---------------------------------|---------------------|---------|
|           |          |            | ensure postsecondary readiness. |                     |         |

Updated June 2023

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4:

### English Learner Progress

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



## 5:

## Quality of School Climate and Safety

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

By May of 2027, as evidenced by the Quality of School Climate and Safety Survey, Floyd Central High School will increase the school's quality of school climate and safety combined percentages by 25%.

| Objective   | Strategy  | Activities  | Measure of Success   | Progress Monitoring   | Funding                               |
|---|---|---|--|---|---------------------------------------|
| Objective 1<br>By May of 2024, as evidenced by the Quality of School Climate and Safety Survey, Floyd Central High School will increase the school's quality of school climate and safety from 68.6 to 74.85. | Monitor and clarify expectations for school wide PBIS in order to ensure behaviors and consequences are well-defined and consistent. (KCWP 6) | A School Resource Officer will be on site daily for safety purposes in the building.  | Survey results will show positive results                                    | 30-60-90 Day Plan   | Title I/Professional Development/Flex |
|   |   | The PBIS system will be implemented with fidelity.  | Consistency of PBIS implementation   | Student Surveys   |                                       |
|   |   | SEL Curriculum: 7 Mindsets will be implemented every Wednesday morning during House/Homeroom.                                       | Decrease in discipline incidents in IC                                       | Walkthroughs<br>IC Discipline Report  |                                       |
|   |   | The House System will be utilized to develop positive relationships between teachers and students as well as students and students. | 7 Mindsets usage report will show increased implementation of the program    | Master Schedule   |                                       |
|   |   | Student voice surveys will be review and utilized for improvement   | Survey Results   | 7 Mindsets Usage Report   |                                       |
|   |   | Impact Survey results will be utilized for learning environment and culture within our school.                                      | Survey Results   | Survey Results and Analysis   |                                       |
| Objective 2   |   | Master schedule will be reviewed to ensure adequate time for appropriate implementation of advance programs, and SEL Programs       | Input from stakeholders<br>Master Schedules that meet the needs of students. | Completion of Master Schedules  |                                       |
|   |   | MTSS Team will monitor behaviors and SEL data to analyze and review needs and effective use of curriculum (7 mindsets)              | Analysis of behavior and data.<br>Needs analysis                             | MTSS Plan with PBIS and SEL data to support healthy and positive behaviors in school. |                                       |
|   |   |   |  |   |                                       |
|   |   |   |  |   |                                       |
|   |   |   |  |   |                                       |

7:

Goal 6 (State your postsecondary goal.):

By May of 2027, as evidenced through postsecondary readiness guidelines and requirements, Floyd Central High School will increase the postsecondary rate from 70.8 to 95.

| Objective   | Strategy  | Activities  | Measure of Success   | Progress Monitoring   | Funding                 |
|---|---|---|--|---|-------------------------|
| Objective 1<br>By May of 2024, as evidenced through postsecondary readiness guidelines and requirements, Floyd Central High School will increase the postsecondary rate from 70.8 to 76.85. | Ensure monitoring measures are in place to support high fidelity in teaching to the standards in the way of peer formal and information observations, classroom observations, and standards master checks. (KCWP-1) | Teachers will use a conference log and ILP to determine pathways and help set goals with students to become postsecondary ready.                              | Students will complete ILP. Certificate recognition and ceremonies will be held to celebrate postsecondary readiness.  | Administration, teachers, and counselors will conference with students and monitor schedules to ensure courses are provided to students.<br><br>ILP and Digital Portfolio   | Title I                 |
|   |   | Students will be offered a variety of field trips to attend, colleges, universities, vocational schools to determine what field of study they want to pursue. | Informative knowledge gained for postsecondary education.  | Field trips, college visits, and representatives visiting our school to speak with students about programs and opportunities afforded at their school or institution.<br><br>CTE Certifications<br><br>MOA Partnership Agreements<br><br>Work-based learning opportunities  | Perkins                 |
|   | Various professionals and/or career fairs will be held/attended to help students determine what field of study is best for them. (KCWP-1)   | Representatives showcase their programs and students gain information for fields of study, programs offered, GPA and test scores needed, work study, etc.     | Representatives will visit our school and students will have the opportunity to visit with them to gain useful knowledge about programs that are offered through post secondary education. | Representatives visiting our school to speak about programs and opportunities.<br><br>KHEAA Representative to speak about planning to pay for post secondary opportunities through FAFSA and scholarships.<br><br>Graduation checklist, Pathway Checklist<br>Dual credit, AP Qualifying Score, Graduation Rate<br><br>Counselor will offer scholarship opportunities through Google, group messaging, announcements, emails, etc. | Gear Up<br>General Fund |

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Goal 6 (State your postsecondary goal.):

By May of 2027, as evidenced through postsecondary readiness guidelines and requirements, Floyd Central High School will increase the postsecondary rate from 70.8 to 95.

| Objective   | Strategy | Activities  | Measure of Success   | Progress Monitoring                                      | Funding     |
|-------------|----------|---|--|--|-------------|
|             |          | During House System teachers will monitor student completion of Individual Learning Plan and Digital Portfolio on each student.             | Completion of ILP and Digital Portfolio that promote student success, accomplishment and can be used for post secondary purposes to promote oneself through employment, college application, programs acceptance, etc. | Completion of ILP and Digital Portfolio and Presentation |             |
|             |          | FRYSC will help set up and have students to attend a career fair/reality store to help students determine what career is suitable for them. | Students engage in meaningful activities and learn about careers that will help them choose a career path of interest.   | Field Trip Request and Bus Request                       | FRYSC Funds |
| Objective 2 |          |   |  |  |             |

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## 7: Graduation Rate (High School Only)

Goal 7 (State your graduation goal.):

By May of 2027, Floyd Central High School will have a graduation rate of 95%.

| Objective  | Strategy   | Activities  | Measure of Success  | Progress Monitoring  | Funding                            |
|--|--|---|---|--|------------------------------------|
| Objective 1<br>By May of 2024, Floyd Central High School will have a graduation rate of 95% as measured by state reporting requirements. | Ensure monitoring measures are in place to support high fidelity in teaching to the standards in the way of peer formal and informal observations, classroom observations, and standards mastery checks (KCWP-1) | Ensure schedules match students' planned program/pathway after data analysis from ILP completion is reviewed  | An increase in the number of students who complete credits at RLC                             | Implementation of/monitoring of 30-60-90 Day Plan  | Title I<br>Gear Up<br>General Fund |
|  |  | Use the Persistence to Graduation Tool/Early Warning Tool to assist in identifying students at risk for remediation, failure, and/or untimely graduation.<br>Use of Success Coach and analysis to determine needs of students.  | Increase in counselor/teacher check-ins with students to ensure they are on track to graduate | Counselors will check ILP progress monthly   |                                    |
|  |  | Our school will assure that attendance and behavioral issues are addressed and do not impose an interference with the education process of students' success. Students not on target to graduate the school will explore other options to ensure graduation of students in a timely manner including Virtual, Alternative Placement, Credit Recovery through APEX, Evening School and Summer School | Decrease in behavior incidents that may impact graduation                                     | School schedules<br><br>Student ILP and Digital Portfolio  |                                    |
|  |  |   |   | Analysis of persistence to graduation tool   |                                    |
|  |  |   |   | Alternative Programs including: ATC, Virtual Academy, Early College Academy, Floyd County School of Innovation |                                    |
|  |  |   |   | Attendance data analysis   |                                    |
| Objective 2  |  |   |   |  |                                    |
|  |  |   |   |  |                                    |
|  |  |   |   |  |                                    |
|  |  |   |   |  |                                    |



Updated June 2023

Goal 7 (State your graduation goal.):  
By May of 2027, Floyd Central High School will have a graduation rate of 95%.

| Objective | Strategy | Activities | Measure of Success | Progress Monitoring | Funding |
|-----------|----------|------------|--------------------|---------------------|---------|
|           |          |            |                    |                     |         |
|           |          |            |                    |                     |         |

**8: Other (Optional)**

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

**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> <p>Our school leadership team will embrace the district supports offered in order to develop the skills and disposition to achieve accelerated, meaningful, and sustainable increases in student achievement for our students with disabilities group. A board assigned instructional supervisor will assist with CSIP implementation within our school. The supervisor, along with our leadership team, will conduct instructional walkthroughs to provide teacher coaching, participate in Administrative PLC meetings, assist with data PLC meetings, etc. School supervisors will meet individually with our leadership team once per month to review the district monitoring tool located on the District Instructional Hub. The assigned instructional supervisor will provide assistance, offer guidance and support, and feedback. In addition to the district support, our school leadership team will conduct site visits to observe effective co-teaching and personalized learning models. Members of our school leadership team will attend additional training offered by the Kentucky Department of Education that will promote student achievement for the disability group.</p> |
| 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. <b>Response:</b></p> <p>Once presented with the allocation, the school leadership team will collect data from all stakeholders to determine appropriate needs, prioritizing the list of resources that will be most effective and enhance the performance of those students with disabilities. Currently, we have one vacancy in the MSD classroom. All other positions are filled with highly qualified personnel.</p>   |
| 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. <b>Response:</b></p> <p>Our goal is to provide all students equitable access to grade-level curriculum and opportunities for meaningful engagement, while being presented with specialized instruction. Even though that may be implemented, we have discovered that, due to a lack of understanding and clarity, our co teaching model is not as effective as it should be. Additionally, we have discovered surface learning is present for the majority of the time.</p> <p>Because of this, our students with disabilities perform at a lower level.</p>  |

