Christian County High School
Comprehensive School Improvement Plan
2025-26 SY

Rationale

The CSIP is a plan developed by the school council with the input of parents, faculty and staff based on a review of relevant data that includes targets, strategies, activities, a time schedule to support student achievement and student growth and to eliminate achievement gaps among groups of students. Through the improvement planning process, leaders focus on priority needs, funding and closing achievement gaps among identified subgroups of students.

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).

Please note that the objectives (yearly 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 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 (and general information about goal setting) for each required planning component can be found on page 2 of this 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**.

Operational Definitions

When completing the template sections that follow, please refer to the following operational definitions:

·   **Goal:** Long-term three- to five-year targets based on the school level state assessment results. Long-term targets should be informed by the Phase Two: Needs Assessment for Schools;

·   **Objective:** Short-term yearly target 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;

Christian County High School
Comprehensive School Improvement Plan
2025-26 SY

· **Strategy:** An approach to systematically address the process, practice or condition that the school will focus its efforts upon, as identified in the Needs Assessment for Schools, in order to reach its goals or objectives. There can be multiple strategies for each objective. The strategy can be based upon Kentucky's six Key Core Work Processes listed below or another established improvement approach (i.e., *Six Sigma, Shipley, Baldridge, etc.*);

· **Key Core Work Processes:** A series of processes identified by the Kentucky Department of Education that involve the majority of an organization's workforce and relate to its core competencies. These are the factors that determine an organization's success and help it prioritize areas for growth;

<div style="margin-left:2em">

KCWP 1: Design and Deploy Standards
KCWP 2: Design and Deliver Instruction
KCWP 3: Design and Deliver Assessment Literacy
KCWP 4: Review, Analyze and Apply Data Results
KCWP 5: Design, Align and Deliver Support
KCWP 6: Establish Learning Environment and Culture

</div>

· **Activity:** Actionable steps the school will take to deploy the chosen strategy. There can be multiple activities for each strategy;

· **Progress Monitoring:** Process used to collect and analyze measures of success to assess the level of implementation, the rate of improvement and the effectiveness of the plan. The measures may be quantitative or qualitative but are observable in some way. The description should include the artifacts to be reviewed, specific timelines, and responsible individuals; and

· **Funding:** Local, state or federal funds/grants used to support (or needed to support) the activities.

Goal Setting:

When developing goals, all schools must establish achievement gap targets and set goals in the area of state assessment results in reading and mathematics. Other goals aligned to the indicators in the state's accountability system and deemed priority areas in the Phase Two: Needs Assessment for Schools are optional.

Christian County High School
Comprehensive School Improvement Plan
2025-26 SY

Required Goals

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. Additional rows may be added for multiple targets, strategies and activities.

Objective(s):
TSI Area:
 Increase the number of SpEd students scoring proficient or above in KSA Reading from 12% to 20% by 2025 and KSA Math from 9% to 15% by 2026.

Strategy:

Christian County High School
Comprehensive School Improvement Plan
2025-26 SY

KCWP 2: Design and Deliver Instruction

KCWP 5: Design, Align and Deliver Support

Explicit Teaching & Modeling - Evidence-Based Instructional Practice #3

Activities:

- Building leaders meet once a week to monitor current systems with action plans, to review the current reality, to goal-set, and to progress monitor and adjust school-wide accountability priority areas.
- Weekly Curriculum Leadership Team Meeting
- Weekly At-Risk Team Meetings - Conferencing / Name & Claim
- Utilize Marzano Strategies to engage students in challenging academic content that is constant, integrated across disciplines and designed for use beyond the classroom.
- Curriculum team meetings to establish a MTSS program (Rising Stars) during the school day to pull students performing at the bottom 20% in reading and math during the elective blocks
- Strategic planning for Resource Classroom with admin, SpEd supervisor, and teacher coach
- Utilize iLit45 and Math180 in the Resource Classroom
- Spring 2026 - Develop a protocol for SpEd PLC - Focus on Collaborative Lesson Planning, Goal Setting, Specifics on Accomodations, and Building Confidence Amongst the SpEd Teachers
- Collaborative Teachers to Observe Model SpEd Collaborative Teams
- Plan strategic testing buddies for KSA / SAT
-

Progress Monitoring:

Scrimmage Assessments via Mastery Connect

Mastery Prep ACT Practice Scores

Common Assessment Results Analysis

Classroom Observations via Curriculum Team Meetings - Domain 2 & 3

SpEd Progress Monitoring

2025-26 SY CCHS MTSS Mastering Listing

Christian County High School
Comprehensive School Improvement Plan
2025-26 SY

Funding:

Title 1

SBDM Funds

District Funding of Platform Programs

General School Funding / Allocations

Grant Funding

Christian County High School
Comprehensive School Improvement Plan
2025-26 SY

State Assessment Results in Reading and Mathematics

Kentucky's accountability system uses multiple academic and school quality measures, with each indicator contributing to the overall score. Reading and math proficiency are foundational to student success, and state assessment results in reading and mathematics carry the greatest weight when calculating the overall score at each level (elementary, middle and high school). This indicator is a required goal area for all schools.

Three- to Five-Year Goal:
Increase the number of students scoring proficient or above in KSA Reading from 36% to 46.4% and KSA Math from 37% to 40% by May 2026 when the current school is combined with another school in the district.

Objective(s):
Increase the percentage of students scoring proficient or above in Reading to 46.4% by May 2026.

Strategy:
KCWP 2: Design and Deliver Instruction

KCWP 5: Design, Align and Deliver Support

Explicit Teaching & Modeling - Evidence-Based Instructional Practice #3

Activities:
- Building leaders meet once a week to monitor current systems with action plans, to review the current reality, to goal-set, and to progress monitor and adjust school-wide accountability priority areas.
- Weekly Curriculum Leadership Team Meeting
- Weekly At-Risk Team Meetings - Conferencing / Name & Claim
- Utilize Marzano Strategies to engage students in challenging academic content that is constant, integrated across disciplines and designed for use beyond the classroom.
- Curriculum team meetings to establish a MTSS program (Rising Stars) during the school day to pull students performing at the bottom 20% in reading and math during the elective blocks
- Managing the 90-Minute Block
- Strengthen Standards Alignment and Instructional Coherence
- Improve Instructional Practice Through Lesson Internalization
- Build Teacher Skill Through Lesson Rehearsal and Peer Feedback

Christian County High School
Comprehensive School Improvement Plan
2025-26 SY

- Use Common Assessments and Data to Drive Instruction
- Increase Student Mastery Through Consistent, High-Quality Core Instruction

Progress Monitoring:

Scrimmage Assessments via Mastery Connect

Mastery Prep ACT Practice Scores

Common Assessment Results Analysis

Classroom Observations via Curriculum Team Meetings - Domain 2 & 3

2025-26 SY CCHS MTSS Mastering Listing

Funding:

Title 1

SBDM Funds

District Funding of Platform Programs

General School Funding / Allocations

Grant Funding

Alignment to Needs: Optional Goals

Through the Phase Two: Needs Assessment for Schools, priorities were identified, and processes, practices and/or conditions were chosen for focus. Identify any additional indicators that will be addressed by the school in order to build staff capacity and increase student achievement by selecting "yes" or "no" from the dropdown options (beside each indicator) below. For any indicator noted as a priority with a "yes," schools must complete the below fields. For any indicator marked with a "no," no further information is needed. Each indicator must have a "yes" or "no" response in the below table.

Indicator	Priority Indicator?

Christian County High School
Comprehensive School Improvement Plan
2025-26 SY

State Assessment Results in science, social studies and writing	**Increase**
English Learner Progress	**N/A**
Quality of School Climate and Safety	**Decrease**
Postsecondary Readiness (high schools and districts only)	**Increase**
Graduation Rate (high schools and districts only)	**Decrease**

Priority Indicator Goals:

Complete the fields below for each indicator that was chosen as a priority with a "yes" response above.

Priority Indicator #1: Science Proficiency

Three- to Five-Year Goal:
Increase students scoring Proficient and Distinguished in science from 16.5% to 38.4% by May 2026 when the current school is combined with another school in the district.

Objective(s):
Increase students scoring Proficient and Distinguished in science from 16.5% to 38.4% by May 2025.

Strategy:
KCWP 2: Design and Deliver Instruction

KCWP 5: Design, Align and Deliver Support

Explicit Teaching & Modeling - Evidence-Based Instructional Practice #3

Activities:
- Building leaders meet once a week to monitor current systems with action plans, to review the current reality, to goal-set, and to progress monitor and adjust school-wide accountability priority areas.
- Weekly Curriculum Leadership Team Meeting
- Weekly At-Risk Team Meetings - Conferencing / Name & Claim
- Utilize Marzano Strategies to engage students in challenging academic content that is constant, integrated across disciplines and designed for use beyond the classroom.
- Curriculum team meetings to establish a MTSS program (Rising Stars) during the school day to pull students performing at the bottom 20% in reading and math during the elective blocks
- Managing the 90-Minute Block
- Strengthen Standards Alignment and Instructional Coherence
- Improve Instructional Practice Through Lesson Internalization

Christian County High School
Comprehensive School Improvement Plan
2025-26 SY

- Build Teacher Skill Through Lesson Rehearsal and Peer Feedback
- Use Common Assessments and Data to Drive Instruction
- Increase Student Mastery Through Consistent, High-Quality Core Instruction

Progress Monitoring:

Scrimmage Assessments via Mastery Connect

Mastery Prep ACT Practice Scores

Common Assessment Results Analysis

Classroom Observations via Curriculum Team Meetings - Domain 2 & 3

2025-26 SY CCHS MTSS Mastering Listing

Funding:

Title 1

SBDM Funds

District Funding of Platform Programs

General School Funding / Allocations

Grant Funding

Priority Indicator #2: Writing Proficiency

Three- to Five-Year Goal:

Increase students scoring Proficient and Distinguished in writing from 52.7% to 65% by May 2026 when the current school is combined with another school in the district.

Christian County High School
Comprehensive School Improvement Plan
2025-26 SY

Objective(s):

Increase students scoring Proficient and Distinguished in writing from 52.7% to 65% by May 2026.

Strategy:

KCWP 2: Design and Deliver Instruction

KCWP 5: Design, Align and Deliver Support

Explicit Teaching & Modeling - Evidence-Based Instructional Practice #3

Activities:

- Building leaders meet once a week to monitor current systems with action plans, to review the current reality, to goal-set, and to progress monitor and adjust school-wide accountability priority areas.
- Weekly Curriculum Leadership Team Meeting
- Weekly At-Risk Team Meetings - Conferencing / Name & Claim
- Utilize Marzano Strategies to engage students in challenging academic content that is constant, integrated across disciplines and designed for use beyond the classroom.
- Curriculum team meetings to establish a MTSS program (Rising Stars) during the school day to pull students performing at the bottom 20% in reading and math during the elective blocks
- Managing the 90-Minute Block
- Strengthen Standards Alignment and Instructional Coherence
- Improve Instructional Practice Through Lesson Internalization
- Build Teacher Skill Through Lesson Rehearsal and Peer Feedback
- Use Common Assessments and Data to Drive Instruction
- Increase Student Mastery Through Consistent, High-Quality Core Instruction

Progress Monitoring:

Scrimmage Assessments via Mastery Connect

Mastery Prep ACT Practice Scores

Common Assessment Results Analysis

Classroom Observations via Curriculum Team Meetings - Domain 2 & 3

Christian County High School
Comprehensive School Improvement Plan
2025-26 SY

2025-26 SY CCHS MTSS Mastering Listing

Funding:

Title 1

SBDM Funds

District Funding of Platform Programs

General School Funding / Allocations

Grant Funding

Priority Indicator #3: Social Studies Proficiency

Three- to Five-Year Goal:

Increase students scoring Proficient and Distinguished in Social Studies from 26.7% to 39.9% by May 2026 when the current school is combined with another school in the district.

Objective(s):

Increase students scoring Proficient and Distinguished in Social Studies from 26.7% to 39.9% by May 2026.

Strategy:

KCWP 2: Design and Deliver Instruction

KCWP 5: Design, Align and Deliver Support

Christian County High School
Comprehensive School Improvement Plan
2025-26 SY

Explicit Teaching & Modeling - Evidence-Based Instructional Practice #3

Activities:

- Building leaders meet once a week to monitor current systems with action plans, to review the current reality, to goal-set, and to progress monitor and adjust school-wide accountability priority areas.
- Weekly Curriculum Leadership Team Meeting
- Weekly At-Risk Team Meetings - Conferencing / Name & Claim
- Utilize Marzano Strategies to engage students in challenging academic content that is constant, integrated across disciplines and designed for use beyond the classroom.
- Curriculum team meetings to establish a MTSS program (Rising Stars) during the school day to pull students performing at the bottom 20% in reading and math during the elective blocks
- Managing the 90-Minute Block
- Strengthen Standards Alignment and Instructional Coherence
- Improve Instructional Practice Through Lesson Internalization
- Build Teacher Skill Through Lesson Rehearsal and Peer Feedback
- Use Common Assessments and Data to Drive Instruction
- Increase Student Mastery Through Consistent, High-Quality Core Instruction

Progress Monitoring:

Scrimmage Assessments via Mastery Connect

Mastery Prep ACT Practice Scores

Common Assessment Results Analysis

Classroom Observations via Curriculum Team Meetings - Domain 2 & 3

2025-26 SY CCHS MTSS Mastering Listing

Funding:

Title 1

SBDM Funds

Christian County High School
Comprehensive School Improvement Plan
2025-26 SY

District Funding of Platform Programs

General School Funding / Allocations

Grant Funding

Christian County High School
Comprehensive School Improvement Plan
2025-26 SY

Priority Indicator #4: Quality of School Climate & Safety

Three- to Five-Year Goal:

Increase the Quality of School Climate and Safety Survey Score from 59.8 to 70 by May 2026 when the current school is combined with another school in the district.

Objective(s):

Increase the Quality of School Climate and Safety Survey Score from 59.8 to 70 by May 2026

Strategy:

KCWP 5: Design, Align and Deliver Support

KCWP 6: Establishing Learning Culture and Environment

Activities:

- High Schools will offer advisory time within the Master Schedule for students to work with an advisor to ensure work is completed and turned in in a timely manner; to provide academic and career counseling and opportunities; to ensure students are remaining on-track in their coursework; and to assist students with long-term planning for career pathways and academic courses leading to graduation.
- Strategically deliver content to address misconceptions and trends in the 2024-25 SY Quality of School Climate and Safety Score
- School-wide RISE UP Expectations
- Colonel Cash Program to Reward Positive Behavior

Progress Monitoring:

Subsequent Student Surveys Throughout the School Year

Christian County High School
Comprehensive School Improvement Plan
2025-26 SY

Principal's Advisory Board Feedback

Increased Participation in Extracurricular Activities

Funding:
SBDM Funds

General School Funding / Allocations

Family Engagement Funds / Prichard Committee

Priority Indicator #5: Post Secondary Readiness

Three- to Five-Year Goal:

 Increase the Post-Secondary Readiness Score from 104.7 to 121 by 2026 when the current school is combined with another school in the district.

Objective(s):
Increase the Post-Secondary Readiness Score from 104.7 to 121 by 2026.
Introduce Profile of a Graduate competencies that require students to demonstrate key skills to be life ready.

Strategy:
KCWP 2: Design and Deliver Instruction

Christian County High School
Comprehensive School Improvement Plan
2025-26 SY

KCWP 6: Establishing Learning Culture and Environment

Activities:

- Building leaders meet once a week to monitor current systems with action plans, to review the current reality, to goal-set, and to progress monitor and adjust school-wide accountability priority areas.
- Weekly Curriculum Leadership Team Meeting
- Track students attending alternative programs (BLA, VLA, Home Hospital)
- Utilizing assessment scores, dual credit grades, career pathways, and AP exam scores to monitor student progress toward graduation
- CTE Pathways - Explore provided pathways and industry certifications that are responsive to workforce needs
- Advanced Placement and Dual Credit Opportunities - Provide opportunities for students to participate in AP courses
- CTE Collaboration for Career Readiness - EOPA Benchmark / Industry Certification Plans and Data Reviewed develop formative/interim assessments for each CTE program
- Students will engage in learning experiences that support **mastery** of the six CCPS Profile of a Graduate Competencies: Accountable Self-Starter, Innovative Critical Thinker, Collaborative Problem Solver, Empathetic Communicator, Adaptable Learner, and Career- and/or Work-Ready Professional.
- Introduce all six (6) components of Profile of a Graduate to students
- Provide workshops for students to work on living portfolio
- Integrate "Vibrant Learning Days / Experience" in the curriculum for ALL students

Progress Monitoring:

Grade Level Post-Secondary Readiness Spreadsheets

Utilize the Data Tracking Sheet to monitor student progress

Track Benchmark Growth throughout the school year; share growth with teachers, parents, and students

Weekly Failure Report / Grade Checks

Vetting of Formative and Summative Assessments in PLCs

Database of "Profile of a Graduate Living Portfolio"

Completed "Library of Resources" for students to reference

Funding:

Christian County High School
Comprehensive School Improvement Plan
2025-26 SY

Title 1

SBDM Funds

District Funding of Platform Programs

General School Funding / Allocations

Grant Funding

Priority Indicator #6: Graduation Rate

Three- to Five-Year Goal:

Increase the 4 year and 5 year average Graduation Rate from 93.6% to 94.5% by 2026 .

Objective(s):

Increase the 4 year and 5 year average Graduation Rate to 94.5% by 2026.