## 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:**

**Personalized Learning:**

Bill & Melinda Gates Foundation. (2014). Early progress; Interim research on personalized learning. Study: 81631. Retrieved December 14, 2022 from <https://ies.ed.gov/ncee/wwc/Study/81631>

Floyd Central High School will be implementing a personalized approach to learning across all subject areas and will implement its practices for all students. Primary focus will be geared toward students with disabilities. The study cited above was reviewed by various stakeholders at Floyd Central High School who ultimately agree that the practices, strategies, and interventions embedded with a personalized approach to learning are believed to positively impact the academic performance of all students and increase the number of students performing at the level of proficiency. The study reviewed was a quasi-experimental design that first included twenty-three schools, five thousand students, mostly economically disadvantaged, and over the span of two years. The study was then extended and targeted two hundred forty six thousand six hundred seventeen (246, 617) students in grades K-12. The studies revealed significant increases to achievement in the areas of reading and mathematics population, but less significance among the 6-12 populations. Floyd Central High School will implement the study by focusing on data driven results to modify instructional practices, differentiate instruction, and engage students in self reflection. The main focus of this student will be to provide students with an individualized path to learning.

**Co-Teaching**

Hang, Q. and Rabren, K. (2011). An Examination of Co-Teaching: Perspectives and Efficacy Indicators. Hammill Institute on Disabilities, Volume 30, Issue 5.

Student achievement of high school students with disabilities will be targeted in the activities of the CSIP. The evidence-based practice the school will implement that specifically targets students with disabilities is co-teaching in the general education setting. Co-teaching is a high-leverage practice in special education that allows professionals to collaborate to increase student success. In the study, "An Examination of Co-Teaching: Perspectives and Efficacy Indicators" (Hang and Rabren, 2011), the purpose was to identify teachers' and students' perspectives of co-teaching and the efficacy of this teaching approach. Forty-five co-teachers and 58 students with disabilities, of whom were new to co-taught classrooms during the 2004 through 2005 school year, participated in this study. Data were collected from surveys, observations, and records review. Significant differences in student academic and behavioral performances were found in comparisons between the year before co-teaching and the year of co-teaching. Students with disabilities and their teachers also reported positive perspectives about co-teaching. Based on these preliminary results, co-teaching appears to be an effective instructional delivery option for meeting the needs of students with disabilities in general education classrooms.

**Improving Adolescent Literacy**

Kamil, M.L., Borman, G.D., Dole, J., Kral, C. C., Salinger, T., and Torgesen, J. (2008). *Improving adolescent literacy: Effective classroom and intervention practices: A Practice Guide* (NCEE#2008-4027). Washington, DC; National Center for Education Evaluation and Regional Assistance. Institute of Education Sciences, U.S. Department of Education. Retrieved from <http://ies.ed.gov/ncee/wwc>.

Based on Floyd Central's performance level within our consolidated student group, it became necessary to focus on literacy. Therefore, we will be implementing recommendations contained in the evidence-based practice guide, *Improving Adolescent Literacy: Effective Classroom and Intervention Practices*. One recommendation that will be implemented is to increase student motivation and engagement in literacy learning. According to the practice guide, "To foster improvement in adolescent literacy, teachers should use strategies to enhance students' motivation to read and engagement in the learning process. Teachers should help students build confidence in their ability to comprehend and learn from content-area texts. They should provide a supportive environment that views mistakes as growth opportunities, encourages self-determination, and provides informational feedback about the usefulness of reading strategies and how the strategies can be modified to fit various texts. Teachers should also make literacy experiences more relevant to students' interests, everyday life, or important current events." This recommendation will be carried out by utilizing the strategies



listed below:

1. Establish meaningful and engaging content learning goals around the essential ideas of a discipline as well as the specific learning processes students use to access those ideas.
  2. Provide a positive learning environment that promotes students' autonomy in learning.
  3. Make literacy experiences more relevant to students' interests, everyday life, or important current events.
  4. Build in certain instructional conditions, such as student goal setting, self-directed learning, and collaborative learning, to increase reading engagement and conceptual learning for students.
- Another recommendation that will be implemented is to make available intensive and individualized interventions for struggling readers that can be provided by trained specialists. The practice guide states, "Some adolescents need more support to increase literacy skills than regular classroom teachers can provide. Students who are unable to meet grade-level standards in literacy often require supplemental, intensive, and individualized reading intervention to improve their skills. Such interventions are most often provided by reading specialists or teachers who have undergone thorough training to help them understand the program or approach they will use and to deepen their understanding of adolescent struggling readers. The purpose of intensive interventions is to accelerate literacy development so that students are able to make substantial progress toward accomplishing reading tasks appropriate for their current grade level." Interventions may focus on any of the critical elements of knowledge and skill required for the comprehension of complex texts. These elements include: fundamental skills such as phonemic awareness, phonemic decoding, and other work analysis skills that support word reading accuracy; text reading fluency; strategies for building vocabulary; strategies for understanding and using the specific textual features that distinguish different genres; and self-regulated use of reading strategies. By implementing the recommendations found in the practice guide, the end result will be to improve literacy levels among adolescents in our school, with a particular focus on students within our consolidated group.

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                     |
|-------------------------------|---|-------------------------------------|
| Personalized Learning         | Bill & Melinda Gates Foundation. (2014). Early progress: Interim research on personalized learning. Study: 81631. Retrieved December 14, 2022, from <a href="https://ies.ed.gov/ncee/wwc/Study/81631">https://ies.ed.gov/ncee/wwc/Study/81631</a>   | <input checked="" type="checkbox"/> |
| Co-Teaching                   | Hang, Q. and Rabren, K. (2011). An Examination of Co-Teaching: Perspectives and Efficacy Indicators. Hammill Institute on Disabilities, Volume 30, Issue 5.   | <input checked="" type="checkbox"/> |
| Improving Adolescent Literacy | Kamil, M. L., Borman, G. D., Dole, J., Kral, C. C., Salinger, T., and Torgensen, J. (2008). <i>Improving adolescent literacy: Effective classroom and intervention practices: A Practice Guide</i> (NCEE #2008-4027). 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">http://ies.ed.gov/ncee/wwc</a> . | <input checked="" type="checkbox"/> |
|                               |   | <input type="checkbox"/>            |
|                               |   | <input type="checkbox"/>            |

### Special Considerations for Comprehensive Support and Improvement (CSI) Schools

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

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

Turnaround Team:

**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:**

CSI 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 Continuous Improvement Platform (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          |
|-------------------------|-------------------|--------------------------|
|                         |                   |                          |
|                         |                   | <input type="checkbox"/> |
|                         |                   | <input type="checkbox"/> |
|                         |                   | <input type="checkbox"/> |
|                         |                   | <input type="checkbox"/> |

# **JD Adams Middle 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.**

### 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.

Current data within the school is showing several areas of concerns as evidenced through KSA data:

Math is currently a high priority and concern at Adams Middle School as 75% of middle school students are scoring below proficiency.

Science is currently a high priority and concern at Adams Middle School as 81% of middle school students are scoring below proficiency.

Reading is currently a high priority and concern at Adams Middle School as 65% of middle school students are scoring below proficiency.

Social Studies is currently a high priority and concern at Adams Middle School as 70% of middle school students are scoring below proficiency.

Disability Gap - Currently, Adams Middle School is classified as TSI for Disability.

This data demonstrates focus areas for Adams Middle School. Adams is taking intentional steps to utilize data to put in place effective systems to bring productive change to the school.

### 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.

The following Processes, Practices and Conditions will be thoroughly addressed in the Improvement Plan for Adams Middle School. Adams Middle School is taking multiple measures to ensure they have involved necessary stakeholders at the school level in frequent data analysis opportunities including: 3 MAP Benchmark Assessments per year, yearly KSA data and weekly formative & summative assessments. Adams Middle School devotes one day per school year to take a deep dive into student data so teachers may gain a clear understanding of their student learning needs, and therefore, plan for rigorous, effective classroom daily instruction that meets student individual learning needs. Adams Middle School holds monthly MTSS, Grade Level SIT and weekly Leadership Meetings to ensure that all areas of the complete student are taken into careful consideration.

After careful analysis, Adams Middle School selected KCWP 4: Review, Analyze, Apply Data Results, KCWP 5: Design, Align, and Deliver Support Processes and KCWP 1: Design and Deploy Standards as priority needs for the school. Adams Middle School is experiencing large teacher turnover this year and are in need of deeper dives into district purchased resources to



implement the resources for deeper student learning. Adams Middle School is focusing on the Application of data results to drive student differentiation/individualization. Adams Middle School is focusing on the MTSS resources as the teachers determine appropriate instructional practices and resources for students in Tier Status. Adams Middle School has an intentional focus on teacher lesson planning, content curriculum, HQIR resources for all classrooms in all content areas, professional learning opportunities for teachers, Multi-Tiered System of Support, and a support system for teachers from 1-5 years teaching experience. The school Improvement Plan will include trauma informed goals, strategies and activities that will address teacher deeper understanding of the KAS, Teacher Clarity work, High Yield Instructional strategies, evidenced based resources and teacher professional learning opportunities to advance student learning within the district.

Adams Middle School will use TSI SIF funding to provide 2 interventionists to implement Read 180/Math 180 programs that incorporates blended learning that will assist in small group, individualized learning and whole group. The interventionists will provide professional development for the staff, provide data weekly to the leadership team and assist teachers in instructional strategies and MTSS interventions.

| Indicator   | Status | Change                  |
|---|--------|-------------------------|
| State Assessment Results in reading and mathematics             | Orange | Maintained              |
| State Assessment Results in science, social studies and writing | Green  | Increased Significantly |
| English Learner Progress  | n/a    | n/a                     |
| Quality of School Climate and Safety                            | Green  | Maintained              |
| Postsecondary Readiness (high schools and districts only)       | n/a    | n/a                     |
| Graduation Rate (high schools and districts only)               | n/a    | n/a                     |

### Indicator Scores

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

## 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 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</i> , <i>Shipley</i> , <i>Baldrige</i> , etc.). | 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 (State your reading and math goal.):<br>By May 2026, James D. Adams Middle School will increase the percentage of students scoring proficient and distinguished in Reading and Mathematics from a combined average of 30% to 51.0%. |  |   |   |   |  |
|--|--|---|---|---|--|
| Objective  | Strategy   | Activities  | Measure of Success  | Progress Monitoring   | Funding  |
| By May 2024, James D. Adams Middle School will increase the percentage of students scoring proficient and distinguished in Reading and Mathematics to 36%.   | <p>Teachers will apply data from KSA, MAP benchmarks, and formative/summative assessments to provide opportunities for students to succeed. (KCWP 4)</p> <p>Teachers will provide students the differentiated and individualized instruction that they need to bridge the gaps and assist in making each student successful. (KCWP 5)</p> <p>Teachers will design their lessons from the KAS and build a classroom atmosphere to enhance learning. (KCWP 1)</p> <p>2 Interventionists will provide additional instruction to students, provide staff professional development and implement Read180/Math 180 as a HQIR to incorporate blended learning. (KCWP 4)</p> | <p>Teachers will apply data results to design their learning boards, assessments and classroom instruction.</p> <p>Teachers will use grade level and content level PLCs to discuss data in order to design instruction, develop additional resources and design assessments</p> <p>With teacher input, the master schedule was changed to include time for MTSS Tier Instruction. The schedule became effective on October 10, 2023.</p> <p>Teachers will utilize Progress Learning, IXL, and MAP Accelerator to monitor student progress throughout their Tier classification.</p> <p>Teachers will utilize the Kentucky Academic Standards, Highly Qualified Instructional Resources, County Curriculum and Pacing Guides to design daily classroom instruction.</p> <p>New teachers are meeting in the New Teacher Cohort and are provided District Support focused on Lesson Planning, Standard Deconstructing, Classroom Management and several other topics.</p> <p>New Teachers will attend a training on Kagan Strategies to transition their classroom to a positive environment that enhances learning.</p> | <p>Increase in effectiveness of instruction, including more consistent use of learning boards and implementation of Deeper Learning strategies</p> <p>Teacher planning is meeting the rigor of the standard required in student-assigned tasks to focus on appropriate grade-level learning activities</p> <p>More effective lesson plans, walkthroughs data demonstrates increased levels of learning</p> <p>Use feedback from the Instructional HUB and school visits to guide the school and district instructional team to inform/develop needed professional development, and individual teacher/school focus areas. Increase in the number of lesson plans that demonstrate aligned instructional strategies and assessments that evidence 80% of students demonstrated understanding of the standard.</p> <p>Walkthrough data evidencing that 80% or better of teachers are planning and teaching to the congruency of the standard.</p> | <p>30-60-90 Day Plan will be monitored and updated (Monthly)</p> <p>Classroom Walkthroughs by Administration and Coaching Sessions (Weekly)</p> <p>Lesson Plan Monitoring by District Lesson Plan Template and Lesson Plan Checklist (Weekly)</p> <p>Feedback on Lesson Plans, walkthrough data, and teacher reflections</p> <p>Interventionists will provide monitoring from Read 180/Math 180 programs and during the MTSS periods.</p> <p>PLC and staff meetings will be used to review and analyze data from KSA, Benchmark assessments, classroom assessments, etc. Classroom walkthroughs and teacher feedback will be used to determine if the data is being applied to improve instruction.</p> | <p>Progress Learning \$7200 (Title I)</p> <p>IXL \$3500 (Title I)</p> <p>MAP District Funding</p> <p>Kagan Training \$1533 (Title I)</p> <p>TSI SIF Funding \$138977</p> |

Updated June 2023

| <b>Goal 1 (State your reading and math goal.):</b><br><b>By May 2026, James D. Adams Middle School will increase the percentage of students scoring proficient and distinguished in Reading and Mathematics from a combined average of 30% to 51.0%.</b> |          |            |   |                     |         |
|--|----------|------------|---|---------------------|---------|
| Objective  | Strategy | Activities | Measure of Success  | Progress Monitoring | Funding |
|  |          |            | Student work samples, formative and summative assessments, & MAP Benchmark Assessments in reading and math<br><br>Agenda Submission to the Principal HUB<br><br>Observation Data from eWok document<br>-Student published pieces<br><br>Completion of the District Literacy Plan<br><br>Increase in students scoring proficient/distinguished on formative, summative, and District Benchmark assessments |                     |         |

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

| Goal 2 (State your science, social studies, and writing goal.):<br>By May 2026, James D. Adams Middle School will increase the Separate Academic Index (science, social studies and combined writing) percentage on the Kentucky Summative Assessment from a combined average of 32% to 55%. |   |  |   |  |   |
|--|---|--|---|--|---|
| Objective  | Strategy  | Activities   | Measure of Success  | Progress Monitoring  | Funding   |
| By May 2024, James D. Adams Middle School will increase the Separate Academic Index (science, social studies and combined writing) percentage on the Kentucky Summative Assessment from a combined average of 31% to 41%.  | <p>Teachers will apply data from KSA, MAP benchmarks, and formative/summative assessments to provide opportunities for students to succeed. (KCWP 4)</p> <p>Teachers will provide students the differentiated and individualized instruction that they need to bridge the gaps and assist in making each student successful. (KCWP 5)</p> <p>Design their lessons from the KAS and build a classroom atmosphere to enhance learning. (KCWP 1)</p> | <p>Teachers will apply data results to design their learning boards, assessments and classroom instruction.</p> <p>Teachers will use grade level and content level PLCs to discuss data in order to design instruction, develop additional resources and design assessments.</p> <p>With teacher input, the master schedule was changed to include time for MTSS Tier Instruction. The schedule became effective on October 10, 2023.</p> <p>Teachers will utilize Progress Learning, IXL, and MAP Accelerator to monitor student progress throughout their Tier classification.</p> <p>Teachers will utilize the Kentucky Academic Standards, Highly Qualified Instructional Resources, County Curriculum and Pacing Guides to design daily classroom instruction.</p> <p>New teachers are meeting in the New Teacher Cohort and are provided District Support focused on Lesson Planning, Standard Deconstructing, Classroom Management and several other topics.</p> <p>New Teachers will attend a training on Kagan Strategies to transition their classroom to a positive environment that enhances learning.</p> | <p>Increase in teachers effectively utilizing the New Standard Check Sheets in planning instruction in Science, Social Studies, and Writing.</p> <p>Increased evidence of use of new Curriculum Map by teachers: lesson plans, instruction, PLC's., etc</p> <p>Increase in students scoring proficient/distinguished on formative, summative, and District Benchmark assessments</p> <p>Deeper discussions around KAS for Social Studies during PLC meetings for Social Studies teachers K-12, as evidenced in agendas and/or minutes</p> <p>Increased usage of district-provided data protocols</p> <p>Refined Writing Plan</p> <p>Increased completion of Digital Portfolio</p> | <p>30-60-90 Day Plan will be monitored and updated (Monthly)</p> <p>Utilize district coaching documents to monitor implementation of high yield instructional strategies.</p> <p>PLC data meetings (protocols/agendas/minutes)</p> <p>Digital Portfolio</p> <p>Student Work Samples</p> <p>Formative and Summative Classroom Assessments</p> <p>District Benchmark Assessments</p> | <p>Progress Learning \$7200 (Title I)</p> <p>IXL \$3500 (Title I)</p> <p>MAP District Funding</p> |