Strategy:

KCWP 2: Design and Deliver Instruction

KCWP 6: Establishing Learning Culture and Environment

Activities:

- Building leaders meet once a week to monitor current systems with action plans, to review the current reality, to goal-set, and to progress monitor and adjust school-wide accountability priority areas.
- Weekly Curriculum Leadership Team Meeting
- Administrators and teachers will be trained in applying strategies and resources to use for providing services and programs aligned to students' identified needs and interests.
- Administrators and teachers will gain an in-depth understanding of tools such as the Persistence to Graduation Report, Tableau data tools, Individual Learning Plan, transcript audits, and career pathways and how the tools can be utilized to monitor student's interests and at-risk factors; as a result, more students will be enrolled in courses leading toward a completed career pathway and fewer students will drop-out of school.
- High Schools will offer advisory time within the Master Schedule for students to work with an advisor to ensure work is completed and turned in in a timely manner; to provide academic and career counseling and opportunities; to ensure students are remaining on-track in their coursework; and to assist students with long-term planning for career pathways and academic courses leading to graduation.

Christian County High School
Comprehensive School Improvement Plan
2025-26 SY

- Alternative pathways to graduation will be offered at both high schools. Work to eliminate barriers to graduation.

Progress Monitoring:

Grade Level Post-Secondary Readiness Spreadsheets

At-Risk Senior Spreadsheet

Utilize the Data Tracking Sheet to monitor student progress

Track Benchmark testing throughout the school year; share growth with teachers, parents, and students

Weekly Failure Report / Grade Checks

Completed "Library of Resources" for students to reference

Funding:

SBDM Funds

District Funding of Platform Programs

General School Funding / Allocations

Addendum for Schools Identified for Targeted or Additional Targeted Support and Improvement

A school improvement plan for schools identified for targeted support and improvement (TSI) or additional targeted support and improvement (ATSI) must be embedded within the school's comprehensive school improvement plan (CSIP) as required by KRS 160.346(4)-(5) and 703 KAR 5:225.

This addendum outlines the specific requirements that must be addressed in the CSIP to meet federal and state expectations for TSI and ATSI schools. These requirements include targeted strategies and evidence-based activities to support the improvement of consistently underperforming student groups addressed in the goal building template. Evidence-based practices and activities chosen to address any priority goal area must be informed by the Needs Assessment for Schools and feedback from any onsite review conducted by the Kentucky Department of Education (KDE).

Special Considerations for TSI/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 and ATSI schools in the following chart:

TSI and ATSI Additional Requirements
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:** To ensure that school leadership has—and continues to develop—the skills and disposition needed to achieve accelerated, meaningful, and sustainable gains in student achievement for underperforming subgroups, particularly the CCHS Specialized Learners department currently identified as TSI, the leadership team will take a focused, intentional, and data-driven approach centered on shared accountability and capacity building. The CCHS leadership team will prioritize the professional growth of the Specialized Learners team by facilitating weekly PLC meetings focused on effective instructional practices, progress monitoring, and alignment to IEP goals. Leaders will require intentional lesson planning for both co-teaching and resource settings to ensure instruction is purposeful, standards-aligned, and responsive to student needs. In addition, CCHS will implement a co-teaching cohort model in conjunction with the middle school to build a shared

instructional vision, strengthen vertical alignment, and develop leadership capacity around inclusive practices.

Leadership will also take a deeper, more strategic look at data tracking for specialized learner caseloads. Regular analysis of MAP, MasteryConnect, classroom formative assessments, and IEP progress data will be used to identify trends, monitor growth, and adjust interventions in real time. These data conversations will directly inform scheduling, intervention placement, and support structures, ensuring resources are allocated where they will have the greatest impact.

Through consistent instructional feedback, collaborative structures, and a leadership disposition grounded in equity, urgency, and belief in every student's potential, the CCHS leadership team will drive coherent, sustainable improvement. This intentional focus will support the removal of the Specialized Learners department from TSI status while establishing systems that lead to long-term success for all students.

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:

CCHS uses a structured, data-driven process to review the allocation and use of resources—including people, time, and funding—to ensure they are aligned to student needs and to address factors contributing to underperformance, particularly among identified subgroups.

The leadership team begins with a comprehensive review of student performance data (MAP, MasteryConnect, classroom assessments, IEP progress, and MTSS data) alongside staffing assignments, schedules, and caseloads. This analysis is conducted collaboratively by administrators, counselors, the Special Education coordinator, and intervention staff to determine whether current allocations of personnel and instructional time are equitably meeting student needs. Budgetary decisions are reviewed in parallel to ensure funds are supporting evidence-based interventions, instructional materials, and professional learning tied directly to student outcomes.

Through this review process, resource inequities were identified that may have contributed to underperformance. These included inconsistent access to co-teaching support across content areas, uneven Specialized Learners caseloads, limited protected planning time for co-teachers, and insufficient time for targeted intervention and progress monitoring. In some cases, instructional resources and supports were not consistently aligned to the intensity of student need.

To address these inequities, CCHS is implementing several corrective actions. Staffing and schedules are being adjusted to balance caseloads and ensure equitable access to co-teaching and resource support. Protected time has been established for weekly Specialized Learners PLCs and required co-planning to strengthen instructional coherence. Financial resources are being prioritized for professional development in inclusive practices, progress monitoring tools, and instructional materials that directly support specialized learners. Additionally, leadership is strengthening systems for tracking resource use and student impact to ensure ongoing monitoring and timely adjustments.

Additional Actions That Address the Causes of Consistently Underperforming Subgroups of Students

Consider: Describe the process used to review the learning culture related to your targeted subgroup(s) and any additional actions that were determined to address the causes of underperformance.
Response:

The process begins with leadership-led walkthroughs, classroom observations, and rounding conversations focused on instructional expectations, student engagement, and inclusive practices. Administrators examine how Specialized Learners experience instruction across settings, paying close attention to consistency of expectations, use of accommodations, co-teaching practices, and the level of student ownership and belonging within classrooms. This qualitative data is reviewed alongside discipline data, attendance trends, and feedback from teachers, counselors, students, and families to gain a comprehensive understanding of the learning culture.

Through this review, leadership identified areas contributing to underperformance, including inconsistent implementation of co-teaching models, varying expectations for Specialized Learners across classrooms, limited clarity around shared ownership between general and special education staff, and a need for stronger emphasis on student efficacy and progress monitoring. In some cases, Specialized Learners experienced fragmented instruction rather than a cohesive, inclusive learning environment.

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 you monitor the evidence-based practice to ensure it is implemented with fidelity?
Response:

The analysis of academic and non-academic data for CCHS revealed several key areas of need for the targeted subgroup of Specialized Learners that will be addressed through CSIP activities. Academically, MAP, MasteryConnect, classroom assessments, and IEP progress data indicated gaps in reading comprehension, written expression, and mathematical problem-solving, as well as inconsistent growth across content areas. Non-academic data, including attendance, discipline trends, and classroom observation data, pointed to challenges with student engagement, instructional consistency, and variable implementation of accommodations and inclusive practices.

To address these needs, CCHS will incorporate evidence-based practices specifically targeted to improving outcomes for Specialized Learners. These include the consistent use of co-teaching models with clearly defined roles; explicit, standards-aligned instruction with scaffolding; frequent formative assessment and progress monitoring; and targeted small-group interventions aligned to individual student skill gaps. Additionally, structured PLCs will focus on analyzing student work, aligning instruction to IEP goals, and intentionally planning for co-teaching and resource settings. These practices are supported by research demonstrating improved achievement for students with disabilities when instruction is explicit, collaborative, and data-driven.

Fidelity of implementation will be monitored through multiple measures. Leadership will conduct regular classroom walkthroughs and targeted observations using look-fors aligned to co-teaching, explicit instruction, and differentiation. Weekly PLC agendas, lesson plans, and co-planning documentation will be reviewed to ensure alignment to evidence-based practices. Progress monitoring data, IEP goal tracking, and MTSS documentation will be analyzed on a regular basis to determine student response to interventions. When gaps in implementation or outcomes are identified, leadership will provide timely feedback, coaching, and professional learning to ensure continuous improvement.

TSI/ATSI Evidence-based Practices Documentation

TSI improvement plans must include at least one evidence-based practice (EBP) that is implemented to improve student outcomes that meet the definition of "evidence-based" under the Every Student Succeeds Act (ESEA) section 8101(21). The definition of "evidence-based" in ESEA section 8101(21) includes four levels of evidence from which interventions may be selected:

- **Strong evidence** from at least one well-designed and well-implemented *experimental study*;
- **Moderate evidence** from at least one well-designed and well-implemented *quasi-experimental study*;
- **Promising evidence** from at least one well-designed and well-implemented *correlational study* with statistical controls for selection bias; or
- **Demonstrates a rationale** based on high-quality research findings or positive evaluation that such activity, strategy or intervention is likely to improve student outcomes or other relevant outcomes and includes ongoing efforts to examine the effects of such activity, strategy or intervention.

More specific information regarding EBPs can be found on the Kentucky Department of Education's [Evidence-based Practices website](#).

Complete the table below to document the evidence that supports the evidence-based intervention outlined in this plan.

Evidence-based Activity	Evidence Citation
Example: Train staff to implement inductive teaching strategies.	Example: Hattie, J. (2009). Visible Learning: a synthesis of over 800 meta-analyses relating to achievement. Routledge: New York, NY.
Provide targeted professional learning for the Specialized Learners team through active participation in the district's Co-Teaching Cohort, strengthening inclusive instructional	Slavin, R. E., Inns, A., Pellegrini, M., & Lake, C. (2019). *Response to Proven Intervention (RTPI): Enabling struggling learners.* Baltimore, MD: Center for Research and Reform in Education, Johns Hopkins University.

practices and collaborative teaching models.	

2025-26 SY CCHS Compliance Requirements

Challenge: ATSI Status for Specialized Learners

Evidence Citation: Slavin, R. E., Inns, A., Pellegrini, M., & Lake, C. (2019). *Response to Proven Intervention (RTPI): Enabling struggling learners*. Baltimore, MD: Center for Research and Reform in Education, Johns Hopkins University.

Estimated Evidence Level: Moderate to Strong

Study Discussion: Provide targeted professional learning for the Specialized Learners team through active participation in the district's Co-Teaching Cohort, strengthening inclusive instructional practices and collaborative teaching models.

Intervention	Outputs	Short-term Outcomes (0-1 year)	Mid-term Outcomes (2-3 years)	Long-term Outcomes (4+ years)	Monitoring Data
CCHS uses a structured, data-driven process to review the allocation and use of resources—including people, time, and funding—to ensure they are aligned to student needs and to address factors contributing to underperformance, particularly among identified subgroups.	A documented annual review of staffing, schedules, and funding allocations aligned to identified student needs and subgroup data.

Revised master schedules that increase access to targeted interventions, co-teaching, and resource support for identified subgroups.

Implementation of | Improved alignment of staffing, schedules, and intervention time to identified student and subgroup needs, as evidenced by updated master schedules and intervention rosters.

Increased consistency and effectiveness of targeted academic and behavioral interventions for identified subgroups. | Sustained alignment of people, time, and funding to student needs, resulting in a stable, data-informed master schedule and intervention framework.

Consistent, high-fidelity implementation of evidence-based instructional, co-teaching, and intervention practices across content areas. | Institutionalized, equitable allocation of people, time, and funding that consistently responds to evolving student needs across all subgroups.

Sustained improvement in academic achievement and growth for all students, with identified subgroups meeting or exceeding state and district | Annual review of staffing assignments, caseloads, and master schedules to ensure alignment to student and subgroup needs.

Documentation from PLCs, MTSS, and At-Risk meetings, including agendas, minutes, and action steps.

Budget and expenditure reports tied to intervention supports, |

targeted staffing assignments (e.g., interventionists, behavior supports, instructional coaches) based on data-identified needs. Established schedules for regular data meetings (PLC, At-Risk, MTSS) with documented agendas, minutes, and action steps. Updated intervention rosters identifying students receiving academic and/or behavioral supports. Allocation of funding toward evidence-based instructional resources, assessment tools,	Improved teacher understanding and use of data to inform instructional and intervention decisions, as demonstrated through PLC and MTSS documentation. Increased student access to evidence-based supports, including co-teaching and resource services, during the school day. Improved implementation fidelity of instructional and intervention practices, as measured by walkthroughs, observations, and monitoring tools.	Improved academic achievement and growth for identified subgroups, as measured by state assessments, interim assessments, and course performance. Reduced achievement gaps between identified subgroups and the overall student population. Increased staff capacity to analyze data, adjust instruction, and implement targeted supports independently and effectively. Improved student engagement	performance benchmarks. Elimination or significant reduction of persistent achievement gaps among identified subgroups. A fully embedded MTSS framework that ensures early identification, timely intervention, and effective progress monitoring for academic and behavioral needs. A highly skilled instructional staff with strong collective efficacy, consistently implementing evidence-based practices with fidelity.	instructional resources, and professional learning. Walkthrough, observation, and fidelity data monitoring implementation of instructional, co-teaching, and intervention practices. Student outcome data disaggregated by subgroup, including interim assessments, state assessments, grades, attendance, behavior, and graduation indicators. Mid-year and end-of-year evaluation summaries documenting data-driven adjustments

and professional learning directly tied to areas of underperformance. Monitoring tools (e.g., data trackers, walkthrough forms, fidelity checks) used consistently to assess effectiveness of resource utilization. Mid-year and end-of-year reports evaluating the impact of resource adjustments on student performance and subgroup outcomes.	Early positive trends in leading indicators (attendance, course completion, interim assessment performance, behavior data) for identified subgroups.	indicators, including attendance, behavior, and course completion, particularly among identified subgroups. Institutionalization of continuous improvement cycles through regular data review, progress monitoring, and resource reallocation.	Improved graduation, postsecondary readiness, and college/career outcomes for all students, including historically underperforming subgroups. A culture of continuous improvement in which data-driven decision-making and strategic resource allocation are embedded in school operations and leadership practices.	to people, time, and funding.

Evidence Citation:

Estimated Evidence Level:

Study Discussion:

Intervention	Outputs	Short-term Outcomes (0-1 year)	Mid-term Outcomes (2-3 years)	Long-term Outcomes (4+ years)	Monitoring Data

Template
Challenge:
Evidence Citation:
Estimated Evidence Level:
Study Discussion:

Intervention	Outputs	Short-term Outcomes (0-1 year)	Mid-term Outcomes (2-3 years)	Long-term Outcomes (4+ years)	Monitoring Data

Hopkinsville High School

Comprehensive School Improvement Plan (CSIP) 2025-2026

Rationale

The CSIP is a plan developed by the school council with the input of parents, faculty and staff based on a review of relevant data that includes targets, strategies, activities, a time schedule to support student achievement and student growth and to eliminate achievement gaps among groups of students. Through the improvement planning process, leaders focus on priority needs, funding and closing achievement gaps among identified subgroups of students.

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).

Please note that the objectives (yearly 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 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 (and general information about goal setting) for each required planning component can be found on page 2 of this 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**.

Operational Definitions

When completing the template sections that follow, please refer to the following operational definitions:

- **Goal:** Long-term three- to five-year targets based on the school level state assessment results. Long-term targets should be informed by the Phase Two: Needs Assessment for Schools;
- **Objective:** Short-term yearly target 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;
- **Strategy:** An approach to systematically address the process, practice or condition that the school will focus its efforts upon, as identified in the Needs Assessment for Schools, in order to reach its goals or objectives. There can be multiple strategies for each objective. The strategy can be based upon Kentucky's six Key Core Work Processes listed below or another established improvement approach (i.e., *Six Sigma, Shipley, Baldridge, etc.*);
- **Key Core Work Processes:** A series of processes identified by the Kentucky Department of Education that involve the majority of an organization's workforce and relate to its core competencies. These are the factors that determine an organization's success and help it prioritize areas for growth;

  > KCWP 1: Design and Deploy Standards
  > KCWP 2: Design and Deliver Instruction
  > KCWP 3: Design and Deliver Assessment Literacy
  > KCWP 4: Review, Analyze and Apply Data Results
  > KCWP 5: Design, Align and Deliver Support
  > KCWP 6: Establish Learning Environment and Culture

- **Activity:** Actionable steps the school will take to deploy the chosen strategy. There can be multiple activities for each strategy;
- **Progress Monitoring:** Process used to collect and analyze measures of success to assess the level of implementation, the rate of improvement and the effectiveness of the plan. The measures may be quantitative or qualitative but are observable in some way. The description should include the artifacts to be reviewed, specific timelines, and responsible individuals; and
- **Funding:** Local, state or federal funds/grants used to support (or needed to support) the activities.

Goal Setting:

When developing goals, all schools must establish achievement gap targets and set goals in the area of state assessment results in reading and mathematics. Other goals aligned to the indicators in the state's accountability system and deemed priority areas in the Phase Two: Needs Assessment for Schools are optional.

Required Goals

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. Additional rows may be added for multiple targets, strategies and activities.

Objective(s):

1. HHS will increase the percentage of 10th grade students with disabilities scoring proficient in Reading to 44.8% and Math to 37.4% as measured by the 2026 KSA.

2. HHS will increase the percentage of 10th grade African American students scoring proficient in Reading to 41.1% and Math to 29.2% as measured by the 2026 KSA.