### 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   |
|---|--|---|---|---|---|
| By May 2024, James D. Adams Middle School will decrease the percentage of students scoring Novice in Reading and Math on the Kentucky Summative Assessment from a combined average of 40.7% to 25%. | <p>Teachers will apply data from KSA, MAP benchmarks, and formative/summative assessments to provide opportunities for students to succeed. (KCWP 4)</p> <p>Provide students the differentiated and individualized instruction that they need to bridge the gaps and assist in making each student successful. (KCWP 5)</p> <p>Design their lessons from the KAS and build a classroom atmosphere to enhance learning. (KCWP 1)</p> <p>2 Interventionists will provide additional instruction to students, provide staff professional development and implement Read180/Math 180 as a HQIR to incorporate blended learning. (KCWP 4)</p> | <p>Teachers will analyze data in order to complete and monitor district Student Learning Plans and Novice Reduction Plans.</p> <p>Teachers will analyze data to ensure that all students are in the right group and getting the assistance needed to help them succeed.</p> <p>AMS Staff provide ample opportunities for students to show ownership and success. Activities may include but will not be limited to: Student Council, pep rallies, staff participation in theme week activities, WEB program, student choice activities, mentor/mentee program, student check in program.</p> <p>Teachers will follow the district/school Multi-Tiered Support System and ESS Plan.</p> <p>Co-teachers will use groups or collaborative teaching for all students, with or without disabilities, in the regular content area classes of ELA and math..</p> <p>Co-teachers will use common planning to design instruction and assessments that provide opportunities for all students to be successful, with or without disabilities.</p> | <p>Increase in the effective use of high-yield instructional strategies</p> <p>Increase in students with disabilities scoring proficient/distinguished on formative, summative, and District Benchmark assessments</p> <p>Increase of student performance data LEXIA, Reading Plus, Progress Learning and IXL Data for students with disabilities</p> <p>Increase reading and math assessment data on MAP benchmark, formative/summative assessments, and KSA</p> | <p>30-60-90 Day Plan will be monitored and updated (Monthly)</p> <p>District coaching documents will be used to monitor high-yield instructional strategies.<br/>Monthly District MTSS meeting</p> <p>PLC data meetings (protocols/agendas/minutes)</p> <p>formative and summative classroom assessments</p> <p>District Benchmark Assessments</p> <p>Lexia and Reading Plus data</p> <p>Lesson plans, walkthroughs, administrator feedback from HUB</p> <p>Grade-level SIT minutes to monitor student progress documented on Student Intervention Plans</p> <p>Monthly Intervention Tracking Tool</p> <p>Read 180/Math 180 Progress Reports and Intervention Reports</p> | <p>General Supplies<br/>\$1,500</p> <p>\$1000<br/>Title I</p> <p>TSI SIF Funding<br/>\$138977</p> |

## 4: English Learner Progress

| Goal 4 (State your English Learner goal.):<br>By May 2027, all EL students at Adams Middle School not reaching English Language Proficiency will progress by at least 2.0 levels as measured by ACCESS testing. |   |  |   |   |               |
|---|---|--|---|---|---------------|
| Objective   | Strategy  | Activities   | Measure of Success  | Progress Monitoring   | Funding       |
| By May of 2024, all EL students at Adams Middle School not reaching English Language Proficiency will progress by at least 0.5 levels as measured by ACCESS testing.  | <p>Implement a systematic approach for monitoring the design/deployment of standards to ensure all students have access to and are taught grade-level Kentucky Academic Standards at appropriate levels of rigor (KCWP-1)</p> <p>Implement a systematic approach for delivering classroom instruction to ensure that Tier I instruction is highly effective, culturally responsive, evidence-based practices, etc. (KCWP-2)</p> | <p>District Instructional Leaders in conjunction with school principals and teacher leaders will use a collection of assessment artifacts to inform next steps for individual students and groups of students.</p> <p>The LUA team will create a programs service plan for any student scoring below 4.5 on the WIDA screener to ensure equitable access to highly effective, culturally responsive, evidence-based practices etc.</p> | <p>Increase in the effective use of high-yield instructional strategies.</p> <p>An improvement on WIDA ACCESS for grades 6-8.</p> <p>Increase in students scoring P/D on formative, summative and district benchmark assessments.</p> | <p>School Instructional Leadership Team will ensure the 30-60-90 Day Plan will be monitored and updated monthly.</p> <p>Implementation and monitoring of the school's LAU Plan.</p> <p>Coaching documents to monitor high-yield instructional strategies.</p> <p>Designated staff will formally monitor student's academic performance on a regular basis to determine if deficits are noted.</p> | ESSER Funding |

## 5: Quality of School Climate and Safety

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

By spring of 2026, Adams Middle School will increase the percentage of students who “agree or strongly agree” in middle school for both areas from 68.6% to 100%, as measured by the School Climate and Safety Survey.

| Objective  | Strategy   | Activities  | Measure of Success  | Progress Monitoring   | Funding  |
|--|--|---|---|---|--|
| By spring of 2024, Adams Middle School will increase the percentage of students who “agree or strongly agree” in middle school from 68.6% to 76%, as measured by the School Climate and Safety Survey. | Monitor and clarify expectations for district wide PBIS in order to ensure behaviors and consequences at Adams Middle School are well-defined and consistent. (KCWP-6) | <p>School leadership will periodically examine results of survey from to ensure surveys are completed</p> <p>School leadership will monitor and refine a systemic approach to ensure the deployment and use of School Resource Officers have clarity around purpose and goals.</p> <p>Every nine weeks, school leadership will review and monitor master schedules to ensure adequate time for the appropriate implementation of all PBIS and SEL programs</p> <p>School level MTSS teams will monitor behavior and SEL data to determine needs and hotspots within the school and student populations, and evaluate the effective use of 7 Mindsets. (monthly)</p> | <p>School survey results will show positive results</p> <p>PBIS School Monitoring will show consistency of implementation</p> <p>Decrease in discipline incidents per IC</p> <p>7 Mindsets usage report will show increased implementation of the program</p> | <p>School Instructional Team will ensure 30-60-90 Day - Plan will be monitored and updated monthly</p> <p>Student Surveys</p> <p>School visits/Walkthroughs</p> <p>IC Discipline Report</p> <p>Agendas</p> <p>Master Schedules</p> <p>7 Mindsets usage report</p> | <p>SRO Officers in each school- General fund</p> <p>Professional Development Funding</p> |

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.):  
 By May 2024, James D. Adams Middle School will have an Average Daily Attendance of 94.0 percent.

| Objective  | Strategy  | Activities  | Measure of Success                  | Progress Monitoring  | Funding  |
|--|---|---|-------------------------------------|--|--|
| By May 2024, James D. Adams Middle School will have an Average Daily Attendance of 94.0 percent. | Administrators, central office DPP, teachers and the attendance committee will review, analyze, and apply attendance data to create a list of truant students. These students will be addressed by the school attendance plan. (KCWP 4) | <p>Weekly Attendance PLC meetings.</p> <p>Identification of students with Chronic Absenteeism.</p> <p>Use of Related Arts classes to welcome 7 Mindsets &amp; MySpace to help address student attendance.</p> <p>Students will be placed in Truancy Court (Court Designated Worker, Director of Pupil Personnel, AMS Administrator, Attendance Clerk and Youth Services Center Director) to monitor attendance, academics, and behavior.</p> <p>Incentives for students with perfect attendance (no absences, no tardies) in each nine weeks.</p> | Weekly, Monthly, and Yearly IC Data | <p>Weekly through May 2024</p> <p>Daily through May 2024</p> <p>Quarterly 2024</p> | <p>\$2,000</p> <p>General Fund &amp; Community Donations</p> |

### 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:

**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:** At the present time, the Adams Middle School (6-8 Students with Disabilities). The school has a comprehensive plan in place to support and monitor these schools as they implement school improvement plans.

The school plan includes the following supports: Board assigned instructional supervisor to assist with CSIP implementation within the school. The supervisor will complete instructional walkthroughs to provide teacher coaching, participate in Administrative PLC meetings, assist with data PLC meetings etc. School supervisors will meet individually with each school once per month to review the district monitoring tool located on the District Instructional Hub. Teacher/coach to model high-yield instructional strategies, assistance with MTSS planning and progress monitoring, district administrator will assist school administrators in developing systems.

The school recently trained all teachers on "Clarity for Learning" to increase teacher clarity in the classroom. The district **Lesson Plan template, coaching document** have been deeply rooted within the clarity work. Teachers at Adams Middle are being trained on the implementation of these district systems to ensure they are improving in teacher clarity within the classroom for more effective teacher instruction. New teachers at TSI schools attend monthly New Teacher Cohort Sessions offered by the District Instructional Team. These sessions focus on effective lesson planning, classroom management strategies, MTSS instructional strategies, assessment etc.

### 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:** Currently all classrooms 6-8 have Highly Qualified Instructional Resources for ELA and Math. The district has developed a common curriculum for ELA and Math around HQIR resources and high yield instructional strategies for all classrooms grades 6-8. Any current inequities will be addressed through school monitoring visits once per month from the District Instructional team.

### 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:** Each school was monitored through an ELEOT observation tool the previous school year. This information was collected and shared with the school administrative team. The data was utilized to determine student learning needs and to locate barriers for student learning. All TSI schools are currently completing the IMPACT survey that will provide information that

directly links to student learning within the school. That information will be analyzed to determine barriers to learning along with weekly lesson plan analysis and weekly classroom coaching visits from the school administration team.

### **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:**

#### **EPB 3 - Co-Teaching:**

Hang, Q. and Rabren, K. (2011). An Examination of Co-Teaching: Perspectives and Efficacy Indicators. Hammill Institute on Disabilities, Volume 30, Issue 5.