Strategy:

KCWP 1: Design and Deploy Standards
KCWP 2: Design and Deliver Instruction
KCWP 3: Design and Deliver Assessment Literacy KWCP 4: Review, Analyze and Apply Data
KCWP 5: Design, Align and Deliver Support

Activities:

• Use KSA blueprint and all released items to plan common assessments.
• Formative assessments will be used to mimic KSA format.
• Analyze Canvas plans for usage of our HQIR for ELA (Savvas) and Math (HMH AGA)
• Analyze Canvas plans for use of RTI activities from the HQIRs that are intentional and focused on needs of students
• PLC focus on Unit and Lesson Internalization and Analysis is Student Work
• Utilize MTSS plan for math and reading based on MAP testing for Tier 2 Intervention that will take place during the 90 minute block with Math 180 and ILIT
• Goal Setting-Novice Reduction
• Name and Claim Students
• Practice usage of accommodations with Testing Buddies

• KDE Novice Reduction Strategies

Progress Monitoring:

• Monitor walk-thru data-Divided
amongst Admin Team using
Observation Schedule
• Weekly Administrative analysis
of Canvas lesson plans (Each class linked to spreadsheet that is

checked weekly)

• Report Common Assessment data in PLCs for each unit of study (Each teacher will update the data in their PLC Data tracker)

• MTSS Google Tracking Sheets

• Map Data: Progress monitoring for KSA (10th Grade
Reading/Math). Goals are to
reduce novice levels and increase levels of P/D

• KSA Calculator-Utilized at the school level after each unit
assessment

• Linking Study for MAP (if available) can be put in calculator after assessment. • Benchmark Assessments-given in October, December, and February • Standards aligned lessons

• Data put into KSA calculator
(school level and district level)

• Instruction adjustment based data

Funding:

• District Level Funding, Title 1

• GT state grant, GT district match

State Assessment Results in Reading and Mathematics

Kentucky's accountability system uses multiple academic and school quality measures, with each indicator contributing to the overall score. Reading and math proficiency are foundational to student success, and state assessment results in reading and mathematics carry the greatest weight when calculating the overall score at each level (elementary, middle and high school). This indicator is a required goal area for all schools.

Three- to Five-Year Goal:

Hopkinsville High School will decrease the number of high school students scoring Novice on reading and math as measured on the KSA by at least 25% by May of 2026.

Objective(s):

1. By May 2025, HHS will increase the percentage of 10th grade students scoring proficient or above in reading to 56.2% or higher as measured by the 2026 KSA.
2. HHS will increase the percentage of 10th grade students scoring proficient or above in math to 40% as measured by the 2026 KSA.

Strategy:

KCWP 1: Design and Deploy Standards
KCWP 2: Design and Deliver Instruction
KCWP 3: Design and Deliver Assessment Literacy
KWCP 4: Review, Analyze and Apply Data
KCWP 5: Design, Align and Deliver Support

Activities:

• Use KSA blueprint and all released items to plan common assessments.
• Formative will be used to mimic KSA format.
• Analyze Canvas plans for use HQIR Savvas Curriculum and passage based activities focused on specific reading skills
• Analyze Canvas plans for use HQIR HMH AGA Curriculum
• PLC focus on Unit and Lesson Internalization and Analysis is Student Work
• Utilize MTSS plan for reading based on MAP testing for Tier 2 Intervention during the 90 minute block
• Goal Setting-Novice Reduction
• Name and Claim Students
• KDE Novice Reduction Strategies
• Gifted and Talented Students: Students who are identified as gifted and talented will be provided services in alignment with their Gifted Student Services Plan (GSSP).

Progress Monitoring:

• Monitor walk-thru data Divided amongst Admin Team using Observation Schedule
• Weekly Administrative analysis of Canvas lesson plans (Each class linked to spreadsheet that is checked weekly)
• Report Common Assessment data in PLCs for each unit of study (Each teacher will update the data in their PLC data tracker)
• RTI/MTSS data will be tracked through online usage of Math 180 and ILIT for Reading
• Map Data: Progress monitoring for KSA (10th Grade Reading/Math). Goals are to reduce novice levels and increase levels of P/D
• KSA Calculator-Utilized at the school level after each unit assessment
• Linking Study for MAP (if available) can be put in calculator after assessment.

- Used for scrimmages
- Benchmark Assessments-given in September, December, and March
- Standards aligned lessons
- Data put into KSA calculator (school level and district level)
- Instruction adjustment based on data schedules of GT enrichment specialists
- Professional learning sign in sheets from staff trainings led by cluster leaders
- Cluster leader trainings
- Progress reports for individual students
- Assessment data for students who are gifted and talented

Funding:
- District Level Funding, Title 1
- GT state grant, GT district match

Alignment to Needs: Optional Goals

Through the Phase Two: Needs Assessment for Schools, priorities were identified, and processes, practices and/or conditions were chosen for focus. Identify any additional indicators that will be addressed by the school in order to build staff capacity and increase student achievement by selecting "yes" or "no" from the dropdown options (beside each indicator) below. For any indicator noted as a priority with a "yes," schools must complete the below fields. For any indicator marked with a "no," no further information is needed. Each indicator must have a "yes" or "no" response in the below table.

Indicator	Priority Indicator?
State Assessment Results in science, social studies and writing	Yes
English Learner Progress	Yes
Quality of School Climate and Safety	Yes
Postsecondary Readiness (high schools and districts only)	No
Graduation Rate (high schools and districts only)	No

Priority Indicator Goals:

Complete the fields below for each indicator that was chosen as a priority with a "yes" response above.

Priority Indicator #1: State Assessment Results in Science, Social Studies and Writing

Three- to Five-Year Goal:

Hopkinsville High School will decrease the number of high school students scoring Novice Science, Social Studies, and On Demand Writing as measured on the KSA by at least 25% by May of 2026.

Objective(s):
1. HHS will increase the percentage of 11th grade students scoring proficient or above in Science to 40% or higher as measured by the 2026 KSA.
2. HHS will increase the percentage of 11th grade students scoring proficient or above in Social Studies to 45% or higher as measured by the 2026 KSA.
3. HHS will increase the percentage of 11th grade students scoring proficient or above in Combined Writing to 59.1% or higher as measured by the 2026 KSA.

Strategy:
  KCWP 1: Design and Deploy Standards
  KCWP 2: Design and Deliver Instruction
  KCWP 3: Design and Deliver Assessment Literacy
  KWCP 4: Review, Analyze and Apply Data
KCWP 5: Design, Align and Deliver Support

Activities:
  • Use KSA blueprint and all released items to plan common assessments
  • Teachers develop daily data extraction of graphs/charts/models to determine implications and trends of data
  • Teachers develop daily reviews of scientific vocabulary and terminology associated with the KSA
  • Use OpenSciEd as a high quality resource
  • For Science-Utilize phenomena and common assessment student work protocol to monitor student progress (built into PLC process)
  • For Social Studies, review kystandards.org assessment design resources

- For Social Studies, review and implement Pearson Released Items and Mastery Connect Item Bank for Common Assessment development
- Use DBQ as a high-quality resource (1 per 9 Weeks)
- Implementation of school writing plan by teachers with administrative oversight of the process and submission of digital pieces
- District Writing Coach will work with all ELA teachers on On-Demand Writing process for school-wide use
- Focus on Argumentative Writing based on a passage based text
- Modeling of on-demand writing & speaking common language throughout all ELA classes
- Writing Coach to meet with Instructional admin to discuss monthly calendar and teacher needs for modeling/help
- Benchmark Assessments-given in September and March for Science and Social Studies, On-Demand Writing 3 times during the school year
- Standards aligned lessons
- Data put into KSA calculator (school level and district level)
- Instruction adjustment based on data
- Goal Setting-Novice Reduction
- Name and Claim Students
- KDE Novice Reduction Strategies
- Gifted and Talented Students: Students who are identified as gifted in Science or Social Studies

Progress Monitoring:

- Monitor walk-thru data Divided amongst Admin Team using Observation Schedule
- Weekly Administrative analysis of Canvas lesson plans (Each class linked to spreadsheet that is checked weekly)
- Report Common Assessment data in PLCs for each unit of study (Each teacher will update the data in their PLC data tracker)
- RTI/MTSS data will be tracked through online usage of Math 180 and ILIT for Reading
- Map Data: Progress monitoring for KSA (10th Grade Reading/Math). Goals are to reduce novice levels and increase levels of P/D
- KSA Calculator-Utilized at the school level after each unit assessment
- Linking Study for MAP (if available) can be put in calculator after assessment.
- Used for scrimmages
- Benchmark Assessments-given in September, December, and March
- Standards aligned lessons
- Data put into KSA calculator (school level and district level)
- Instruction adjustment based on data schedules of GT enrichment specialists
- Professional learning sign in sheets from staff trainings led by cluster leaders
- Cluster leader trainings
- Progress reports for individual students
- Assessment data for students who are gifted and talented

Funding:

- District Level Funding, Title 1
- GT state grant, GT district match

Priority Indicator #2: English Learner Progress

Three- to Five-Year Goal:

Each EL student at Hopkinsville High School will progress at least 2 levels on the ACCESS assessment by May 2026.

Objective(s):

HHS will increase its English Language Proficiency Rate to 36.8 as measured by the 2026 ACCESS Test.

Strategy:

KCWP 1: Design and Deploy Standards
KCWP 2: Design and Deliver Instruction
KCWP 3: Design and Deliver Assessment Literacy
KWCP 4: Review, Analyze and Apply Data
KCWP 5: Design, Align and Deliver Support

Activities:

• Use KSA blueprint and all released items to plan common assessments.
• Formative assessments will be used to mimic KSA format.
• Analyze Canvas plans for usage of our HQIR for ELA (Savvas)
• Analyze Canvas plans for use of RTI activities from the HQIR that are intentional and focused on needs of students
• PLC focus on Plan, Do, Study, Act
• Utilize MTSS plan for reading based on MAP testing for Tier 2 Intervention that will take place during the 90 minute block
• Goal Setting-Novice Reduction
• Name and Claim Students
• [KDE Novice Reduction Strategies](#)

• EL District Teacher will work with students on testing strategies in an EL Advisory class

Progress Monitoring:

• Monitor walk-thru data-Divided amongst Admin Team using Observation Schedule
• Weekly Administrative analysis of Canvas lesson plans (Each class linked to spreadsheet that is checked weekly)
• Report Common Assessment data in PLCs for each unit of study (Each teacher will update the data trackers)
• Monitor RTI/MTSS through the ILIT online platform
• Map Data: Focus on Novice Reduction for Reading
• KSA Calculator-Utilized at the school level after each unit assessment
• Linking Study for MAP (if available) can be put in calculator after assessment.
• Benchmark Assessments-given in September, December, and March
• Standards aligned lessons
• Data put into KSA calculator (school level and district level)
• Instruction adjustment based data

Funding:

• District Level Funding, Title 1
• GT state grant, GT district match

Priority Indicator #3: Quality of School Climate and Safety

Three- to Five-Year Goal:

The Quality of School Climate and Safety Survey indicator score will increase to at least 75 by May 2026.

Objective(s):

The Quality of School Climate and Safety Survey indicator score will increase to at least 75 by May 2026.

Strategy:

KCWP 1: Design and Deploy Standards
KCWP 2: Design and Deliver Instruction
KCWP 3: Design and Deliver Assessment Literacy
KWCP 4: Review, Analyze and Apply Data
KCWP 5: Design, Align and Deliver Support

Activities:

• Discussion of Survey items during bi-weekly Leadership Team Meetings
• Discussion of Survey items in Advisory Classes
• Student Voice Committee Meetings to analyze each Survey item

Progress Monitoring:

• Weekly Advisory Plans
• Student feedback from Student Voice Committee

Funding:

• District Level Funding, Title 1
• GT state grant, GT district match

Comprehensive School Improvement Plan (CSIP)

Christian County Middle School 2025-2026

Rationale

The CSIP is a plan developed by the school council with the input of parents, faculty and staff based on a review of relevant data that includes targets, strategies, activities, a time schedule to support student achievement and student growth and to eliminate achievement gaps among groups of students. Through the improvement planning process, leaders focus on priority needs, funding and closing achievement gaps among identified subgroups of students.

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).

Please note that the objectives (yearly 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 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 (and general information about goal setting) for each required planning component can be found on page 2 of this 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**.

Operational Definitions

When completing the template sections that follow, please refer to the following operational definitions:

- **Goal:** Long-term three- to five-year targets based on the school level state assessment results. Long-term targets should be informed by the Phase Two: Needs Assessment for Schools;

- **Objective:** Short-term yearly target 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;

- **Strategy:** An approach to systematically address the process, practice or condition that the school will focus its efforts upon, as identified in the Needs Assessment for Schools, in order to reach its goals or objectives. There can be multiple strategies for each objective. The strategy can be based upon Kentucky's six Key Core Work Processes listed below or another established improvement approach (i.e., *Six Sigma, Shipley, Baldridge, etc.*);

- **Key Core Work Processes:** A series of processes identified by the Kentucky Department of Education that involve the majority of an organization's workforce and relate to its core competencies. These are the factors that determine an organization's success and help it prioritize areas for growth;
  - KCWP 1: Design and Deploy Standards
  - KCWP 2: Design and Deliver Instruction
  - KCWP 3: Design and Deliver Assessment Literacy
  - KCWP 4: Review, Analyze and Apply Data Results
  - KCWP 5: Design, Align and Deliver Support
  - KCWP 6: Establish Learning Environment and Culture

- **Activity:** Actionable steps the school will take to deploy the chosen strategy. There can be multiple activities for each strategy;

- **Progress Monitoring:** Process used to collect and analyze measures of success to assess the level of implementation, the rate of improvement and the effectiveness of the plan. The measures may be quantitative or qualitative but are observable in some way. The description should include the artifacts to be reviewed, specific timelines, and responsible individuals; and

- **Funding:** Local, state or federal funds/grants used to support (or needed to support) the activities.

Goal Setting:

When developing goals, all schools must establish achievement gap targets and set goals in the area of state assessment results in reading and mathematics. Other goals aligned to the indicators in the state's accountability system and deemed priority areas in the Phase Two: Needs Assessment for Schools are optional.

Required Goals

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. Additional rows may be added for multiple targets, strategies and activities.

Objective(s):
- Decrease the number of Students with Disabilities (with an IEP) scoring novice on KSA Math from 59% to 58% by May 2026.

Strategy:
- KCWP 2: Design and Deliver Instruction
- KCWP 4: Review, Analyze and Apply Data Results

Activities:
- KCWP 2: Design and Deliver Instruction:
    - Resource teachers will have small-group math intervention targeting computation and multi-step problem solving
    - Spiral review of previously taught skills
    - Guided practice with immediate feedback
    - Teachers are planning and reflecting on standards aligned lessons that meet diverse student needs.
    - Through Summer PD and PLC, teachers are learning Cognitive Engagement Strategies to improved student engagements and/or student discourse in their classrooms.
    - Through Summer PD and PLC, teachers are studying Marzano's The New Art and Science of Teaching to enhance lessons found in the HQIR.
    - We have a teacher duo participating in the Swift Co-Teaching initiative through WKEC as a model team.
    - CCMS Special Ed consultant joins PLC meetings to share accommodations and special ed strategies for the general ed classroom.

- KCWP 4: Review, Analyze and Apply Data Results
    - Spiral review of previously taught skills
    - Guided practice with immediate feedback

- ○ Growing in studying the next steps after unit assessments through PLC discussions and actions
- ○ Inputting unit assessment data into the KSA calculator to track how students are performing at any point in the school year.

Progress Monitoring:
- Intentional PLC planning
- Student work analysis protocol
- Data analysis after each unit assessment
- MAP and/or Mastery Connect data analysis - Fall, Winter, Spring
- Caseload teachers progress monitor every 2-3 weeks

Funding:
- General; Title 1

State Assessment Results in Reading and Mathematics

Kentucky's accountability system uses multiple academic and school quality measures, with each indicator contributing to the overall score. Reading and math proficiency are foundational to student success, and state assessment results in reading and mathematics carry the greatest weight when calculating the overall score at each level (elementary, middle and high school). This indicator is a required goal area for all schools.

Three- to Five-Year Goal:
- Reading: 64.4% of CCMS students will be proficient on Reading KSA by 2027.
- Math: 48.9% of CCMS students will be proficient on Math KSA by 2027.

Objective(s):
- Reading – Increase the number of students scoring proficient and distinguished in reading from 44% to 49% by May 2026.
- Math – Increase the number of students scoring proficient and distinguished in math from 31% to 36% by May 2026.

Strategy:
- KCWP 2: Design and Deliver Instruction
- KCWP 4: Review, Analyze and Apply Data Results

Activities:
- KCWP 2: Design and Deliver Instruction:
  - Teachers are planning and reflecting on standards aligned lessons that meet diverse student needs.
  - Through Summer PD and PLC, teachers are learning Cognitive Engagement Strategies to improved student engagements and/or student discourse in their classrooms.
  - Through Summer PD and PLC, teachers are studying Marzano's The New Art and Science of Teaching to enhance lessons found in the HQIR.
  - Coaching visits, trainings, and support around the ELA and Math HQIR
  - Teacher and student goal setting
- KCWP 4: Review, Analyze and Apply Data Results:
  - Studying unit assessments found in HQIR and working to align instruction to prepare students for the unit test
  - Growing in studying the next steps after unit assessments through PLC discussions and actions
  - Input unit assessment data into the KSA calculator to track how students are performing at any point in the school year.
  - Fluid reading and math intervention classes

Progress Monitoring:
- Classroom observation tool around Domain 3
- Intentional PLC planning

- Student work analysis protocol
- Data analysis after each unit assessment
- MAP and/or Mastery Connect data analysis - Fall, Winter, Spring

Funding:
Title 1; General

Alignment to Needs: Optional Goals

Through the Phase Two: Needs Assessment for Schools, priorities were identified, and processes, practices and/or conditions were chosen for focus. Identify any additional indicators that will be addressed by the school in order to build staff capacity and increase student achievement by selecting "yes" or "no" from the dropdown options (beside each indicator) below. For any indicator noted as a priority with a "yes," schools must complete the below fields. For any indicator marked with a "no," no further information is needed. Each indicator must have a "yes" or "no" response in the below table.

Indicator	Priority Indicator?
State Assessment Results in science, social studies and writing	Yes
English Learner Progress	No
Quality of School Climate and Safety	Yes
Postsecondary Readiness (high schools and districts only)	No
Graduation Rate (high schools and districts only)	No

Priority Indicator Goals:

Complete the fields below for each indicator that was chosen as a priority with a "yes" response above.

Priority Indicator #1: State Assessment Results in Science, Social Studies and Writing

Three- to Five-Year Goal:
- Science: 49.2 % of CCMS students will be proficient or above on KSA by 2027.
- Social Studies: 64.3 % of CCMS students will be proficient or above on KSA by 2027.
- Writing: 47.8% % of CCMS students will be proficient or above on KSA by 2027.

Objective(s):
- Science – Increase the number of students scoring proficient and distinguished in science from 28% to 32% by May 2026.

- Social Studies – Increaset the number of students scoring proficient and distinguished in Social Studies from 25% to 30% by May 2026.
- Combined Writing – Increase the number of students scoring proficient and distinguished in combined writing from 34% to 39% by May 2026.

Strategy:
- KCWP 2: Design and Deliver Instruction
- KCWP 4: Review, Analyze and Apply Data Results

Activities:
- KCWP 2: Design and Deliver Instruction:
  - Teachers are planning and reflecting on standards aligned lessons that meet diverse student needs.
  - Through Summer PD and PLC, teachers are learning Cognitive Engagement Strategies to improved student engagements and/or student discourse in their classrooms.
  - Through Summer PD and PLC, teachers are studying Marzano's The New Art and Science of Teaching to enhance lessons found in the HQIR. and other curriculum
  - Coaching visits, trainings, and support around the Science HQIR
  - Planning and modeling from the school writing coach
  - Site visit to Bowling Green to study Social Studies planning
  - Teacher and student goal setting

- KCWP 4: Review, Analyze and Apply Data Results:
  - Studying and revising more rigorous unit assessments to align with instruction to prepare students.
  - Growing in the studying the next steps after unit assessments through PLC discussions and actions
  - Input unit assessment data into the KSA calculator to track how students are performing at any point in the school year.

Progress Monitoring:
- Classroom observation tool around Domain 3
- Intentional PLC planning
- Student work analysis protocol
- Data analysis after each unit assessment
- Mastery Connect data analysis - Fall, Winter, Spring

Funding:
Title 1; General

Priority Indicator #2: Quality of School Climate and Safety

Three- to Five-Year Goal:
- Increase the number of students who agree/strongly agree that "My school is an encouraging place" from 65.9% to 85% by May 2027.

Objective(s):
- Decrease the number of students who say "Bullying is not a problem for this school" from 50.1% to 45.1% by May 2026.

Strategy:
- KCWP 6: Establish Learning Environment and Culture

Activities:
- LiveSchool reward system - Students earn points for being prepared, respectful, having integrity, dependable, engaged, character traits, and school spirit.
- PBIS Rewards every four weeks
- Good News Cards sent home weekly to students for positive encouragement.
- Students of the Month
- CCMS students feel encouraged because they have school counselors readily available to them to share their concerns, issues, and celebrations.

Progress Monitoring:
- Student surveys
- Feedback from Student Advisory Counsil
- Early Warning Took
- Colonel Pride Program
- Tracking of Good News Cards and Students of the Month

Funding:
Title 1; General

Christian County Middle School 2025-2026

Addendum for Schools Identified for Targeted or Additional Targeted Support and Improvement

A school improvement plan for schools identified for targeted support and improvement (TSI) or additional targeted support and improvement (ATSI) must be embedded within the school's comprehensive school improvement plan (CSIP) as required by KRS 160.346(4)-(5) and 703 KAR 5:225.

This addendum outlines the specific requirements that must be addressed in the CSIP to meet federal and state expectations for TSI and ATSI schools. These requirements include targeted strategies and evidence-based activities to support the improvement of consistently underperforming student groups addressed in the goal building template. Evidence-based practices and activities chosen to address any priority goal area must be informed by the Needs Assessment for Schools and feedback from any onsite review conducted by the Kentucky Department of Education (KDE).

Special Considerations for TSI/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 and ATSI schools in the following chart:

TSI and ATSI Additional Requirements
Components of Turnaround Leadership Development and Support:
Consider: How will you ensure that school leadership has or develops the skills and disposition to achieve accelerated, meaningful and sustainable increases in student achievement for underperforming subgroups? **Response:** CCMS math teachers will attend professional development through the Numeracy Alliance which are provided by Christian County Public Schools. Math teachers and school leadership will also actively participate in PLC weekly and provide support as needed. Leadership will attend monthly Instructional Leadership Team meetings which feature dedicated time working with the district and other schools to improve instructional practices. Our principal did a learning walk to complete a SWIFT visit to learn more about the co-teaching process. We currently have an 8th grade general ed and special ed teacher participating in the SWIFT process. A CCMS assistant principal and teacher coach participate in middle school specific Intructional Leadership Team meetings monthly and are participants in the HQIR Curriculum Coaching Academy at the GRREC to support all core contents. We also have a dedicated Special Ed Consultant for the 24-25 and 25-26 school year.
Identification of Critical Resources Inequities:
Consider: Describe the process used to review the allocation and use of resources (people, time and money), any resource inequities that were identified that may contribute to underperformance, and how identified resource inequities will be addressed. **Response:** CCMS uses ESS funding to provide after school tutoring. Reading, Math, and Science are using a vetted HQIR funded by CCPS. Title 1 money is also used to provide instructional materials for reading, math, science, social studies, writing, resource and intervention classes. We are looking for evidence-based resources for intervention and skills-based instruction for middle school students in the areas of math and reading. We use Title 1 money to pay for a part-time writing coach who works directly with writing teachers and students. Two permanent subs are also paid out of Title 1 money. Special Education teachers engage in PLC's and other professional learning to develop their capacity to teach and assess grade-level standards. We are always looking for high quality instructional materials that

TSI and ATSI Additional Requirements

resource teachers can use in their classrooms so students have access to standards-based instruction and assessments. All the resources are used to any CCMS student, whether they are general ed or have an IEP.

We have an 8th grade co-teaching team (Mrs. Jettinghoff and Ms. Swafford) is participating in the WKEC Co-Teaching Transformation Initiative Cohort. They have completed three SWIFT (Short-Watch Instructional Feedback Tool) visits, showcasing effective use of co-teaching models, IEP alignment, differentiated instruction, and specially designed instruction (SDI).
Each walkthrough focuses on four core competencies:
- Shared instructional space and time ("equal air time")
- Small group instruction using effective co-teaching approaches
- Multiple practice and feedback opportunities for all students
- Integration of SDI into daily learning targets

Once proficiency is demonstrated, the team serves as a model classroom, mentoring peers and supporting the growth of high-quality co-teaching across our school. We are on track to move to this next stage by spring of 2026.

Additional Actions That Address the Causes of Consistently Underperforming Subgroups of Students

Consider: Describe the process used to review the learning culture related to your targeted subgroup(s) and any additional actions that were determined to address the causes of underperformance.

Response: CCMS students with disabilities have a high rate of novice performance in the areas of reading and math. We are focusing on reducing novice in Math through the use of HMH *Into Math* in the classroom. Math teachers have received training on the evidence-based program of *Into Math* and attend Cohorts and Lesson Studies to improve instruction. Teachers are looking closely at MAP data, district benchmarks and unit assessments to see the specific areas students are performing below grade level and creating specific action steps to help students with standards mastery. We also have a high rate of students with disabilities scoring novice in Reading. This year, ELA teachers are using Savvas *My Perspectives* as their HQIR. In 2024-25 we purchased Savvas *Success Maker* for reading intervention along with supplemental resources for skills based reading instruction. For 2025-26 school year, Reading intervention and resources classes have access to iLit 45 and iXL as supplemental instruction.

The process used to review the learning culture related to Special Education was an examination of observations, resources, and student work. As a result, it was found that students in resource settings were less likely to have access to standards-based instruction and assessments in resource settings, which could have been a contributing factor to the special education student's underperformance on KSA. As a result, the following actions will be implemented to ensure students with disabilities have access to grade level standards instruction and are assessed used assessments aligned to grade-level assessments:
- Engage Special Education teachers in PLCs and other professional learning to develop their capacity to teach and assess grade-level standards.
- Conduct observations of students with disabilities will include analysis of instructional and assessment tasks, with an expectation there should be a balance of IEP skills and grade-level work.
- Implement standards-based benchmark assessments 3 times per year to monitor and inform student learning.
- Establish and regularly utilize assessment buddies to ensure approved assessment accommodations are provided for each student.
- Create more opportunities for small-group targeted instruction and intervention

Targeted Subgroups and Evidence-Based Interventions:

TSI and ATSI Additional Requirements
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 you monitor the evidence-based practice to ensure it is implemented with fidelity?
Response: The area of need revealed by the analysis of academic and non-academic data that is addressed through CSIP activities is math proficiency for our Special Education population. The evidence-based practice that will target Math for our students with disabilities is HMH *Into Math*. This practice will be monitored through weekly PLC meetings, through data analysis following each round of MAP testing three times yearly, analyzing unit assessments, and through classroom observations.
An additional area of need revealed by the analysis of academic and on-academic data that is addressed through CSIP activities is novice reduction in Reading for our Special Education population. The evidence-based practices that will target reading for our students with disabilities is instructional responsiveness, explicit teaching, modeling and scaffolding of content. Additionally, for 2025-26 school year, Reading intervention and resources classes have access to iLit 45 and iXL as supplemental instruction. These practices will be monitored through weekly PLC meetings, through data analysis following each round of MasteryConnect/Benchmark testing 3 times yearly, and through classroom observations.

TSI/ATSI Evidence-based Practices Documentation

TSI improvement plans must include at least one evidence-based practice (EBP) that is implemented to improve student outcomes that meet the definition 0f "evidence-based" under the Every Student Succeeds Act (ESEA) section 8101(21). The definition of "evidence-based" in ESEA section 8101(21) includes four levels of evidence from which interventions may be selected:

- **Strong evidence** from at least one well-designed and well-implemented *experimental study*;

- **Moderate evidence** from at least one well-designed and well-implemented *quasi-experimental study*;

- **Promising evidence** from at least one well-designed and well-implemented *correlational study* with statistical controls for selection bias; or

- **Demonstrates a rationale** based on high-quality research findings or positive evaluation that such activity, strategy or intervention is likely to improve student outcomes or other relevant outcomes and includes ongoing efforts to examine the effects of such activity, strategy or intervention.

More specific information regarding EBPs can be found on the Kentucky Department of Education's Evidence-based Practices website.

Complete the table below to document the evidence that supports the evidence-based intervention outlined in this plan.

Evidence-based Activity	Evidence Citation
Example: Train staff to implement inductive teaching strategies.	Example: Hattie, J. (2009). Visible Learning: a synthesis of over 800 meta-analyses relating to achievement. Routledge: New York, NY.
HMH *Into Math*	https://edreports.org/reports/overview/hmh-into-math-2020

Evidence-based Activity	Evidence Citation
Savvas *My Perspectives*	https://edreports.org/reports/overview/myperspectives-2023
Explicit Teaching and Modeling	Hattie, J. (2012). Visible learning for teachers: Maximizing impact on learning. New York, NY: Routledge.
Assisting Students Struggling with Mathematics: Intervention in the Elementary Grades	https://ies.ed.gov/ncee/WWC/Docs/PracticeGuide/WWC2021006-Math-PG.pdf#page=28
Improving Mathematical Problem Solving in Grades 4 through 8	https://ies.ed.gov/ncee/wwc/Docs/PracticeGuide/MPS_PG_043012.pdf

Comprehensive School Improvement Plan (CSIP)

Hopkinsville Middle School

Rationale

The CSIP is a plan developed by the school council with the input of parents, faculty and staff based on a review of relevant data that includes targets, strategies, activities, a time schedule to support student achievement and student growth and to eliminate achievement gaps among groups of students. Through the improvement planning process, leaders focus on priority needs, funding and closing achievement gaps among identified subgroups of students.

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).

Please note that the objectives (yearly 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 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 (and general information about goal setting) for each required planning component can be found on page 2 of this 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**.

Operational Definitions

When completing the template sections that follow, please refer to the following operational definitions:

- **Goal:** Long-term three- to five-year targets based on the school level state assessment results. Long-term targets should be informed by the Phase Two: Needs Assessment for Schools;
- **Objective:** Short-term yearly target 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;
- **Strategy:** An approach to systematically address the process, practice or condition that the school will focus its efforts upon, as identified in the Needs Assessment for Schools, in order to reach its goals or objectives. There can be multiple strategies for each objective. The strategy can be based upon Kentucky's six Key Core Work Processes listed below or another established improvement approach (i.e., *Six Sigma, Shipley, Baldridge, etc.*);
- **Key Core Work Processes:** A series of processes identified by the Kentucky Department of Education that involve the majority of an organization's workforce and relate to its core competencies. These are the factors that determine an organization's success and help it prioritize areas for growth;
  - KCWP 1: Design and Deploy Standards
  - KCWP 2: Design and Deliver Instruction
  - KCWP 3: Design and Deliver Assessment Literacy
  - KCWP 4: Review, Analyze and Apply Data Results
  - KCWP 5: Design, Align and Deliver Support
  - KCWP 6: Establish Learning Environment and Culture
- **Activity:** Actionable steps the school will take to deploy the chosen strategy. There can be multiple activities for each strategy;
- **Progress Monitoring:** Process used to collect and analyze measures of success to assess the level of implementation, the rate of improvement and the effectiveness of the plan. The measures may be quantitative or qualitative but are observable in some way. The description should include the artifacts to be reviewed, specific timelines, and responsible individuals; and
- **Funding:** Local, state or federal funds/grants used to support (or needed to support) the activities.

Goal Setting:

When developing goals, all schools must establish achievement gap targets and set goals in the area of state assessment results in reading and mathematics. Other goals aligned to the indicators in the state's accountability system and deemed priority areas in the Phase Two: Needs Assessment for Schools are optional.

Required Goals

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. Additional rows may be added for multiple targets, strategies and activities.

Objective(s):

HMS will increase its overall index score on the KSA from a <u>52.8</u> to a <u>64</u>.

HMS will decrease novice reading with students with disabilities from 65.4% to 60.0%
HMS will decrease novice math with students with disabilities from 55.8% to 50.0%

Strategy:

KCWP 1: Design and Deploy Standards
KCWP 2: Design and Deliver Instruction
KCWP 3: Design and Deliver Assessment
KCWP 4: Review, Analyze, and Interpret Data

- Support high leverage instructional and assessment practices in all content areas through regular support for PLCs and teacher coaching.
- Behavior and Mental Health systems are in place to protect the learning environment.
- Guided planning schedule

Activities:
- Monitor all student data with an additional emphasis on MAP
- Weekly feedback from Instructional Supervisor
- Feedback from Instructional Reviews
- Bi-Weekly Extended Leadership Meetings to review short and long term teacher supports
- PLCs
- Employee Experience Survey
- Pulse Survey using Google Forms (Staff & Students)
- Tiered system for certified teachers

Progress Monitoring:

MAP

Classroom Observations

PUSH data

KSA Calculator

Weekly failure reports

Funding:

Title I

SBDM Funds

General School Funding/Allocations

Other Grants

State Assessment Results in Reading and Mathematics

Kentucky's accountability system uses multiple academic and school quality measures, with each indicator contributing to the overall score. Reading and math proficiency are foundational to student success, and state assessment results in reading and mathematics carry the greatest weight when calculating the overall score at each level (elementary, middle and high school). This indicator is a required goal area for all schools.

Three- to Five-Year Goal:

GOAL #1: HMS will increase our proficiency in **reading** from 37% to 68.6% by Spring 2028, as evidenced by state summative assessment results.

GOAL #2: HMS will increase our proficiency in **mathematics** from 27% to 62.2% by Spring 2028, as evidenced by state summative assessment results.

Objective(s):

HMS will increase proficiency on math state summative assessments from **27%** to **38.0%**.

HMS will increase proficiency on reading state summative assessments from **37%** to **47%**.

Strategy:

KCWP 1: Design and Deploy Standards
KCWP 2: Design and Deliver Instruction
KCWP 3: Design and Deliver Assessment
KCWP 4: Review, Analyze, and Interpret Data

Activities:

- MAP testing
- Purchase ExactPath, iLit intervention programs
- School-wide RtI plan
- Support high leverage instructional and assessment practices in all content areas through regular support for PLCs and teacher coaching.

Progress Monitoring:

- Monitor all student data with an additional emphasis on MAP/MasteryConnect
- Observation Schedules
- PLC Cycles

Funding:

Title I

SBDM Funds

General School Funding/Allocations

Other Grants

Alignment to Needs: Optional Goals

Through the Phase Two: Needs Assessment for Schools, priorities were identified, and processes, practices and/or conditions were chosen for focus. Identify any additional indicators that will be addressed by the school in order to build staff capacity and increase student achievement by selecting "yes" or "no" from the dropdown options (beside each indicator) below. For any indicator noted as a priority with a "yes," schools must complete the below fields. For any indicator marked with a "no," no further information is needed. Each indicator must have a "yes" or "no" response in the below table.