Student achievement of middle school students with disabilities will be targeted in the activities of the CSIP. The evidence-based practice the school will implement that specifically targets students with disabilities is co-teaching in the general education setting. Co-teaching is a high-leverage practice in special education that allows professionals to collaborate to increase student success. In the study, "An Examination of Co-Teaching: Perspectives and Efficacy Indicators" (Hang and Rabren, 2011), the purpose was to identify teachers' and students' perspectives of co-teaching and the efficacy of this teaching approach. Forty-five co-teachers and 58 students with disabilities, of whom were new to co-taught classrooms during the 2004 through 2005 school year, participated in this study. Data were collected from surveys, observations, and records review. Significant differences in student academic and behavioral performances were found in comparisons between the year before co-teaching and the year of co-teaching. Students with disabilities and their teachers also reported positive perspectives about co-teaching. Based on these preliminary results, co-teaching appears to be an effective instructional delivery option for meeting the needs of students with disabilities in general education classrooms.

Adams Middle School will implement co-teaching strategies for students with disabilities to improve student achievement scores. The faculty will participate in co-teaching professional learning that encompasses all of the approaches, with a primary focus on team teaching, parallel teaching, and station teaching. The faculty will learn how to implement each type of co-teaching approach and when it is appropriate to implement that approach. Resource teachers will have common planning time with general education teachers to allow for the co-planning necessary to deliver the instruction effectively. This will allow students with disabilities the individualized instruction necessary to be successful in the general education setting while receiving core instruction. This evidenced-based strategy will be monitored through lesson plans, walkthrough visits, data PLCs, and daily schedules. School leadership will provide constructive feedback to both teachers to ensure student success is achieved.

Based on the review of this study and the feedback obtained at the school level, we have identified this strategy as Level 1 with strong evidence.



**EPB 2 - Personalized Learning:**

Bill & Melinda Gates Foundation. (2014). *Early progress: Interim research on personalized learning. Study: 81631*. Retrieved December 14, 2022, from <https://ies.ed.gov/ncee/wwc/Study/81631>

Adams Middle School will be implementing a personalized approach to learning across all subject areas and will implement its practices for all students. Primary focus will be geared toward students among the students with disabilities GAP group. The study cited above was reviewed by various stakeholders at Prestonsburg Elementary who ultimately agree that the practices, strategies, and interventions embedded with a personalized approach to learning is believed to positively impact the academic performance of all students and increase the number of students performing at the level of proficiency. This intervention/practice will be implemented as an effective approach to increase student learning across multiple disciplines, increase student engagement, move students toward mastery of skill/content; and perform at the level of proficiency. Although this approach will be implemented to all students, it is believed that students among the identified gap groups in particular will benefit most and perform at higher levels when compared to peers of the same age. The study reviewed was a quasi-experimental design that first included twenty three schools, five thousand students, mostly economically disadvantaged, and over the span of two years. The study was then extended and targeted two hundred forty six thousand six hundred seventeen (246,617) students in grades K-12. The studies revealed significant increases to achievement in the areas of reading and mathematics among the K-5 population, but less significance among the 6-12 student population. Prestonsburg Elementary will implement the study by focusing on data driven results to modify instructional practices, identify student gaps in learning, appeal to various learning styles, imbed targeted instruction groups, provide effective interventions to struggling students, design activities that appeal to student interests, differentiate instruction, and engage students in self reflection; holding them accountable for monitoring their individual progression toward mastery of skill/goal attainment. The main focus of this study will be to provide students with an individualized path to learning. It is our belief that when students have a voice in the design of their instructional path, students will perform at higher levels, therefore, increasing the number of students performing at the level of proficiency.

Based on the review of this study and the feedback obtained at the school level, we at Prestonsburg Elementary along with the WWC have identified this strategy as Level 2 with moderate evidence.

**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          |
|-----------------------------------|---|--------------------------|
| Read 180                          | <a href="#">WWC   READ 180®</a>   | <input type="checkbox"/> |
| RTI for Elementary/Middle Schools | <a href="#">WWC   Assisting Students Struggling with Mathematics: Response to Intervention (RtI) for Elementary and Middle Schools</a>                      | <input type="checkbox"/> |
| Co-Teaching                       | Hang, Q. and Rabren, K. (2011). An Examination of Co-Teaching: Perspectives and Efficacy Indicators. Hammill Institute on Disabilities, Volume 30, Issue 5. | X                        |
| Personalized Learning             | <a href="#">Early progress: Interim research on personalized learning.</a>  | X                        |
|                                   |   | <input type="checkbox"/> |

### Special Considerations for Comprehensive Support and Improvement (CSI) Schools

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

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

| Turnaround Team:   |
|--|
| <p><b>Consider:</b> Provide a comprehensive list of persons and entities involved in the turnaround efforts and the specific roles each shall play in the school's turnaround process</p> <p><b>Response:</b></p>  |
| 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> |

CSI 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 Continuous Improvement Platform (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                     |
|---|--|-------------------------------------|
| Train staff to implement inductive teaching strategies. | Hattie, J. (2009). Visible Learning: a synthesis of over 800 meta-analyses relating to achievement. Routledge: New York, NY. | <input checked="" type="checkbox"/> |
|   |  | <input type="checkbox"/>            |
|   |  | <input type="checkbox"/>            |
|   |  | <input type="checkbox"/>            |
|   |  | <input type="checkbox"/>            |

# **Prestonsburg Elementary School**



# Prestonsburg Elementary School CSIP 2024-2025

## 1: State Assessment Results in Reading and Mathematics

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

Goal 1: Increase the percent of students scoring at the level of proficiency in mathematics (15 to 50.9) and reading (27 to 67.2) by 2026-2027; as measured by Kentucky Summative Assessment.

Goal 2: Increase the percent of students scoring at the level of proficiency in science (15 to 46), social studies (18 to 55.1), and writing (0 to 51.1) by 2026-2027; as measured by Kentucky Summative Assessment.

| Objective   | Strategy  | Activities  | Measure of Success   | Progress Monitoring  | Funding                              |
|---|---|---|--|--|--------------------------------------|
| <p>Objective 1:</p> <p>Increase the percent of students scoring at the level of proficiency in mathematics (17 to 25.5) and reading (30 to 39.3) by 2023-2024; as measured by Kentucky Summative Assessment.</p> <p>Objective 2:</p> <p>Increase the percent of students scoring at the level of proficiency in science (25 to 30.3),</p> | <p>Improve Design and Deploy Standards to continually assess, review, and revise school curricula to support the assurance that all students have the knowledge, skills, and dispositions for future success.</p> | <p>Construct student friendly learning targets.</p> <p>Determine if learning targets are clear to teachers.</p> <p>Determine if learning targets are clear to students.</p> <p>Determine if assignments/activities/assessments reflect the learning targets students have had the opportunity to learn.</p> <p>Ensure that formative assessment practices allow</p> | <p>Teachers will utilize Clarity for Learning to assist in deconstructing standards to identify learning progressions, learning intentions, success criteria, and relevance.</p> <p>Teachers will develop lesson plans aligned to academic standards, develop student friendly learning targets, and formative/summative assessments.</p> <p>Student performance data including but not limited to formative, summative, and</p> | <p>Administration will monitor and provide feedback: PLC Meeting Minutes, Vertical Alignment Team Minutes, Lesson Plans, and Coaching Visits.</p> <p>Teachers will utilize Student Self Reflection Sheets, Coaching Visit Feedback, Standards Mastery Checklists, and Lesson Plan Feedback.</p> <p>30-60-90 Day Planning</p> | <p>25,000.00</p> <p>SIF Cohort 6</p> |



|  |  |   |   |  |  |
|--|--|---|---|--|--|
| <p>social studies (15 to 25), and writing (24 to 30.8) by 2022-2023; as measured by Kentucky Summative Assessment.</p> |  | <p>students to understand where they are going, where they currently are, and how they can close the gap.</p> <p>Hire 1 Instructional Coach and 1 Interventionist to support and implement the EBP as outlined in the SIF application.</p> <ul style="list-style-type: none"> <li>• Trainings</li> <li>• Teachers Stipends</li> <li>• Math Manipulatives</li> <li>• LCD Boards</li> <li>• iReady Toolbox</li> <li>• Plain Talk</li> <li>• Conferences</li> <li>• Substitute pay for Peer observations to share instructional strategies within the building and other schools.</li> </ul> | <p>benchmark assessments will be reviewed and monitored to assist in instructional gap identification.</p> <p>Teachers will utilize a variety of formative assessment strategies/activities to continually monitor and assess student level(s) of understanding as they move toward mastery of skill/content and ensure alignment of the learning intention and success criteria to the assignment/activity/assessment.</p> <p>Students will utilize self reflection monitoring sheets to assist in identifying individual identified level(s) of understanding; as well as self identified gaps in learning.</p> <p>Observation, Self-Reflection, and Assessment Data will reveal next steps for all students. Learning will be personalized based on student need(s) and students will participate in targeted instruction groups as/if needed.</p> <p>Instructional Coaches will guide teachers in instructional strategies and data-driven decision making.</p> <p>Interventionists will provide small group interventions to</p> |  |  |
|--|--|---|---|--|--|



|  |   |   |   |  |  |
|--|---|---|---|--|--|
|  |   |   | <p>meet the needs of individual students.</p> <p>Teachers will explicitly teach syllable types and division rules, helping students break down complex multisyllabic words into manageable parts.</p> <p>Teachers will incorporate guided reading sessions and repeated reading practices to reinforce students' decoding skills and improve their reading fluency.</p>   |  |  |
|  | <p>Improve and Refine Design and Deliver Instruction to ensure instructional programs are highly effective, culturally responsive, have evidence based core instruction, and provided to all students in the classroom setting.</p> | <p>Ensure congruency is present between standards, learning targets, and assessment measures.</p> <p>Construct student friendly learning targets.</p> <p>Ensure that students understand the success criteria within each learning target.</p> <p>Plan strategically in the selection of high yield instructional strategies to aid in curricular adjustments when students fail to meet mastery.</p> | <p>Teachers will utilize Clarity for Learning to assist in deconstructing standards to identify learning progressions, learning intentions, success criteria, and relevance.</p> <p>Teachers will continue to participate in Professional Learning Communities to refine instructional practices to meet individual student needs (Personalized Learning).</p> <p>Teachers will develop lesson plans aligned to academic standards, develop student friendly learning targets, identify high yield instructional strategies to be implemented within the delivery of instruction,</p> |  |  |



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|  |  | <p>Plan for and implement active student engagement strategies.</p> <p>Ensure that formative assessment practices allow students to understand where they are going, where they currently are, and how they can close the gap.</p> | <p>and utilize various formative/summative assessments.</p> <p>Teachers will participate in Peer Observations and School Visits as part of Professional Development in effort to observe, bring back, and implement best practice/high yield instructional strategies; and how to adjust/modify instruction when students fail to perform at the level of proficiency or above (Personalized Learning).</p> <p>Teachers will participate in PD learning experiences; including but not limited to KAGAN, Orton-Gillingham, and KVEC "CSA", Formative Assessment &amp; Assessment Development and Alignment.</p> <p>District Writing Plan</p> <p>District Curriculum Framework and Pacing Guide.</p> |  |  |
|--|--|--|---|--|--|



### 3: Achievement Gap

| Objective   | Strategy  | Activities   | Measure of Success  | Progress Monitoring   | Funding          |
|---|---|--|---|---|------------------|
| <p>Objective 1:</p> <p>Increase the percent of Student with Disabilities scoring at the level of proficiency in reading (15 to 22.3), mathematics (6 to 11.7), science (19 to 22), social studies (0 to 9.3), and writing (13 to 19), by 2022-2023; as measured by Kentucky Summative Assessment.</p> | <p>Improve Design and Deploy Standards to continually assess, review, and revise school curricula to support the assurance that all students have the knowledge, skills, and dispositions for future success.</p> | <p>Use summative evidence to inform what comes next for individual students and groups of students.</p> <p>Ensure that formative assessment practices allow students to understand where they are going, where they currently are, and how they can close the gap.</p> | <p>Student performance data including but not limited to formative, summative, and benchmark assessments will be reviewed and monitored to assist in instructional gap identification and what comes next for groups/individual students. Student attainment toward IEP goal attainment will be monitored and new goals established as needed.</p> <p>Student Learning will be personalized to assist in moving students forward toward mastery of skill/content. Students will participate/receive targeted instruction (small groups) to aid in closing achievement gaps.</p> <p>Teachers will utilize a variety of formative assessment strategies/activities to continually monitor and assess student level(s) of understanding as they move toward mastery of skill/content.</p> <p>Students will utilize self reflection monitoring sheets to assist in identifying individual identified level(s) of understanding; as well</p> | <p>Administrator/Teacher/Resource (Co-teaching)Teacher Participation in Professional Learning Communities (PLCs) and classrooms, Administrative Coaching Visit Feedback, Data Boards, IEP, and Lesson Plans.</p> <p>30-60-90 Day Planning</p> <p>Administration will monitor and provide feedback: PLC Meeting Minutes, Vertical Alignment Team Minutes, Lesson Plans, and Coaching Visits.</p> <p>Teachers will utilize Student Self Reflection Sheets, Coaching Visit Feedback, Standards Mastery Checklists, and Lesson Plan Feedback.</p> <p>30-60-90 Day Planning</p> <p>SIT Team and MTSS Leads will monitor individual progress monitoring, ensure high yield research based strategies are identified, and follow the MTSS Guide to</p> | <p>10,000.00</p> |



|  |   |   |   |  |  |
|--|---|---|---|--|--|
|  |   |   | <p>as self identified gaps in learning.</p> <p>Observation, Self-Reflection, and Assessment Data will reveal next steps for all students. Learning will be personalized based on student need(s) and students will participate in targeted instruction groups as/if needed.</p>   | <p>determine frequency of interventions and responsible parties.</p> <p>Administration will monitor/ensure the implementation of interventions during designated intervention blocks, lead SIT Team meetings, assist in monitoring the implementation of high yield research based strategies, and determine the frequency and duration of individual intervention times as aligned to the MTSS Guide.</p> |  |
|  | <p>Improve and Refine Design and Deliver Instruction to ensure instructional programs are highly effective, culturally responsive, have evidence based core instruction, and provided to all students in the classroom setting.</p> | <p>Use summative evidence to inform what comes next for individual students and groups of students.</p> <p>Develop a clearly defined RTI school/district-wide process with applicable checklists(s) and documentation tools, including such information as service frequency, intervention programs/strategies, SMART goal measurement, and progress monitoring checks.</p> <p>Ensure item analysis methods are occurring within PLCs to evaluate instructional effectiveness and determine if instructional adjustments are needed, and if so, what are those adjustments.</p> | <p>Student performance data including but not limited to formative, summative, and benchmark assessments will be reviewed and monitored to assist in instructional gap identification and what comes next for groups/individual students.</p> <p>Student Learning will be personalized to assist in moving students forward toward mastery of skill/content. Students will participate/receive targeted instruction (small groups) to aid in closing achievement gaps.</p> <p>Student performance data including but not limited to formative, summative, and benchmark assessments will be reviewed and monitored (for identified and unidentified placement areas). Students failing to meet performance at the level of proficiency will</p> |  |  |



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|  |  |  | <p>receive interventions (at various times based on severity), individual goals will be developed, high yield research based strategies implemented (KAGAN, CSA, Personalized Learning, Small Group Instruction, Individual Instruction), to move students toward goal attainments and meet expectations meanwhile performing at the level of proficiency. Students' work samples will be collected and progress monitored on individual tracking sheets. MTSS Guide will be followed.</p> <p>Teachers will utilize Clarity for Learning to assist in deconstructing standards to identify learning progressions, learning intentions, success criteria, and relevance. In professional learning communities, instructional strategies used for delivery of instruction will be reviewed, adjustments for students failing to perform at the level of mastery will be made, additional strategies implemented, reteaching/targeted instruction groups will occur; and students will be reassessed. Student interventions will also be determined (if needed) on an individual basis.</p> |  |  |
|--|--|--|--|--|--|



#### 4: Quality of School Climate and Safety

Goal: By spring of 2027, Floyd County district will increase the percentage of students who “agree or strongly agree” from 77.2 to 100 ; as measured by the School Climate and Safety Survey.

| Objective  | Strategy  | Activities  | Measure of Success   | Progress Monitoring   | Funding  |
|--|---|---|--|---|--|
| By spring of 2024, Floyd County district will increase the percentage of students who “agree or strongly agree” from 77.2 to 87.2 as measured by the School Climate and Safety Survey. | Monitor and clarify expectations for district wide PBIS in order to ensure behaviors and consequences in all schools are well-defined and consistent. | <p>School leadership will periodically examine results of survey to ensure surveys are completed</p> <p>School leadership will monitor and refine a systemic approach to ensure the deployment and use of School Resource Officers in all schools in the district have clarity around purpose and goals.</p> <p>Continually monitor master schedules to ensure adequate time for the appropriate implementation of all PBIS and SEL programs</p> <p>School level MTSS teams will monitor behavior and SEL data to determine needs and hotspots within the district and student populations, and evaluate the effective use of 7 Mindsets. (monthly)</p> | <p>School and district survey results will show positive results</p> <p>PBIS School Visits will show consistency of implementation</p> <p>Decrease in discipline incidents per IC</p> <p>7 Mindsets usage report will show increased implementation of the program</p> | <p>30-60-90 Day</p> <p>Student Surveys</p> <p>School visits/Walkthroughs</p> <p>IC Discipline Report</p> <p>Master Schedules</p> <p>7 Mindsets usage report</p> | <p>SRO Officers in each school- General fund</p> <p>Professional Development Funding</p> |



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

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:** Prestonsburg Elementary has embedded two intervention blocks within the master schedule in effort to address learning gaps for individual students and/or groups of students. Interventions are intentional, research based, and multisensory. Teachers will be involved in peer observations, school visits, professional learning communities, and provided with professional development opportunities to build upon current practices to ensure best practices and high yield instructional strategies are occurring/taking place. This will be monitored by the administration through effective coaching visits (with feedback), professional learning communities, and lesson plans. The administration will be involved in district leadership meetings, independent book study, clarity for learning, and establish school wide expectations for instructional strategies, interventions, documentation, and reflection.