Indicator	Priority Indicator?
State Assessment Results in science, social studies and writing	Yes
English Learner Progress	Yes
Quality of School Climate and Safety	Yes
Postsecondary Readiness (high schools and districts only)	N/A.
Graduation Rate (high schools and districts only)	N/A

Priority Indicator Goals:

Priority Indicator #1: State Assessment Results in science, social studies and writing

Three- to Five-Year Goal:
GOAL (S): HMS will increase the number of students scoring proficiency in Science from **18%** to **47.1%**.

GOAL (SS): HMS will increase the number of students scoring proficiency in Social Studies from **30.0%** to **64.8%**.

GOAL(W): HMS will maintain the number of students scoring proficiency in Writing at **54%**.

Objective(s):
HMS will increase the number of students scoring proficiency on science state summative assessments from 18% to 28%.
HMS will increase the number of students scoring proficiency on social studies state summative assessments from 30% to 42%.
HMS will maintain the number of students scoring proficiency on writing state summative assessments at 54%.

Strategy:
Adopt HQIRs for both Science and Social Studies

Develop and maintain PLC cycles supporting teacher growth.

Activities:
- Support high leverage instructional and assessment practices in all content areas through regular support for PLCs and teacher coaching.
- Teacher Coaching feedback
- Guided Planning

Progress Monitoring:

Observation Data

MAP/MasteryConnect Data

Formative Assessments

Funding:

Title I

SBDM Funds

General School Funding/Allocations

Other Grants

Priority Indicator #2: Quality of School Climate and Safety

Three- to Five-Year Goal:
QSCS index will increase from a **64.2** to a **77.0**

Objective(s):
QSCS index will increase from a **64.2** to a **68.4**.

Strategy:
KCWP 6: Establish Learning Culture and Environment

Activities:
Monthly meetings with the student advisory committee.

Monthly surveys pushed out and reviewed with students in January, February, and March.

Data rollout to faculty and staff to ensure necessary adjustments are made after review of survey data.

Monthly safety drills are conducted.

]Work with YSC to hold assemblies to promote safety and kindness to others.

Progress Monitoring:
Monthly surveys to be pushed out and reviewed with students in January, February, and March.

Funding:
Title I

SBDM Funds

General School Funding/Allocations

Other Grants

Priority Indicator #3: English Learner Progress

Three- to Five-Year Goal:

By 2028, as evidenced through state summative results, HMS will increase the percentage of students scoring proficiency with our EL learners in reading from **12%** to **30%**.

Objective(s):

HMS will increase the amount of EL learners scoring proficiency on state summative assessments in reading from **12%** to **18%**.

HMS will show 70% of their EL students will grow 1.0 point in ACCESS testing over the course of three years.

Strategy:

KCWP 1: Design and Deploy Standards
KCWP 2: Design and Deliver Instruction
KCWP 3: Design and Deliver Assessment
KCWP 4: Review, Analyze, and Interpret Data

Activities:

MAP testing

Plan and include district support staff in testing conversations

Utilize district support staff to meet the needs of students

Small group instruction with district support staff

Include district support staff in PLCs

Progress Monitoring:

MAP testing

ACCESS testing

Funding:

Title I

SBDM Funds

General School Funding/Allocations

Other Grants

Addendum for Schools Identified for Targeted or Additional Targeted Support and Improvement

A school improvement plan for schools identified for targeted support and improvement (TSI) or additional targeted support and improvement (ATSI) must be embedded within the school's comprehensive school improvement plan (CSIP) as required by KRS 160.346(4)-(5) and 703 KAR 5:225.

This addendum outlines the specific requirements that must be addressed in the CSIP to meet federal and state expectations for TSI and ATSI schools. These requirements include targeted strategies and evidence-based activities to support the improvement of consistently underperforming student groups addressed in the goal building template. Evidence-based practices and activities chosen to address any priority goal area must be informed by the Needs Assessment for Schools and feedback from any onsite review conducted by the Kentucky Department of Education (KDE).

Special Considerations for TSI/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 and ATSI schools in the following chart:

TSI and ATSI Additional Requirements
Components of Turnaround Leadership Development and Support:
Consider: How will you ensure that school leadership has or develops the skills and disposition to achieve accelerated, meaningful and sustainable increases in student achievement for underperforming subgroups? **Response:** 1. Attending monthly Instructional Leadership Team Meetings (ILT). Instructional Leadership Team meetings will feature a dedicated workspace and time for the Special Education department to work with principals and leadership teams around new and/or existing strategies and methods to ensure our students with disabilities receive the latest evidence-based instruction. In addition, work time and collaboration time will be provided each month during ILT meetings. 2. Monthly meetings with the administration and the assigned special education consultant and/or DoSE will be held to discuss building-level concerns, education on issues, and or specialized information about students with disabilities will be shared. 3. Attending monthly CCPS Committee meetings to learn and apply equity practices for students with disabilities.
Identification of Critical Resources Inequities:
Consider: Describe the process used to review the allocation and use of resources (people, time and money), any resource inequities that were identified that may contribute to underperformance, and how identified resource inequities will be addressed. **Response:** Through an examination of resource inequities, it was discovered that there was not enough support for evidence-based practices for our Special Education teachers. As a result, it

could be that our special education population underperformed in KSA and did not meet performance expectations. To remedy this situation, special education staff will have more access
to the Special Education Consultants. The Consultant will be available to special education staff weekly. During this time together, the Consultant will coach, monitor observe,
and provide classroom support to Special Education teachers related to evidence-based practices for students with disabilities.

Additional Actions That Address the Causes of Consistently Underperforming Subgroups of Students

Consider: Describe the process used to review the learning culture related to your targeted subgroup(s) and any additional actions that were determined to address the causes of underperformance.

Response:

The process used to review the learning culture related to Special Education was an examination of observations, resources, and student work. As a result, it was found that students in
resource settings were less likely to have access to standards-based instruction and assessments, which could have been a contributing factor to the special education student's
underperformance on KSA. As a result, the following actions will be implemented to ensure students with disabilities have access to grade level standards instruction and are assessed used
assessments aligned to grade-level assessments:
Engage Special Education teachers in PLCs and other professional learning to develop their capacity to teach and assess grade-level standards
Conduct observations of students with disabilities will include analysis of instructional and assessment tasks, with an expectation there should be a balance of IEP skills and grade-level work
Implement standards-based benchmark/MAP assessments 3x per year to monitor and inform student learning
Establish and regularly utilize "assessment buddies" to ensure approved assessment accommodations are provided for each student

Targeted Subgroups and Evidence-Based Interventions:

Consider: Identify the areas of need revealed by the analysis of academic and non-academic data that will be addressed through CSIP activities for your targeted subgroup(s). What evidence-based practice(s) will the school incorporate that specifically targets the subgroup(s) achievement that contributed to the TSI identification? How will you monitor the evidence-based practice to ensure it is implemented with fidelity?

Response:

The area of need revealed by the analysis of academic and non-academic data that is addressed through CSIP activities is reading proficiency for our Special Education population.
We will do the following:
Conduct observations of students with disabilities will include analysis of instructional and assessment tasks, with an expectation there should be a balance of IEP skills and grade-level work
Implement standards-based benchmark/MAP assessments 3x per year to monitor and inform student learning
Establish and regularly utilize "assessment buddies" to ensure approved assessment accommodations are provided for each student

The evidence-based practice that will target reading for our students with disabilities is linked in the table below.

TSI/ATSI Evidence-based Practices Documentation

TSI improvement plans must include at least one evidence-based practice (EBP) that is implemented to improve student outcomes that meet the definition of "evidence-based" under the Every Student Succeeds Act

(ESEA) section 8101(21). The definition of "evidence-based" in ESEA section 8101(21) includes four levels of evidence from which interventions may be selected:

- **Strong evidence** from at least one well-designed and well-implemented *experimental study*;
- **Moderate evidence** from at least one well-designed and well-implemented *quasi-experimental study*;
- **Promising evidence** from at least one well-designed and well-implemented *correlational study* with statistical controls for selection bias; or
- **Demonstrates a rationale** based on high-quality research findings or positive evaluation that such activity, strategy or intervention is likely to improve student outcomes or other relevant outcomes and includes ongoing efforts to examine the effects of such activity, strategy or intervention.

More specific information regarding EBPs can be found on the Kentucky Department of Education's [Evidence-based Practices website](#).

Complete the table below to document the evidence that supports the evidence-based intervention outlined in this plan.

Evidence-based Activity	Evidence Citation
Example: Train staff to implement inductive teaching strategies.	Example: Hattie, J. (2009). Visible Learning: a synthesis of over 800 meta-analyses relating to achievement. Routledge: New York, NY.
Reading/Secondary	Baye, A., Lake, C., Inns, A. & Slavin, R. E. (2019). Effective reading programs for secondary students. Reading Research Quarterly, 54 (2), 133-166. https://bestevidence.org/wp-content/uploads/2021/02/secondary-reading-01-31-18.docx

Challenge: The lack of systems in creating high quality instruction in the resource setting as well as collaborative teaching between the general education teachers and the special education teachers.

Evidence Citation: Miller, C., & Oh, K. (2013). The Effects of Professional Development on Co-Teaching for Special and General Education Teachers and Students. Journal of Special Education Apprenticeship, 2(1).

Estimated Evidence Level: This study is level 4(Demonstrates a Rationale)

Study Discussion: The study cited was conducted in a public middle school in California with 13% of their students receiving special education services, which is similar to our special education population. This study showed trends and data to support the theory that co-teach could benefit students. Hopkinsville Middle will utilize strategies suggested by The Effects of Professional Development on Co-Teaching for Special and General Education Teachers and Students from the Journal of Special Education Apprenticeship. Some strategies we will implement are- collect and analyze data, increase levels of rigor and reliability, and learn the basics of co-teaching. This could include, but is not limited to at risk or gifted groups of students. This process for Hopkinsville Middle started in the summer of August 2026 with professional development around effective co-teaching. This will continue throughout the school year when meeting with teachers during PLCs, monthly meetings, and data analysis. This will be monitored through the RTI process by certified teachers, classified staff, school counselors, and the instructional leadership team.

Intervention	Outputs	Short-term Outcomes (0-1 year)	Mid-term Outcomes (2-3 years)	Long-term Outcomes (4+ years)	Monitoring Data

The Leadership Team will complete training on effective co-teaching between general educators and special educators as outlined in the study above. Additional support will be embedded throughout the year. Hopkinsville Middle School is partnering with KDE and The University of Louisville's Center for Instructional and Behavioral Research in Schools (CIBRS) organization. CIBRS provides assistance in the basics of effective instruction and classroom management that formulate the universal level of PBIS and RTI in the school and classroom. CIBRS is structured to provide state-wide access to support with the emphasis on creating an infrastructure toward sustainability and capacity building. Each instructional staff member will be required to attend training. HMS will establish a fundamental process to ensure ongoing professional development in the area of best practice/high yield instructional strategies to aid in effective co-teaching. The Instructional Leadership Team will create a monitoring system to ensure recommendations are implemented effectively and with fidelity. All relevant issues of the school will be examined. Data will be closely monitored by the team to ensure adequate progress is achieved. Components of the monitoring system include the following: ● Agendas with next steps ● 30/60/90 plans to organize in manageable steps	Administration/teachers will use the PDSA model through the PLC platform, instructional leadership team meetings, professional development, and curriculum development and design.	Increase teacher knowledge of KAS Increase staff understanding and use of systems and how effective they are when utilized often (PDSA) Increase reading and math fluency with our students with disabilities Exit TSI status Decrease the number of students with disabilities scoring novice on KSA reading and math	Increase the number of students with disabilities scoring proficient or distinguished on KSA in reading and math Decrease the number of students requiring Tier 2 or 3 interventions Development and implementation of a long term and short PDSA cycle to assess various systems in place, i.e., PBIS, mastery of standards, etc	Increase effectiveness of strong core Tier 1 instruction Increase the number of students who are on grade level or above on reading and/or math skills	Professional Development Plan and sign-in sheets Lesson plans MAP Assessment IXL Assessment MasterConnect Assessment KSA reading and math

• Plus/Deltas for feedback and reflection • Establishing roles and responsibilities throughout the organization • Walkthrough and observations with specific, timely feedback around the implementation of the above.					

Comprehensive School Improvement Plan (CSIP)

Crofton Elementary School

Rationale

The CSIP is a plan developed by the school council with the input of parents, faculty and staff based on a review of relevant data that includes targets, strategies, activities, a time schedule to support student achievement and student growth and to eliminate achievement gaps among groups of students. Through the improvement planning process, leaders focus on priority needs, funding and closing achievement gaps among identified subgroups of students.

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).

Please note that the objectives (yearly 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 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 (and general information about goal setting) for each required planning component can be found on page 2 of this 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**.

Operational Definitions

When completing the template sections that follow, please refer to the following operational definitions:

- **Goal:** Long-term three- to five-year targets based on the school level state assessment results. Long-term targets should be informed by the Phase Two: Needs Assessment for Schools;
- **Objective:** Short-term yearly target 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;
- **Strategy:** An approach to systematically address the process, practice or condition that the school will focus its efforts upon, as identified in the Needs Assessment for Schools, in order to reach its goals or objectives. There can be multiple strategies for each objective. The strategy can be based upon Kentucky's six Key Core Work Processes listed below or another established improvement approach (i.e., *Six Sigma, Shipley, Baldridge, etc.*);
- **Key Core Work Processes:** A series of processes identified by the Kentucky Department of Education that involve the majority of an organization's workforce and relate to its core competencies. These are the factors that determine an organization's success and help it prioritize areas for growth;
    - KCWP 1: Design and Deploy Standards
    - KCWP 2: Design and Deliver Instruction
    - KCWP 3: Design and Deliver Assessment Literacy
    - KCWP 4: Review, Analyze and Apply Data Results
    - KCWP 5: Design, Align and Deliver Support
    - KCWP 6: Establish Learning Environment and Culture
- **Activity:** Actionable steps the school will take to deploy the chosen strategy. There can be multiple activities for each strategy;
- **Progress Monitoring:** Process used to collect and analyze measures of success to assess the level of implementation, the rate of improvement and the effectiveness of the plan. The measures may be quantitative or qualitative but are observable in some way. The description should include the artifacts to be reviewed, specific timelines, and responsible individuals; and
- **Funding:** Local, state or federal funds/grants used to support (or needed to support) the activities.

Goal Setting:

When developing goals, all schools must establish achievement gap targets and set goals in the area of state assessment results in reading and mathematics. Other goals aligned to the indicators in the state's accountability system and deemed priority areas in the Phase Two: Needs Assessment for Schools are optional.

Required Goals

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. Additional rows may be added for multiple targets, strategies and activities.

Objective(s):
Decrease the percentage of students with disabilities scoring at the novice level in reading from 41% to 20% and in math from 38% to 20% by May 2026 as measured by KSA.

Strategy:

KCWP 1: Design and Deploy Standards

KCWP 2: Design and Deliver Instruction

KCWP 4: Review, Analyze and Apply Data

Activities:
1. **PLCs**: A 6-week rotation is used with the Plan, Do, Study and Act structure. The work focuses on standards planning and pacing, creating rigorous and aligned assessments, formative assessments, quality instruction focused on feedback, RTI and Data Analysis.
2. **Data Analysis:** Classroom assessment data will be reviewed during each PLC cycle. Teachers will name and claim students in order to plan instruction to meet the needs of students.
3. **MTSS Plan:** Intentional scheduling of interventionists in each grade level to meet the reading and math needs of students. Instruction will be differentiated and scaffolded to meet the needs of students.

Progress Monitoring:
1. **PLCs**: Review and monitor PLC products and teacher data tracking forms.
2. **Data Analysis:** Classroom Assessment Data
3. **MTSS Plan:** RTI data will be reviewed and monitored during the PLC process.

Funding:
Title I and General Fund

State Assessment Results in Reading and Mathematics

Kentucky's accountability system uses multiple academic and school quality measures, with each indicator contributing to the overall score. Reading and math proficiency are foundational to student success, and state assessment results in reading and mathematics carry the greatest weight when calculating the overall score at each level (elementary, middle and high school). This indicator is a required goal area for all schools.

Three- to Five-Year Goal:
Increase the percentage of students scoring proficient or above in reading from 55% to 67.8% and math from 55% to 69.9% by May 2028.

Objective(s):
Increase the percentage of students scoring proficient or above in reading from 55% to 59.3% by 2026.

Increase the percentage of students scoring proficient or above in math from 55% to 60% by 2026.

Strategy:

KCWP 1: Design and Deploy Standards

KCWP 2: Design and Deliver Instruction

KCWP 4: Review, Analyze and Apply Data

Activities:
Reading:

1. **Literacy Curriculum:** Continue to implement Into Reading which is a comprehensive evidenced based reading program that includes instruction in phonemic awareness, phonics, fluency, vocabulary, comprehension and writing.
2. **PLCs**: A 6-week rotation is used with the Plan, Do, Study and Act structure. The work focuses on standards planning and pacing, creating rigorous and aligned assessments, formative assessments, quality instruction focused on feedback, RTI and Data Analysis.
3. **Individualized Reading Improvement Plans:** Students scoring at or below the 30%ile on MAP reading assessment will have an individualized reading plan developed and monitored to address their needs.
4. **MTSS Plan:** Intentional scheduling of the interventionist in each grade level to meet the reading needs of students. Instruction will be differentiated and scaffolded to meet the needs of students.
5. **Tutoring Sessions:** Tutoring sessions will be offered to students as either enrichment or intervention for skills and standards as identified through assessment data.

Math:

1. **Math Curriculum:** Begin to implement enVision which is a comprehensive evidenced based math program that includes instruction in all areas of math.
2. **PLCs**: A 6-week rotation is used with the Plan, Do, Study and Act structure. The work focuses on standards planning and pacing, creating rigorous and aligned assessments, formative assessments, quality instruction focused on feedback, RTI and Data Analysis.

3. **MTSS Plan:** Intentional scheduling of the interventionist in each grade level to meet the math needs of students. Instruction will be differentiated and scaffolded to meet the needs of students.
4. **Tutoring Sessions:** Tutoring sessions will be offered to students as either enrichment or intervention for skills and standards as identified through assessment data.

Progress Monitoring:

Universal Screener (MAP)-3x a year in K-2

MAP Reading Fluency-Administered to students scoring below 30%ile in MAP three times a year

Into Reading Progress Monitoring Assessments-Weekly/Bi-Weekly

Growth Measure Assessment-3x a year

Weekly and Module Assessments

Benchmark Assessments (Mastery Connect)-2x a year in grades 3-6

Kentucky Summative Assessments

District Instructional Reviews

Monitoring of Reading Improvement Plans

Funding:
General Fund, Title 1 & ESS Funds

Alignment to Needs: Optional Goals

Through the Phase Two: Needs Assessment for Schools, priorities were identified, and processes, practices and/or conditions were chosen for focus. Identify any additional indicators that will be addressed by the school in order to build staff capacity and increase student achievement by selecting "yes" or "no" from the dropdown options (beside each indicator) below. For any indicator noted as a priority with a "yes," schools must complete the below fields. For any indicator marked with a "no," no further information is needed. Each indicator must have a "yes" or "no" response in the below table.

Indicator	Priority Indicator?
State Assessment Results in science, social studies and writing	Yes
English Learner Progress	No
Quality of School Climate and Safety	No
Postsecondary Readiness (high schools and districts only)	NA
Graduation Rate (high schools and districts only)	NA

Priority Indicator Goals:

Complete the fields below for each indicator that was chosen as a priority with a "yes" response above.

Priority Indicator #1: State Assessment Results in Science

Three- to Five-Year Goal:
Increase the combined percentage of students scoring proficient or above in science from 44% to 54.2% by 2028.

Objective(s):
Increase the percentage of students scoring proficient or above in science from 44% to 47% by 2026.

Strategy:

KCWP 1: Design and Deploy Standards

KCWP 2: Design and Deliver Instruction

KCWP 4: Review, Analyze and Apply Data

Activities:

Science: Continue formally established protocols for completing Through Course Tasks with science teachers K-12 and for student work analysis.   Continue to support K-5 Science Literacy meetings with demonstration lessons. Ongoing professional learning will occur in development of rigorous tasks, standards and instruction alignment, and best practice in science 3-dimensional instructional practices.

K-5 Science Instruction: Ensure science instruction across all grade levels that matches the standards.

Progress Monitoring:

Monitoring of aligned instruction and assessment practices through PLCs

Data protocol in PLCs

Funding:
General Fund

Priority Indicator #2: State Assessment Results in Social Studies

Three- to Five-Year Goal:
Increase the combined percentage of students scoring proficient or above in social studies from 39% to 78.5% by 2028.

Objective(s):
Increase the percentage of students scoring proficient or above in social studies from 39% to 52% by 2026.

Strategy:

KCWP 1: Design and Deploy Standards

KCWP 2: Design and Deliver Instruction

KCWP 4: Review, Analyze and Apply Data

Activities:
Social Studies: Social studies teachers will engage in work to understand the depth of social studies standards through KDE-provided modules to include deconstruction, pacing/mapping, assessment development, and instructional practices aligned to meet the cognitive demand of the standards.

K-5 Social Studies Instruction: Ensure social studies instruction across all grade levels that matches the standards. Implementation of TCI Social Studies curriculum across all grade levels.

Progress Monitoring:
Monitoring of aligned instruction and assessment practices through PLCs

Data protocol in PLCs

Funding:
General Fund

Priority Indicator #3: State Assessment Results in Writing

Three- to Five-Year Goal:
Increase the combined percentage of students scoring proficient or above in writing from 37% to 58.3% by 2028.

Objective(s):
Increase the percentage of students scoring proficient or above in writing from 47% to 54% by 2026.

Strategy:

KCWP 1: Design and Deploy Standards

KCWP 2: Design and Deliver Instruction

KCWP 4: Review, Analyze and Apply Data

Activities:
Writing Coach: Utilize writing coach to build teacher capacity around the writing standards through modeling instruction and conferencing practices with students.

Progress Monitoring:

Student writing products

Monitoring of aligned instruction and assessment practices through PLCs

Data protocol in PLCs

Funding:
District General Fund

Comprehensive School Improvement Plan (CSIP)

Freedom Elementary School

Rationale

The CSIP is a plan developed by the school council with the input of parents, faculty and staff based on a review of relevant data that includes targets, strategies, activities, a time schedule to support student achievement and student growth and to eliminate achievement gaps among groups of students. Through the improvement planning process, leaders focus on priority needs, funding and closing achievement gaps among identified subgroups of students.

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).

Please note that the objectives (yearly 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 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 (and general information about goal setting) for each required planning component can be found on page 2 of this 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**. 1

Operational Definitions

When completing the template sections that follow, please refer to the following operational definitions:

- **Goal:** Long-term three- to five-year targets based on the school level state assessment results. Long-term targets should be informed by the Phase Two: Needs Assessment for Schools;
- **Objective:** Short-term yearly target 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;
- **Strategy:** An approach to systematically address the process, practice or condition that the school will focus its efforts upon, as identified in the Needs Assessment for Schools, in order to reach its goals or objectives. There can be multiple strategies for each objective. The strategy can be based upon Kentucky's six Key Core Work Processes listed below or another established improvement approach (i.e., *Six Sigma, Shipley, Baldridge, etc.*);
- **Key Core Work Processes:** A series of processes identified by the Kentucky Department of Education that involve the majority of an organization's workforce and relate to its core competencies. These are the factors that determine an organization's success and help it prioritize areas for growth; KCWP 1: Design and Deploy Standards
  KCWP 2: Design and Deliver Instruction
  KCWP 3: Design and Deliver Assessment Literacy
  KCWP 4: Review, Analyze and Apply Data Results
  KCWP 5: Design, Align and Deliver Support
  KCWP 6: Establish Learning Environment and Culture

- **Activity:** Actionable steps the school will take to deploy the chosen strategy. There can be multiple activities for each strategy;
- **Progress Monitoring:** Process used to collect and analyze measures of success to assess the level of implementation, the rate of improvement and the effectiveness of the plan. The measures may be quantitative or qualitative but are observable in some way. The description should include the artifacts to be reviewed, specific timelines, and responsible individuals; and
- **Funding:** Local, state or federal funds/grants used to support (or needed to support) the activities.

Goal Setting:

When developing goals, all schools must establish achievement gap targets and set goals in the area of state assessment results in reading and mathematics. Other goals aligned to the indicators in the state's accountability system and deemed priority areas in the Phase Two: Needs Assessment for Schools are optional. 2

Required Goals

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. Additional rows may be added for multiple targets, strategies and activities.

Objective 1:
Decrease the number of students with disabilities scoring at the novice level in **reading** from the current baseline of 51.2% to a target of 40% on the spring 2026 KSA.

Strategy:
KCWP 1: Design and Deploy Standards
KCWP 2: Design and Deliver Instruction
- Activities:
  - Develop and implement effective co-teaching strategies in the general education classrooms
  - Utilize the HQIR (Into Reading-HMH) with fidelity
  - Implement direct instruction by all teachers
  - PLC's (PDSA)
  - Regular progress monitoring of student achievement
  - Consistent accommodations and modifications
  - Increase communication and involvement with parents in regards to student expectations and their role as a vital partner
- Progress Monitoring:
  - Develop and implement effective co-teaching strategies in the general education classrooms
    - Observation data

- - - ■ Student engagement data
      - ○ Utilize the HQIR (Into Reading-HMH) with fidelity
        - ■ Lesson plan review
        - ■ Walkthrough data
      - ○ Implement direct instruction by all teachers
        - ■ Instructional rounds/walkthroughs
        - ■ Teacher artifacts
      - ○ PLC's (PDSA)
        - ■ Meeting agendas
      - ○ Regular progress monitoring of student achievement
        - ■ Data wall (housed in our PLC room)
        - ■ Gap closure data
      - ○ Consistent accommodations and modifications
        - ■ IEP/504 Audits
        - ■ Classroom walkthrough checklist
      - ○ Increase communication and involvement with parents in regards to student expectations and their role as a vital partner
        - ■ Communication log
        - ■ Parent Engagement events attendance - track attendance
        - ■ Parent Survey Data
- ● Funding:
  - ○ General Fund
  - ○ SBDM
  - ○ Title 1

KCWP 3: Design and Deliver Assessment Literacy

KCWP 4: Review, Analyze and Apply Data Results
- ● Activities:
  - ○ Deep dive into student data
    - ■ Disaggregate the novice score data
      - ● Subgroup analysis
      - ● Skill-specific analysis
    - ■ Review instructional context data
      - ● Intervention fidelity
      - ● IEP goal progress
  - ○ Collaborative Data Meetings
    - ■ Root cause analysis
    - ■ PLCs
    - ■ Gap identification
  - ○ Instructional adjustments
    - ■ Targeted differentiation/intervention
      - ● Adapt instruction
      - ● Adjust groupings/group sizes
- ● Progress Monitoring:
  - ○ PLC agenda
  - ○ Student data tracker
  - ○ MAP Data
  - ○ Mastery Connect Data
  - ○ Common Assessments

- - - Instructional Rounds Feedback
    - Teacher Coaching Model Data
  - Funding:
    - General Fund
    - SBDM
    - Title 1

KCWP 5: Design, Align and Deliver Support
- Activities:
  - Tiered Support Structure/MTSS/RTI
  - Implementation of UFLI Foundations with fidelity
  - Curriculum-Instruction Alignment
  - Direct Instruction
- Progress Monitoring:
  - PLCs
  - MTSS?RTI meetings
- Funding:
  - General Fund
  - SBDM
  - Title 1

Objective 2:
Decrease the number of students with disabilities scoring at the novice level in **math** from the current baseline of 80.5% to a target of 60% on the spring 2026 KSA.

Strategy:
KCWP 1: Design and Deploy Standards

KCWP 2: Design and Deliver Instruction
- Activities:
  - Develop and implement effective co-teaching strategies in the general education classrooms
  - Utilize the HQIR (Envision) with fidelity
    - Continue to provide and monitor professional development for Envision
  - Implement direct instruction by all teachers
  - PLC's (PDSA)
  - Regular progress monitoring of student achievement
  - Consistent accommodations and modifications
  - Increase communication and involvement with parents with parents in regards to student expectations and their role as a vital partner
- Progress Monitoring:
  - Develop and implement effective co-teaching strategies in the general education classrooms
    - Observation data
    - Student engagement data
  - Utilize the HQIR (Envision) with fidelity
    - Lesson plan review
    - Walkthrough data
  - Implement direct instruction by all teachers
    - Instructional rounds/walkthroughs
    - Teacher artifacts

- - - PLC's (PDSA)
      - Meeting agendas
    - Regular progress monitoring of student achievement
      - Data wall (housed in our PLC room)
      - Gap closure data
    - Consistent accommodations and modifications
      - IEP/504 Audits
      - Classroom walkthrough checklist
    - Increase communication and involvement with parents with parents in regards to student expectations and their role as a vital partner
      - Communication log
      - Parent Engagement events attendance - track attendance
      - Parent Survey Data
  - Funding:
    - General Fund
    - SBDM
    - Title 1

KCWP 3: Design and Deliver Assessment Literacy

KCWP 4: Review, Analyze and Apply Data Results
- Activities:
  - Deep dive into student data
    - Disaggregate the novice score data
      - Subgroup analysis
      - Skill-specific analysis
    - Review instructional context data
      - Intervention fidelity
      - IEP goal progress
  - Collaborative Data Meetings
    - Root cause analysis
    - PLCs
    - Gap identification
  - Instructional adjustments
    - Targeted differentiation/intervention
      - Adapt instruction
      - Adjust groupings/group sizes
- Progress Monitoring:
  - PLC agenda
  - Student data tracker
  - MAP Data
  - Mastery Connect Data
  - Common Assessments
  - Instructional Rounds Feedback
  - Teacher Coaching Model Data
- Funding:
  - General Fund
  - SBDM
  - Title 1

KCWP 5: Design, Align and Deliver Support

- Activities:
    - Tiered Support Structure/MTSS/RTI
    - Implementation of RIT Band Progressions with fidelity
    - Curriculum-Instruction Alignment
    - Direct Instruction
- Progress Monitoring:
    - PLCs
    - MTSS/RTI meetings
- Funding:
    - General Fund
    - SBDM
    - Title 1

State Assessment Results in Reading and Mathematics

Kentucky's accountability system uses multiple academic and school quality measures, with each indicator contributing to the overall score. Reading and math proficiency are foundational to student success, and state assessment results in reading and mathematics carry the greatest weight when calculating the overall score at each level (elementary, middle and high school). This indicator is a required goal area for all schools.

Three- to Five-Year Goal:
- **By spring 2028, Freedom Elementary will increase the reading and math state current year status from <u>48.5</u> (2024-2025 reading and math status) to <u>53.5</u> as determined by Kentucky Standards Assessment.**
- **Freedom Elementary will increase the number of students scoring proficient or above in <u>reading</u> from <u>28.9%</u> to <u>40%</u> by Spring 2028 as determined by Kentucky Standards Assessment.**
- **Freedom Elementary will decrease the number of students scoring novice in <u>math</u> from <u>55.4%</u> to <u>27%</u> by Spring 2028 as determined by Kentucky Standards Assessment.**

Objective(s):

Freedom Elementary will increase the number of students scoring proficient or above in **<u>reading</u>** from **<u>28.9%</u>** to **<u>31.2%</u>** by Spring 2026 as determined by Kentucky Standards Assessment.

Freedom Elementary will decrease the number of students scoring novice in **<u>math</u>** from **<u>55.4%</u>** to **<u>45%</u>** by Spring 2026 as determined by Kentucky Standards Assessment.

Strategies:

KCWP 2: Design & Deliver Instruction
- Activities:
    - Implementation of Envision (CCPS mandated HQIR) with fidelity
    - Targeted implementation of RTI with students who score below the 3oth percentile in math on the MAPs test
    - Teacher Coaching Model
    - Direct Instruction - standards aligned
    - Vocabulary Utilization Plan

KCWP 4: Review, Analyze and Apply Data Results
- Data Analysis
- Determine Root Causes
- Identifying students with the potential for moving to the next level

KCWP 5: Design, Align & Deliver Support
- PLC's (PDSA)
- Lesson Plan Design
- Pacing/Structure
- Instructional Feedback
- Identifying Support Needs

Progress Monitoring:
- MAP Data/Reports
- Common Assessment Data
- Mastery Connect Data
- Student Data Tracker Data
- Teacher Coaching Model Data
- PLC Agendas and Minutes
- Instructional Rounds Feedback
- Classroom Observations
- RTI Data Reports

Funding:
- General Fund
- Title I
- SBDM

Alignment to Needs: Optional Goals

Through the Phase Two: Needs Assessment for Schools, priorities were identified, and processes, practices and/or conditions were chosen for focus. Identify any additional indicators that will be addressed by the school in order to build staff capacity and increase student achievement by selecting "yes" or "no" from the dropdown options (beside each indicator) below. For any indicator noted as a priority with a "yes," schools must complete the below fields. For any indicator marked with a "no," no further information is needed. Each indicator must have a "yes" or "no" response in the below table.

Indicator	Priority Indicator?
State Assessment Results in science, social studies and writing	No
English Learner Progress	No
Quality of School Climate and Safety	No
Postsecondary Readiness (high schools and districts only)	No

Graduation Rate (high schools and districts only)	No

Priority Indicator Goals:

Complete the fields below for each indicator that was chosen as a priority with a "yes" response

above. **Priority Indicator #1**: Choose an item.

Three- to Five-Year Goal:

Click or tap here to enter text.

Objective(s):

Click or tap here to enter text.

Strategy:

Click or tap here to enter text.

Activities:

Click or tap here to enter text.

Progress Monitoring:

Click or tap here to enter text.

Funding:

Click or tap here to enter text.

Priority Indicator #2: Choose an item.

Three- to Five-Year Goal:

Click or tap here to enter text.

Objective(s):

Click or tap here to enter text.

Strategy:

Click or tap here to enter text.

Activities:

Click or tap here to enter text.

Progress Monitoring:

Click or tap here to enter text.

Funding:

Click or tap here to enter text.

Priority Indicator #3: Choose an item.

Three- to Five-Year Goal:

Click or tap here to enter text.

Objective(s):

Click or tap here to enter text.

Strategy:

Click or tap here to enter text.

Activities:

Click or tap here to enter text.

Progress Monitoring:

Click or tap here to enter text.

Funding:

Click or tap here to enter text.

Priority Indicator #4: Choose an item.

Three- to Five-Year Goal:

Click or tap here to enter text.

Objective(s):

Click or tap here to enter text.

Strategy:

Click or tap here to enter text.

Activities:

Click or tap here to enter text.

Progress Monitoring:

Click or tap here to enter text.

Funding:

Click or tap here to enter text.

Addendum for Schools Identified for Targeted or Additional Targeted Support and Improvement

A school improvement plan for schools identified for targeted support and improvement (TSI) or additional targeted support and improvement (ATSI) must be embedded within the school's comprehensive school improvement plan (CSIP) as required by KRS 160.346(4)-(5) and 703 KAR 5:225.