### 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 administration works effectively with district leaders, teachers, and other stakeholders to develop a master schedule that would maximize student instructional and intervention time(s). Prestonsburg Elementary views the intervention time as “all hands on deck” where all available employees (certified and classified) are responsible for a group of students, with more intensive interventions being provided by certified staff only. Prestonsburg Elementary continues to work diligently to establish an effective intervention tracking system, monitoring of individual student progress, and best practice/high yield instructional strategies. The administration has an increased presence in the classroom and conducts multiple coaching visits weekly. Prestonsburg Elementary has also allocated specific funds for professional development opportunities that will impact all students; with a specific focus on those students belonging to the identified gap group(s). Prestonsburg Elementary identified a lack of math manipulatives as a possible contributing factor to students performing below the level of proficiency. Some

manipulatives have been purchased, training with KVEC for some staff has already occurred, and future professional development experiences with KVEC are being scheduled. Training and discussion revealed a needed focus on concrete, semi-concrete, and abstract model implementation (school wide for all students); including those students among the identified gap group as a targeted focus. interventionist (3-4 days per week) who will implement a system of interventions including small-group instruction and implement high-quality instructional strategies. The interventionist will build students' decoding skills to read complex multisyllabic words and provide purposeful fluency-building activities to help students read effortlessly. They will routinely use a set of comprehension-building practices to help students make sense of the text and provide students with opportunities to practice making sense of stretch text (i.e., challenging text) that will expose them to complex ideas and information. The interventionist will also offer small-group interventions for students not reading at grade level and students with disabilities. One instructional coach will implement a system of interventions including support of teacher learning and reading strategies. The instructional coach will provide real-time, in-class coaching and feedback on reading instructional strategies. They will support reading teachers and interventionists in building students' decoding skills to read complex multisyllabic words and provide purposeful fluency-building activities to help students read effortlessly. The coach will assist teachers in routinely using a set of comprehension-building practices to help students make sense of the text and provide opportunities for students to practice making sense of stretch text (i.e., challenging text) that will expose them to complex ideas and information.

### **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 learning culture survey of Prestonsburg Elementary was revealed to be a strength. To continually improve, stakeholders have implemented a school wide name and claim initiative. All students, especially those among the identified gap group(s) are "named" and "claimed" by various faculty and staff. Some students feel as if they "don't belong" or "not as smart" as others. For this reason, great emphasis has been placed on inclusion, collaboration, cooperative learning, and small group instruction. Prestonsburg Elementary stakeholders have also analyzed the PBIS matrix, made adjustments, and developed incentives for academic and attendance achievement. From this, Prestonsburg Elementary determined attendance to be a contributing factor to underperformance. Attendance calls, meetings, attendance plans, and home visits have been conducted in effort to address this issue; as we hold to the belief "if you aren't here, you can't learn".

### **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:** Prestonsburg Elementary has identified the greatest need to be: Design and Deploy Standards and Design and Deliver Instruction. Activities specific to the identified gap group(s) include: Use summative evidence to inform what comes next for individual students and groups of students. Develop a clearly defined RTI school/district-wide process with applicable checklist(s) and documentation tools, including such information as service frequency, intervention programs/strategies, SMART goal measurement, and progress monitoring checks. Ensure item analysis methods are occurring within PLCs to evaluate instructional effectiveness and determine if instructional adjustments are needed, and if so, what are those adjustments.

Use summative evidence to inform what comes next for individual students and groups of students: Assessment data will be continually monitored during professional learning communities, vertical alignment teams, effective lesson planning, peer observations, school visits, and coaching visit feedback. Teachers/Administrators will also utilize Clarity for Learning and standards checklists to determine learning progressions for individual standards, learning intentions, success criteria, and relevance. Student progression toward proficiency will be documented for each standard. Students among the gap group in need of interventions will receive targeted instruction and response to intervention. Student learning styles will be considered and a multi-sensory approach to learning will be implemented. Prestonsburg Elementary will provide a personalized learning environment, appeal to diverse learners, incorporate multi-sensory learning experiences, and implement the CSA model.

Develop a clearly defined RTI school/district-wide process with applicable checklist(s) and documentation tools, including such information as service frequency, intervention programs/strategies, SMART goal measurement, and progress monitoring checks: School/District-wide protocols have been developed. Having a considerably new staff, Prestonsburg Elementary has determined a need to work closely with teachers concerning identification of at-risk students, best practice/high-yield instructional strategies, effective/intentional learning goals, meaningful intervention time, proper documentation/progress monitoring. Prestonsburg Elementary has allocated/provides a school interventionist, participates in routine monitoring checks conducted by teacher leads, and works diligently in MTSS SIT and PLC meetings.

Ensure item analysis methods are occurring within PLCs to evaluate instructional effectiveness and determine if instructional adjustments are needed, and if so, what are those adjustments: Through PLC and Assessment protocols, Vertical Alignment Team work, standards checklists will be reviewed to determine student progression toward mastery of skill. Students failing to meet the level of proficiency goal will receive targeted instruction and additional interventions. Instructional strategies will be reviewed in order to determine if another strategy may yield greater results, this being an effort to appeal to the various learning styles of students with a multisensory approach; meanwhile appeal to student interests.

Personalized Learning spans across all grade levels and subjects/content areas. A personalized approach to learning is data driven, appeals to various learning styles, holds students accountable, requires student self-reflection, meets students individual needs and progresses toward proficiency/mastery of skill/content, incorporates targeted instruction groups, identifies gaps in learning, reveals where modifications to instruction may need to occur, and appeals to student interests. This will successfully be monitored through effective lesson planning, coaching visits, standard checklists, plc work, vertical alignment teams, and clarity for learning as well as additional professional development experiences.

The CSA Model is a highly effective strategy for mathematics instruction. Students not meeting the level of proficiency will benefit from additional focused instruction using representations. Concrete and semi-concrete are effective ways to make mathematics visible and appeal to various/unique learning styles. Using such models



assists students in thinking through the problem in a more logical manner and reinforces/enhances abstract representations. Choosing representations must be intentional and selective in order to be effective and yield results. This will successfully be monitored through effective lesson planning, coaching visits, plc work, clarity for learning, and professional development experiences.

Decoding skills are highly effective for reading complex multisyllabic words because they enable students to break down longer words into smaller, manageable units, making them easier to read and understand. By mastering decoding, students can recognize and pronounce unfamiliar words more accurately and fluently, which in turn enhances their overall reading comprehension and confidence. This approach helps students become more independent readers, capable of tackling challenging texts across various subjects. Students who will benefit the most from developing strong decoding skills include those struggling with reading fluency, those with learning disabilities such as dyslexia, and English language learners. Additionally, all students, regardless of their reading level, will find that improved decoding skills support their ability to engage with more complex texts, thereby expanding their vocabulary and deepening their understanding of the material. The effectiveness of teaching decoding skills will be monitored by administrators and instructional coaches through regular classroom observations, assessments, and data analysis. They will ensure consistent and effective implementation of decoding strategies and provide feedback and support to teachers to enhance their instructional practices.

**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 |
|--|--|--------------------|
| CSA Model- Concrete, Semi-Concrete, Abstract Model Representations | WWC: <i>Assisting students struggling with mathematics: Intervention in the elementary grades</i> . WWC   Assisting Students Struggling with Mathematics: Intervention in the Elementary Grades. (n.d.). Retrieved December 14, 2022, from <a href="https://ies.ed.gov/ncee/wwc/PracticeGuide/26">https://ies.ed.gov/ncee/wwc/PracticeGuide/26</a> | X                  |
| Personalized Learning  | Bill & Melinda Gates Foundation. (2014). <i>Early progress: Interim research on personalized learning. Study: 81631</i> . Retrieved December 14, 2022, from <a href="https://ies.ed.gov/ncee/wwc/Study/81631">https://ies.ed.gov/ncee/wwc/Study/81631</a>  | X                  |
| Decoding skills so they can read complex multisyllabic words       | WWC: <i>Providing reading interventions for students in grades 4–9</i> . WWC   Providing Reading Interventions for Students in Grades 4–9. (n.d.). <a href="https://ies.ed.gov/ncee/wwc/practiceguide/29">https://ies.ed.gov/ncee/wwc/practiceguide/29</a>   | x                  |

## CSA Model- Concrete, Semi-Concrete, Abstract Model Representations:

WWC: *Assisting students struggling with mathematics: Intervention in the elementary grades*. WWC | Assisting Students Struggling with Mathematics: Intervention in the Elementary Grades. (n.d.). Retrieved December 14, 2022, from <https://ies.ed.gov/ncee/wwc/PracticeGuide/26>

Prestonsburg Elementary School will be implementing the CSA (Concrete, Semi-Concrete, Abstract) Model for all students, with great emphasis placed on using this high yield effective strategy for those students among the identified GAP group(s). The above cited strategy has been reviewed by multiple stakeholders who have agreed to make the recommendation to select this intervention/strategy. The practice guide cited above is a published consensus from WWC and reviewed by an expert panel; based on 28 studies displaying increased results utilizing this strategy in the area of mathematics. Prestonsburg Elementary has determined that the lack of manipulatives, as well as the lack of student exposure to experiencing connecting concrete, semi-concrete visual representations to an abstract; has negatively impacted student performance in the area of mathematics. This intervention/strategy will be implemented school wide with great emphasis placed on students among the identified gap group(s); in effort to bridge gaps in student learning and move all students toward mastery of skill/content while performing at the level of proficiency. All teachers will embed this strategy into core instructional mathematics programs. Students failing to perform at the level of proficiency will receive more intensive work with this strategy in targeted instruction groups during their regularly scheduled mathematics block. Identified students will also receive intensive interventions with this model during their regularly scheduled resource/collaboration time. At-risk students, currently in response to interventions tier two, will receive additional learning experiences with this model two to three times weekly for a total of sixty minutes inside the classroom setting or "pull out" sessions as provided by an instructional tutor or certified interventionist. Those students currently in response to intervention tier three will receive intensive work with this strategy four to five times weekly for a total of one hundred twenty to one hundred fifty minutes. Interventions for students in this tier will only receive instruction provided by certified personnel and/or the school interventionist. Students receiving any of the above described will be individually monitored using a progress monitoring tool, when students respond to interventions, performing at the level of proficiency, students will exit to a lower tier of instruction, have modifications to goals, or no longer participate in targeted instruction groups.