This addendum outlines the specific requirements that must be addressed in the CSIP to meet federal and state expectations for TSI and ATSI schools. These requirements include targeted strategies and evidence-based activities to support the improvement of consistently underperforming student groups addressed in the goal building template. Evidence-based practices and activities chosen to address any priority goal area must be informed by the Needs Assessment for Schools and feedback from any onsite review conducted by the Kentucky Department of Education (KDE).

Special Considerations for TSI/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 and ATSI schools in the following chart:

TSI and ATSI Additional Requirements
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:** Effective educational leaders, guided by PSEL Standard 10, must focus on developing coherent systems of curriculum, instruction, and assessment to improve student outcomes, especially for special education subgroups. Addressing the underperformance of these students requires school leadership to develop crucial skills and dispositions across five interconnected areas, all structured around a continuous improvement framework. First, leaders must hone their Skill in Data-Driven Decision Making by cultivating Diagnostic Data Literacy. This moves beyond general scores to a precise analysis of disaggregated data, breaking it down by disability category, service model, and specific IEP goals, utilizing both lagging (test scores) and leading indicators (IEP progress). The Actionable Strategy here is to establish a required Data Inquiry Cycle where leaders review this granular data to hypothesize about instructional needs, test interventions, and then measure the impact. Second is the development of High-Leverage Instructional Leadership through a deep Skill in Specially Designed Instruction (SDI). Leaders must move beyond general classroom management to understand how instruction is systematically modified in content, methodology, or delivery to meet individual IEP goals, prioritizing practices like Universal Design for Learning (UDL) and explicit instruction. The Actionable Strategy involves conducting Focused Instructional Rounds and Feedback where walkthroughs monitor the fidelity of SDI and accommodations in both general and special education settings, providing timely feedback tied directly to accelerating IEP progress.

Third, leaders must foster the Disposition of Collective Efficacy and High Expectations by embracing an Equity-Focused Mindset. This shift enforces the belief that low subgroup performance is a systemic issue, not a student or teacher deficit, treating the IEP as a promise of gap-closing instruction. A powerful Actionable Strategy is to Publicly Share and Celebrate IEP Goal Achievement (while maintaining privacy), building collective staff belief in the results of effective SDI.

Fourth, leaders need the Skill in Resource and Talent Management, specifically through Strategic Scheduling and Staffing. This requires creating schedules that intentionally prioritize shared collaboration and co-planning time between general and special education teachers to ensure the coherence of curriculum and instruction. The Actionable Strategy is to implement Integrated Professional Learning, ensuring both general and special education staff receive combined training on core instructional strategies like UDL and structured literacy, cementing them as a unified instructional team.

Finally, long-term success requires the Disposition of Systems Thinking and Continuous Improvement. This involves a commitment to ongoing feedback and viewing the entire school system as adaptable. The ultimate Actionable Strategy is to Develop a Coherent, Integrated School Improvement Plan (SIP) where special education achievement goals are fully woven into the broader SIP, ensuring accountability for the success of all subgroups across the entire school community.

Identification of Critical Resources Inequities:

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

Response: The process for reviewing resource allocation (people, time, and money) is embedded within the framework's strategies. Resource use is primarily reviewed through a Data Inquiry Cycle which ensures leaders use diagnostic data literacy to analyze specific IEP progress and guide decisions, and through Focused Instructional Rounds which assess the fidelity and coherence of instruction in practice.

Resource inequities are primarily identified in three areas contributing to underperformance: Time Inequity, seen as a lack of shared planning time between general and special education teachers; Talent/Expertise Inequity, evident in siloed professional development that keeps general education staff from mastering high-leverage SPED practices; and Data/Focus Inequity, which is a failure to move beyond aggregate scores to analyze granular, actionable IEP data.

These inequities are addressed by specific action strategies. The Time Inequity is addressed through Strategic Scheduling and Staffing, which intentionally prioritizes and mandates co-planning time. The Talent/Expertise Inequity is resolved through Integrated Professional Learning, ensuring all staff receive combined training on core instructional strategies like UDL to build a unified instructional team and foster collective efficacy. Finally, the Data/Focus Inequity is managed by enforcing the Data Inquiry Cycle and requiring leaders to develop a Coherent, Integrated School Improvement Plan that fully weaves SPED goals into the overall school accountability structure.

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 review of the learning culture related to Special Education (SPED) subgroups is integrated into the framework by assessing staff Disposition and Instructional Coherence. Leaders review the disposition of staff, particularly concerning the Equity-Focused Mindset, by conducting surveys, observing the language used in data inquiry discussions, and auditing communications to ensure performance issues are seen as systemic, not deficits in students or teachers. Concurrently, instructional coherence is reviewed through Focused Instructional Rounds, observing the fidelity of Specially Designed Instruction (SDI) and accommodations to determine if the IEP is culturally treated as a "promise of gap-closing instruction," and checking for the proactive integration of high-leverage practices like UDL. Based on this review, two additional actions are determined to address the causes of underperformance. To counter deficit-based thinking and low collective belief, leaders must Publicly Share and Celebrate IEP Goal Achievement, shifting the cultural narrative to focus on success and reinforcing Collective Efficacy. To address the cultural isolation of SPED and ensure systemic commitment, the school must Develop a Coherent, Integrated School Improvement Plan (SIP) where SPED achievement goals and accountability are fully merged into the broader school-wide plan, fostering true Systems Thinking.

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 you monitor the evidence-based practice to ensure it is implemented with fidelity?

Response: The analysis of academic and non-academic data for the Special Education (SPED) subgroup, informed by the framework and co-teaching research, reveals a central academic need: the lack of Strategic Implementation of Specially Designed Instruction (SDI) within inclusive settings, leading to low IEP goal achievement. This is compounded by a critical non-academic need: the absence of Shared Collaboration and Parity between co-teachers due to structural barriers like insufficient co-planning time, which prevents the effective use of co-teaching models.

The Comprehensive School Improvement Plan (CSIP) will address these needs by incorporating two primary evidence-based practices (EBPs). First, the school will mandate the use of Varied Co-Teaching Models with Purpose, moving beyond the ineffective *One Teach, One Assist* model to strategically employ models like Parallel, Station, and Alternative Teaching. This ensures that the specialized expertise of both teachers is leveraged for intensive, small-group instruction. Second, the school will implement the foundational EBP of Co-Planning, Co-Instructing, and Co-Assessing to establish parity and shared accountability, requiring protected time for joint data analysis, lesson design, and assessment.

Fidelity of these practices will be strictly monitored in two ways. Instructional Fidelity will be checked through Focused Instructional Rounds and Feedback, utilizing a Co-Teaching Model Fidelity Checklist to track the rate of use of high-impact models versus low-impact ones. Systemic Fidelity will be checked via Co-Planning Audits that verify the quantity and focus of mandated co-planning time, ensuring that the structural resources (time) are consistently supporting the co-teachers' ability to design and deliver the EBPs. If the rate of IEP goal mastery does not accelerate, the continuous improvement framework dictates a rapid adjustment to either the EBP selection or the implementation support.

TSI/ATSI Evidence-based Practices Documentation

TSI improvement plans must include at least one evidence-based practice (EBP) that is implemented to improve student outcomes that meet the definition of "evidence-based" under the Every Student Succeeds Act (ESEA) section 8101(21). The definition of "evidence-based" in ESEA section 8101(21) includes four levels of evidence from which interventions may be selected:

- **Strong evidence** from at least one well-designed and well-implemented *experimental study*;
- **Moderate evidence** from at least one well-designed and well-implemented *quasi-experimental study*;
- **Promising evidence** from at least one well-designed and well-implemented *correlational study* with statistical controls for selection bias; or
- **Demonstrates a rationale** based on high-quality research findings or positive evaluation that such activity, strategy or intervention is likely to improve student outcomes or other relevant outcomes and includes ongoing efforts to examine the effects of such activity, strategy or intervention.

More specific information regarding EBPs can be found on the Kentucky Department of Education's [Evidence-based Practices website](#).

Complete the table below to document the evidence that supports the evidence-based intervention outlined in this plan.

Evidence-based Activity	Evidence Citation
Example: Train staff to implement inductive teaching strategies.	Example: Hattie, J. (2009). Visible Learning: a synthesis of over 800 meta-analyses relating to achievement. Routledge: New York, NY.
Train staff to implement an effective co-teaching model	Cook, S. C., & McDuffie-Landrum, K. (2019). Integrating Effective Practices Into Co-Teaching: Increasing Outcomes for Students With Disabilities. Intervention in School and Clinic, 55(4), 221-229. https://doi.org/10.1177/1053451219855739 (Original work published 2020)

Challenge: Co Teaching (General Education Teacher & The Special Education Teacher)

Evidence Citation: Cook, S. C., & McDuffie-Landrum, K. (2019). Integrating Effective Practices Into Co-Teaching: Increasing Outcomes for Students With Disabilities. Intervention in School and Clinic, 55(4), 221-229. https://doi.org/10.1177/1053451219855739 (Original work published 2020)

Estimated Evidence Level: The study is level 4 (Demonstrates a rationale) because it is based on high-quality research findings (i.e., the *effective practices* it integrates) and is likely to improve student outcomes.

Study Discussion: The article, "Integrating Effective Practices Into Co-Teaching: Increasing Outcomes for Students With Disabilities," argues that while co-teaching is the most common method for serving students with disabilities, its popularity has not been matched by consistent research showing improved student outcomes. The authors attribute this gap to the failure of co-teachers to consistently and strategically deliver the specialized instruction that students with disabilities require. To address this, the article proposes a practical framework for co-teachers to systematically integrate existing research-based instructional practices—also known as evidence-based practices—into the co-teaching model. The authors stress that effective co-teaching is more than just having two adults in a room; it is a true collaboration where the general education teacher provides content knowledge and the special education teacher leverages their expertise to adapt the curriculum and deliver targeted, specialized instruction. Success hinges on strategic planning and a shared foundation of respect, trust, parity, and a collective commitment to serving all students.

Intervention	Outputs	Short-term Outcomes (0-1 year)	Mid-term Outcomes (2-3 years)	Long-term Outcomes (4+ years)	Monitoring Data
Freedom's Admin, SPED Team Lead, SPED Consultant, and each grade level Teacher Ambassador will work on interventions and strategies for effective strategic planning in co-teaching that focuses on three core areas: **1. Collaboration/Relationship: Establish a Shared Vision and Mutual Respect:** ○ **"Speak Your Truth" Protocol:** Use "I" statements, ask clarifying questions, and listen with respect to discuss educational philosophies, teaching styles, and classroom expectations (e.g., noise level, grading, classroom management). ○ **Define Roles and Responsibilities:** Clarify who is primarily responsible for: Content delivery (often the general educator's strength). Adapting curriculum and providing specialized instruction (SDI) (the special educator's strength).	**Written Co-Teaching Agreement or Compact:** A shared document outlining agreed-upon roles, responsibilities, grading philosophies, classroom management approach, and communication protocols. **Demonstrated Parity and Trust:** Evidence that both teachers are perceived as equally authoritative by students, parents, and administration. This is observed through shared tasks, co-leading instruction, and mutual decision-making. **Reduced Conflict/Ambiguity:** Fewer disagreements or	**Increased Student Engagement:** Higher rates of **Opportunities to Respond (OTR)**, such as frequent verbal responses, use of whiteboards, or hand signals. Improved **on-task behavior** and reduction in minor behavioral infractions and discipline referrals, as two teachers can proactively manage the environment. Students with disabilities (SWDs) showing **more active participation** in whole-group discussions and activities. Immediate, measurable progress on **Individualized Education Program (IEP) short-term objectives** and goals,	**Closing the Achievement Gap:** Demonstrable, statistically significant reduction in the performance gap between students with disabilities (SWDs) and their non-disabled peers on **state and district-wide standardized assessments, specifically KSA.** **Enhanced Self-Advocacy and Independence:** SWDs consistently and effectively articulating their own needs, knowing how to access accommodations, and taking ownership of their learning, demonstrating the long-term impact of the special	**Gen Ed Teachers:** Routinely incorporate principles of Universal Design for Learning (UDL) and utilize evidence-based instructional strategies (e.g., explicit instruction, graphic organizers) with *all* students, even when not co-teaching. **Special Ed Teachers:** Demonstrate a deep, functional understanding of the **content standards** and pace, allowing them to proactively plan effective adaptations without constant reliance on the general educator. **Mentor/Training Capacity:** Experienced co-teachers become **mentors** for new staff, leading professional development sessions on co-teaching, effective planning, and	Professional Development Plan and sign-in sheets Lesson plans MAP Assessment IXL Assessment Mastery Connect Assessment for grades 3-5 KSA scores Co-planning logs/agendas Teacher surveys Walkthrough/observation checklists Special Education audits Administrative Observation-Walk-Through/Observation

Grading, communication with parents, and managing classroom procedures.

Ensure Parity: Actively work to ensure both teachers are seen as equal experts by students, parents, and colleagues. Avoid falling into the "one teaches, one assists" trap.

2. Co-Planning Time:
Strategic Co-Planning Time Interventions
Lack of time is the most common obstacle. Interventions focus on maximizing the efficiency of the time available.

● **Secure Protected Planning Time:** Work with administrators to schedule recurring, dedicated time (even 30 minutes a week) for face-to-face planning.
● **Utilize a Clear Agenda:** Always use a structured agenda for co-planning sessions to stay focused and avoid derailing discussions with individual student anecdotes.
● **Implement Tiered Planning:** Divide planning into levels to maintain focus and coherence:
  ○ **Mega-Level:** Overall school year/semester plans (core concepts, units).

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misunderstandings during instruction or planning because expectations and boundaries have been explicitly set.

Shared Ownership of All Students: Both teachers actively discuss and take responsibility for the progress and challenges of *all* students, not just those with identified disabilities.

Documented Lesson Plans: Lesson plans that clearly designate: The **Co-Teaching Model** to be used (e.g., Station Teaching, Alternative Teaching), **Specially Designed Instruction (SDI)** or accommodations for students with disabilities (SWDs), **who** is responsible for delivering each segment of instruction, specific materials or

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especially in core subjects like reading and math, due to frequent small-group instruction.

SWDs demonstrating better understanding of **grade-level content** on formative assessments (quizzes, exit tickets), indicating that curriculum adaptations are working.

Increased Teacher Confidence: Both the general education teacher (in differentiation strategies) and the special education teacher (in content knowledge) report greater confidence in their instructional roles.

Exit ATSI status

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education teacher's explicit instruction.

Widespread Fidelity of Implementation: A majority of co-teaching teams within the school consistently use **strategic co-planning agendas** and implement a **variety of co-teaching models** appropriate for instructional goals.

Sustainable Co-Planning Structure: Administrative structures (scheduling, budgets, professional development) are permanently adjusted to support the essential need for common co-planning time and ongoing training.

Data-Informed Culture: School-wide data

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evidence-based practices, thus sustaining the model's quality over time.

- **Macro-Level:** Unit or chapter planning (goals, key assessments, main activities). - **Micro-Level:** Day-to-day lesson planning (specific activities, co-teaching model, adaptations). **Adopt Time-Efficient Planning Models:** Rather than always planning every detail together, teachers will rotate responsibility: - **One Plans, One Reacts:** The General Educator outlines the content; the Special Educator reviews it to suggest accommodations, specialized instruction (SDI), and appropriate co-teaching models. - **Partner Planning:** Each teacher takes initial responsibility for roughly half of the lesson/unit components, then they complete the plan collaboratively. - **Document and Share:** Use shared digital documents (like Google Docs or a professional co-planning system) to maintain alignment, transparency, and a record of effective lessons for future use.	adaptations needed for the lesson. **Time-Efficient Meetings:** Consistent use of an agenda, resulting in planning sessions that adhere to the allotted time and cover all necessary topics (Micro, Macro, and Mega-level planning). **Curriculum Mapping Integration:** Evidence that the special education teacher's expertise in modifying curriculum is integrated *before* the lesson delivery, not just as a quick fix during class.		teams regularly review and analyze data specific to co-taught classes to drive systemic improvement decisions and resource allocation. **High Teacher Retention in Co-Teaching:** Decreased burnout and higher job satisfaction among co-teachers due to established systems, role clarity, and a supportive collaborative environment, leading to a stable and experienced staff.		

3. Instructional Design: The core of strategic planning is matching the content goals and student needs to the most effective co-teaching models and evidence-based practices. Strategic Action-Focus/Teacher RoleCo-Teaching Model Best Suited Data Review-Both teachers analyze formative/summative data to identify *which students* need *what* type of support.-All models, but critical before Alternative or Station Teaching. Differentiate Instruction (DI)-Gen Ed: Focuses on multiple means of engagement and expression for all students. Spec Ed: Focuses on tiered assignments, curriculum compacting, and *specially designed instruction (SDI)*.-Station Teaching and Parallel Teaching (for smaller groups).\\ Targeted Interventions (MTSS/RTI)-Use the Special Educator's expertise to deliver intense, small-group instruction for students with skill deficits.-Alternative Teaching (one					

teacher works with the small intervention group). Increase Student Participation -Reduce the student-to-teacher ratio to allow more opportunities for student response and feedback.-Parallel Teaching (dividing the class in half). Behavior and Engagement Data-Use one teacher to systematically collect observational data while the other teaches.-One Teach, One Observe. Deliver Complex/New Content-Use both teachers' presence to present the most rigorous content dynamically.-Team Teaching (or "tag-team" teaching).					

Indian Hills Elementary

Comprehensive School Improvement Plan (CSIP)

Rationale

The CSIP is a plan developed by the school council with the input of parents, faculty and staff based on a review of relevant data that includes targets, strategies, activities, a time schedule to support student achievement and student growth and to eliminate achievement gaps among groups of students. Through the improvement planning process, leaders focus on priority needs, funding and closing achievement gaps among identified subgroups of students.