Based on the review of this practice guide and the feedback/data obtained at the school level, we at Prestonsburg Elementary along with the WWC have identified this strategy as Level 1 with strong evidence.

- A study citation in APA format
- A discussion of the study and its findings
- A discussion of the local context
- A discussion of stakeholder input
- An estimation of the ESSA evidence level



# Assisting Students Struggling with Mathematics: Intervention in the Elementary Grades

Released: March 2021

 **Full Guide (1.9 MB)**



## Recommendations

## Details

## Panel

## Related Resources

This practice guide provides evidence-based practices that can help teachers tailor their instructional approaches and/or their mathematics intervention programs to meet the needs of their students.

**1** Systematic Instruction: Provide systematic instruction during intervention to develop student understanding of mathematical ideas.

▼ **Show More**



**TIER  
1  
STRONG**

**2** Mathematical Language: Teach clear and concise mathematical language and support students' use of the language to help students effectively communicate their understanding of mathematical concepts.

▼ **Show More**



**TIER  
1  
STRONG**

**3** Representations: Use a well-chosen set of concrete and semi-concrete representations to support students' learning of mathematical concepts and procedures.

▼ **Show More**



**TIER  
1  
STRONG**

**4** Number Lines: Use the number line to facilitate the learning of mathematical concepts and procedures, build understanding of grade-level material, and prepare students for advanced mathematics.

▼ **Show More**



**TIER  
1  
STRONG**

**5** Word Problems: Provide deliberate instruction on word problems to deepen students' mathematical understanding and support their capacity to apply mathematical ideas.

▼ **Show More**



**TIER  
1  
STRONG**

**6** Timed Activities: Regularly include timed activities as one way to build fluency in mathematics.

▼ **Show More**



**TIER  
1  
STRONG**



## Personalized Learning:

Bill & Melinda Gates Foundation. (2014). *Early progress: Interim research on personalized learning. Study: 81631*. Retrieved December 14, 2022, from <https://ies.ed.gov/ncee/wwc/Study/81631>

Prestonsburg Elementary School will be implementing a personalized approach to learning across all subject areas and will implement its practices for all students. Primary focus will be geared toward students among the economically disadvantaged and students with disabilities GAP groups. The study cited above was reviewed by various stakeholders at Prestonsburg Elementary who ultimately agree that the practices, strategies, and interventions embedded with a personalized approach to learning is believed to positively impact the academic performance of all students and increase the number of students performing at the level of proficiency. This intervention/practice will be implemented as an effective approach to increase student learning across multiple disciplines, increase student engagement, move students toward mastery of skill/content; and perform at the level of proficiency. Although this approach will be implemented to all students, it is believed that students among the identified gap groups in particular will benefit most and perform at higher levels when compared to peers of the same age. The study reviewed was a quasi-experimental design that first included twenty three schools, five thousand students, mostly economically disadvantaged, and over the span of two years. The study was then extended and targeted two hundred forty six thousand six hundred seventeen (246,617) students in grades K-12. The studies revealed significant increases to achievement in the areas of reading and mathematics among the K-5 population, but less significance among the 6-12 student population. Prestonsburg Elementary will implement the study by focusing on data driven results to modify instructional practices, identify student gaps in learning, appeal to various learning styles, imbed targeted instruction groups, provide effective interventions to struggling students, design activities that appeal to student interests, differentiate instruction, and engage students in self reflection; holding them accountable for monitoring their individual progression toward mastery of skill/goal attainment. The main focus of this study will be to provide students with an individualized path to learning. It is our belief that when students have a voice in the design of their instructional path, students will perform at higher levels, therefore, increasing the number of students performing at the level of proficiency.

Based on the review of this study and the feedback obtained at the school level, we at Prestonsburg Elementary along with the WWC have identified this strategy as Level 2 with moderate evidence.

- A study citation in APA format
- A discussion of the study and its findings
- A discussion of the local context
- A discussion of stakeholder input
- An estimation of the ESSA evidence level



## Early progress: Interim research on personalized learning.

Bill & Melinda Gates Foundation. (2014). Retrieved from <http://collegeready.gatesfoundation.org/>

QUASI-EXPERIMENTAL DESIGN EXAMINING 246,617 STUDENTS, GRADES K-12

Review Details

Findings

Sample Characteristics

**Reviewed:** February 2016



MEETS WWC  
STANDARDS WITH  
RESERVATIONS



AT LEAST ONE  
STATISTICALLY  
SIGNIFICANT POSITIVE  
FINDING

TIER  
2  
MODERATE

AT LEAST ONE  
FINDING SHOWS  
MODERATE EVIDENCE  
OF EFFECTIVENESS

**For:**

Grant Competition (findings for Personalized Learning)

**Using:**

 Single Study Review Review Protocol 2.0

 Review Standards 3.0

**Rating:**

Meets WWC standards with reservations

**This review may not reflect the full body of research evidence for this intervention.**

**Evidence Tier rating based solely on this study. This intervention may achieve a higher tier when combined with the full body of evidence.**

### Decoding skills so they can read complex multisyllabic words:

WWC: *Providing reading interventions for students in grades 4–9*. WWC | *Providing Reading Interventions for Students in Grades 4–9*. (n.d.). <https://ies.ed.gov/ncee/wwc/practiceguide/29>

Prestonsburg Elementary School will be implementing interventions for decoding skills so they can read complex multisyllabic words for all students, with a focus placed on using this high yield effective strategy for those students among the identified GAP group(s). The above cited strategy has been reviewed by multiple stakeholders who have agreed to make the recommendation to select this intervention/strategy. The What Works Clearinghouse (WWC) practice guide outlines effective strategies for improving reading skills among students, specifically focusing on decoding complex multisyllabic words. Based on 32 studies, the guide shows that teaching students to break down and accurately sound out multisyllabic words leads to significant improvements in reading fluency and comprehension. These findings highlight the importance of systematic decoding instruction in helping students master complex word reading. This intervention/strategy will be implemented school wide with great emphasis placed on students among the identified gap group(s); in effort to bridge gaps in student learning and move all students toward mastery of skill/content while performing at the level of proficiency. At Prestonsburg Elementary, the ability to decode complex multisyllabic words has been identified as a critical area for improvement. Implementing these decoding strategies school-wide, with a particular focus on students in GAP groups, will address learning gaps and support all students in achieving reading proficiency. Data-driven instructional practices will be employed to identify student needs, adapt teaching methods, and ensure effective interventions.

This decoding intervention strategy is classified as Level 1 under the Every Student Succeeds Act (ESSA), indicating strong evidence of effectiveness. The consistent positive results from multiple studies validate the use of these strategies to enhance reading skills among elementary school students.

- A study citation in APA format
- A discussion of the study and its findings
- A discussion of the local context
- A discussion of stakeholder input
- An estimation of the ESSA evidence level

# Providing Reading Interventions for Students in Grades 4–9

Released: March 2022

 [Introduction document \(136 KB\)](#)

 [Summary document \(415 KB\)](#)

 [Full Guide \(2.8 MB\)](#)



Recommendations

Details

Panel

Related Resources

This practice guide provides four evidence-based recommendations that teachers can use to deliver reading interventions to meet the needs of their students.

**1** Build students' decoding skills so they can read complex multisyllabic words

[▼ Show More](#)

  
STRONG  
EVIDENCE

TIER  
1  
STRONG

**2** Provide purposeful fluency-building activities to help students read effortlessly

[▼ Show More](#)

  
STRONG  
EVIDENCE

TIER  
1  
STRONG

**3** Routinely use a set of comprehension-building practices to help students make sense of the text

Part 3A. Build students' world and word knowledge so they can make sense of the text

Part 3B. Consistently provide students with opportunities to ask and answer questions to better understand the text they read

Part 3C. Teach students a routine for determining the gist of a short section of text

Part 3D. Teach students to monitor their comprehension as they read

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STRONG  
EVIDENCE

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1  
STRONG