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).

Please note that the objectives (yearly 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 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 (and general information about goal setting) for each required planning component can be found on page 2 of this 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**.

Operational Definitions

When completing the template sections that follow, please refer to the following operational definitions:

- **Goal:** Long-term three- to five-year targets based on the school level state assessment results. Long-term targets should be informed by the Phase Two: Needs Assessment for Schools;
- **Objective:** Short-term yearly target 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;
- **Strategy:** An approach to systematically address the process, practice or condition that the school will focus its efforts upon, as identified in the Needs Assessment for Schools, in order to reach its goals or objectives. There can be multiple strategies for each objective. The strategy can be based upon Kentucky's six Key Core Work Processes listed below or another established improvement approach (i.e., *Six Sigma, Shipley, Baldridge, etc.*);
- **Key Core Work Processes:** A series of processes identified by the Kentucky Department of Education that involve the majority of an organization's workforce and relate to its core competencies. These are the factors that determine an organization's success and help it prioritize areas for growth;
  > KCWP 1: Design and Deploy Standards
  > KCWP 2: Design and Deliver Instruction
  > KCWP 3: Design and Deliver Assessment Literacy
  > KCWP 4: Review, Analyze and Apply Data Results
  > KCWP 5: Design, Align and Deliver Support
  > KCWP 6: Establish Learning Environment and Culture
- **Activity:** Actionable steps the school will take to deploy the chosen strategy. There can be multiple activities for each strategy;
- **Progress Monitoring:** Process used to collect and analyze measures of success to assess the level of implementation, the rate of improvement and the effectiveness of the plan. The measures may be quantitative or qualitative but are observable in some way. The description should include the artifacts to be reviewed, specific timelines, and responsible individuals; and
- **Funding:** Local, state or federal funds/grants used to support (or needed to support) the activities.

Goal Setting:

When developing goals, all schools must establish achievement gap targets and set goals in the area of state assessment results in reading and mathematics. Other goals aligned to the indicators in the state's accountability system and deemed priority areas in the Phase Two: Needs Assessment for Schools are optional.

Required Goals

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. Additional rows may be added for multiple targets, strategies and activities.

Objective(s):
By May 2026, Indian Hills Elementary will increase the overall Reading and Math index score for students with disabilities from 26.9 to 30 on the Kentucky State Assessment.

Strategy:
Implement targeted instruction and interventions-high quality Tier II/Tier III supports, structured classroom accommodations

Activities:
Provide daily Tier II/Tier reading and math intervention for al identified students with disabilities

Implement co teaching and inclusive instructional practices across all grade levels

Ensure all IEP accommodations are consistently delivered and monitored in the instructional setting

Conduct data meetings (every 6 weeks to review IEP goals, MAP data and intervention support

Weekly Special Education PLC meetings

Progress Monitoring:
MAP Data (3x a year)

Monthly progress monitoring for all students with IEP's

IEP goal progress updates

PLC/Data team minutes

Funding:
TITLE I-Intervention materials and support, progress monitoring, and supplemental instructional materials

General -professional learning and co teaching development

ESS-after school tutoring

State Assessment Results in Reading and Mathematics

Kentucky's accountability system uses multiple academic and school quality measures, with each indicator contributing to the overall score. Reading and math proficiency are foundational to student success, and state assessment results in reading and mathematics carry the greatest weight when calculating the overall score at each level (elementary, middle and high school). This indicator is a required goal area for all schools.

Three- to Five-Year Goal:
Indian Hills will increase the overall combined Reading and Math Index score from 64 to 73 over the next three years. This reflects a consistent 3% increase per year in overall proficiency, ensuring growth in literacy and numeracy for all students.

Objective(s):
By May 2026, Indian Hills Elementary will increase the percentage of students scoring proficient/distinguished in Reading from 50 to 53 overall index score

By May 2026, Indian Hills Elementary will increase the percentage of students scoring proficient/distinguished in Math from 42 to 45 overall index score.

Strategy:
Implement a schoolwide, data informed system of tiered instruction in reading and mathematics that strengthens core classroom instruction, ensures targeted interventions for students performing below proficiency and increase opportunities for enrichment for students performing at and above grade level.

Activities:
Strengthen Tier 1 Instruction

- **Implement HQIR in Reading (Into Reading-3rd year implementation) and Math (Envisions-first year implementation)**
- **Provide ongoing professional learning for staff on evidence based instructional practices (Marzano's and focus on Charlotte Danielson)**
- **PLC's (Vertical and grade level) Unit Internalization Process plus guided planning for teachers who need extra support**

Targeted Interventions (Tier 2 and Tier 3)

- **WIN (What I need) Time for grade K-2 to focus on the foundational skills**
- **Deliver daily small group interventions 3rd-5th based on MAP, KSA, and classroom instruction**
- **Ensure interventionists and classroom teachers collaborate/communicate regularly to align supports for students**

Enrichment and Acceleration (An area we need to improve on)

- **Provide learning opportunities to enrich, challenge and extend the learning for those students who are at or above grade level (Implement during the PLC process)**

Data Driven Decision Making

- **Conduct meetings every 6 weeks to analyze progress, identify students in need of intervention or enrichment, and refine instructional plans for the next cycle.**

Progress Monitoring:
Analyze MAP data (3 time a year)

Weekly PLC process of instruction

Module/Unit/Mastery Connect Assessments

RTI/Data Meetings (every 6 weeks)

Walkthroughs and Observation Data

Annual review of KSA data

Funding:
TITLE I (intervention materials, staff, family engagement)

ESS (extended learning and tutoring)

General Fund (as needed)

Alignment to Needs: Optional Goals

Through the Phase Two: Needs Assessment for Schools, priorities were identified, and processes, practices and/or conditions were chosen for focus. Identify any additional indicators that will be addressed by the school in order to build staff capacity and increase student achievement by selecting "yes" or "no" from the dropdown options (beside each indicator) below. For any indicator noted as a priority with a "yes," schools must complete the below fields. For any indicator marked with a "no," no further information is needed. Each indicator must have a "yes" or "no" response in the below table.

Indicator	Priority Indicator?
State Assessment Results in science, social studies and writing	Yes
English Learner Progress	No
Quality of School Climate and Safety	No
Postsecondary Readiness (high schools and districts only)	No
Graduation Rate (high schools and districts only)	No

Priority Indicator Goals:

Complete the fields below for each indicator that was chosen as a priority with a "yes" response above.

Priority Indicator #1: State Assessment Results in Science, Social Studies and Writing

Three- to Five-Year Goal:
Increase the combined indicator for Science, Social Studies, and Writing from 63.5 (2024-2025) to 75 by the end of the 2028-2029 school year.

Objective(s):
By May 2026, increase the combined Science/Social Studies/Writing indicator from 63.5 to 68.0

Increase proficiency in each content area by 3 percentage points, while reducing novice by at least 3% per year.

Strategy:
Implement a schoolwide aligned instructional system that strengthens Tier I instruction in Science, Social Studies, and Writing though curriculum and pacing alignment, high quality instructional materials, and effective PLC structures.

Activities:
Curriculum Alignment and Pacing

- **Conduct grade level and vertical planning sessions for science, social studies, and writing standards**
- **Ensure pacing includes high quality writing tasks, inquiry practices and assessment checkpoints**

Strengthening Tier 1 Instruction

- **Provide professional learning on high yield instructional strategies (Marzano's)**
- **Ensure district adopted HQIR's are being implemented with fidelity**

Common/Model Assessments

- **Using schoolwide data trackers to track progress on each student**
- **PLCs meet weekly to work on pacing, review data, upcoming lessons/assessments and adjust instruction as needed**

Writing Across the Curriculum

- **Work on our school wide writing plan to ensure writing expectations are followed in all grade levels**
- **Work with district writing coach to improve writing in our tested areas**

Student Supports

- **Provide targeted mall group instruction and enrichment during MTSS and WIN times**
- **Offer ESS tutoring that focus on our KSA assessment strategies with a focus on our bubble students**

Progress Monitoring:
MAP Data

Formative Assessments

Walkthrough data

Access all data to assess growth towards our goal

Student work analysis

Funding:
TITLE I-Professional learning, intervention tutors, and instructional materials

ESS-After school tutoring

General Fund-Instructional materials and resources

Rationale

The CSIP is a plan developed by the school council with the input of parents, faculty and staff based on a review of relevant data that includes targets, strategies, activities, a time schedule to support student achievement and student growth and to eliminate achievement gaps among groups of students. Through the improvement planning process, leaders focus on priority needs, funding and closing achievement gaps among identified subgroups of students.

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- **Funding:** Local, state or federal funds/grants used to support (or needed to support) the activities.

Goal Setting:

When developing goals, all schools must establish achievement gap targets and set goals in the area of state assessment results in reading and mathematics. Other goals aligned to the indicators in the state's accountability system and deemed priority areas in the Phase Two: Needs Assessment for Schools are optional.

Required Goals

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. Additional rows may be added for multiple targets, strategies and activities.

Objective(s):

By Spring 2026, Millbrooke Elementary will reduce the percentage of **students with disabilities** scoring novice in Reading from 51% to 48%

By Spring 2026, Millbrooke Elementary will reduce the percentage of **students with disabilities** scoring novice in Math from 51% to 48%

Strategy:

KCWP 5: Design, Align, Deliver, Support Processes

Activities:

- Implement instructional practices and interventions aligned to the schoolwide reading and mathematics improvement activities, ensuring access and support for students with disabilities.
- Strengthen IEP implementation and fidelity by providing ongoing guidance through faculty meetings and monthly special education strategy tips shared by special education lead teachers.
- Engage in intentional planning and delivery of RTI/MTSS interventions, including consistent progress monitoring to evaluate student response and adjust instruction as needed.
- Ensure collaboration between resource teachers and grade-level teams through weekly meetings to support scheduling, instructional planning, targeted interventions, and small-group instruction aligned to individual student needs.
- Identify, monitor, and provide targeted support for students with disabilities and "bubble" students, with a focus on intentional intervention strategies, progress monitoring, and goal tracking toward mastery.

Progress Monitoring:

- Weekly Cardinal Connections
- Faculty Meeting agendas
- RTI lists and schedules
- Lesson plans
- PLC agendas
- Bubble student list
- Data tracking
- Goal monitoring
- Accommodator list and schedule for benchmark testing

Funding:
- Grant Funded;
- KDE

- Supported (Title I)
- Instructional Budget
- Title II
- General Fund
- KYCL Grant

State Assessment Results in Reading and Mathematics

Kentucky's accountability system uses multiple academic and school quality measures, with each indicator contributing to the overall score. Reading and math proficiency are foundational to student success, and state assessment results in reading and mathematics carry the greatest weight when calculating the overall score at each level (elementary, middle and high school). This indicator is a required goal area for all schools.

Three- to Five-Year Goal:
By May 2028, as evidenced through state summative assessment results, Millbrooke Elementary School will increase the percentage of students scoring proficient/distinguished in reading & mathematics, across the school's grade spans as follows:
Reading- Increase the number of students scoring proficient or above in reading from 47% to 66%
Math- Increase the number of students scoring proficient or above in math from 45% to 70%

Objective(s):
Reading- Spring 2026 increase the percentage of 3rd-5th grade students scoring proficient or above in **Reading** from 47% to 52% as measured by state testing.
Math- Spring 2026 increase the percentage of 3rd-5th grade students scoring proficient or above in **Math** from 45% to 50% as measured by state testing.

Strategy:
KCWP 1: Design and Deploy Standards
KCWP 2: Design and Deliver Instruction
KCWP 3: Design and Deliver Assessment
KCWP 4: Review, Analyze, and Interpret Data

Activities:

Teacher Capacity

- Develop, communicate, and consistently implement the Kentucky Framework for Teaching walkthrough instrument with increased administrator visibility in classrooms to identify instructional trends, strengths, and areas of support.
- Strengthen teacher capacity through ongoing instructional modeling, coaching, and feedback provided by district instructional coaches, building administrators, and collaborative PLC structures.

Professional Development

- Facilitate monthly new-teacher support meetings focused on reflection, problem-solving, and continued development of instructional practices.
- Ensure all certified staff participate in the Professional Learning Institute, aligned to individualized Professional Growth Goals and identified content-area needs.
- Support teacher participation in content-specific professional learning offered at the district, state, and national levels, including WKEC, GRREC, and KRA.

PLC / Instruction

- Engage teachers in the planning and delivery of intentional, rigorous, standards-aligned instruction and assessments using district pacing guides and the KDE Unit Internalization Model within PLCs, with an emphasis on assessment alignment and high-quality instructional resources.
- Provide instructional services for Gifted and Talented students in alignment with each student's Gifted Student Services Plan (GSSP).
- Implement and monitor a research-based reading program (Into Reading) in grades K–5 that includes explicit instruction in phonemic awareness, phonics, fluency, vocabulary, comprehension, and writing.
- Implement and monitor a research-based mathematics program (EnVision) in grades K–5 to ensure standards-based, conceptually rich math instruction.

Assessment Design and Data Analysis

- Require teachers at all grade levels to calculate, analyze, and monitor index scores following classroom and benchmark assessments.
- Provide differentiated instruction and targeted interventions based on student need through small-group instruction, MTSS, ESS, and certified tutors.
- Conduct regular progress monitoring using data tracking tools, data protocols, and intentional conversations focused on student progress toward mastery.
- Implement and monitor Reading Improvement Plans (RIPs) for students in grades K–4 performing below the 30th percentile on MAP or scoring Apprentice or below on the KSA (grade 4).

Progress Monitoring:
- Instructional walkthrough feedback
- Observation instruments
- Classroom coaching visits
- PLC agendas
- Lesson plans
- Faculty meeting agendas
- Professional growth plans
- Professional development agendas and sign-ins
- New teacher meeting agendas
- Schedules of GT enrichment specialists
- Assessment data for students who are gifted and talented
- Student work samples
- Data tracking documents
- Index calculators
- Reading improvement plans
- MTSS schedules (classroom and tutors)
- Classroom assessments
- ESS schedules

Funding:
- Grant Funded;
- KDE
- Supported (Title I)
- Instructional
- Budget Title II
- General Fund
- KYCL Grant

Alignment to Needs: Optional Goals

Through the Phase Two: Needs Assessment for Schools, priorities were identified, and processes, practices and/or conditions were chosen for focus. Identify any additional indicators that will be addressed by the school in order to build staff capacity and increase student achievement by selecting "yes" or "no" from the dropdown options (beside each indicator) below. For any indicator noted as a priority with a "yes," schools must complete the below fields. For any indicator marked with a "no," no further information is needed. Each indicator must have a "yes" or "no" response in the below table.

Indicator	Priority Indicator?
State Assessment Results in science, social studies and writing	Yes
English Learner Progress	Yes
Quality of School Climate and Safety	Yes
Postsecondary Readiness (high schools and districts only)	No
Graduation Rate (high schools and districts only)	No

Priority Indicator Goals:

Complete the fields below for each indicator that was chosen as a priority with a "yes" response above.

Priority Indicator #1: State Assessment Results in Science, Social Studies and Writing

Three- to Five-Year Goal:

By May 2028, as evidenced through state summative assessment results, Millbrooke Elementary School will increase the percentage of students scoring proficient/distinguished in Science, Social Studies, & Writing across the school's grade spans as follows:
Science: Increase the number of students scoring proficient or above in Science from 38% to 66%
Social Studies: Increase the number of students scoring proficient or above in Social Studies from 29% to 69.4%
Writing: Increase the number of students scoring proficient or above in Writing from 62% to 68%

Objective(s):

Science: Increase the number of students scoring proficient or above in Science from 38% to 40%
Social Studies: Increase the number of students scoring proficient or above in Social Studies from 29% to 31%
Writing: Increase the number of students scoring proficient or above in Writing from 60% to 62%

Strategy:

KCWP 1: Design and Deploy Standards
KCWP 2: Design and Deliver Instruction
KCWP 4: Review, Analyze, and Interpret Data

Activities:

- Implement the schoolwide instructional and intervention activities outlined in the Reading and Mathematics goal areas to support cross-curricular literacy and content mastery.
- Utilize Amplify Science as the core, high-quality instructional resource in grades K–5 to provide engaging, standards-aligned, and rigorous science instruction.
- Monitor the implementation of intentional, scheduled daily science/social studies instruction through classroom walkthroughs, lesson plan reviews, and instructional feedback.

Progress Monitoring:

See progress monitoring in reading and math areas.

Funding:
- Grant Funded;
- KDE
- Supported (Title I)
- Instructional
- Budget Title II
- General Fund

Priority Indicator #2: English Learner Progress

Three- to Five-Year Goal:
By May 2028, 50% of our English Learners will progress up a level on the ACCESS test.

Objective(s):
By Spring 2026, Millbrooke Elementary will show 10% of the ESL students showing progress of at least one level on the ACCESS test.

Strategy:
KCWP 1: Design and Deploy Standards
KCWP 2: Design and Deliver Instruction
KCWP 4: Review, Analyze, and Interpret Data

Activities:

- Implement all instructional, intervention, and monitoring activities outlined in the Achievement Gap goal, with intentional application and differentiation to meet the academic and language development needs of English Learner students.
- Conduct regular progress monitoring for students in grades 3–5 to track progress toward English Language Proficiency (ELP) goals and overall classroom performance, using multiple data sources to inform instructional adjustments.
- Provide ongoing professional learning for teachers through EL teacher-led presentations during PLC meetings, focusing on effective instructional strategies, scaffolds, and supports for English Learners.

Progress Monitoring:
 See Achievement Gap Goal as all those activities apply here as well except they are specific to EL students.

Funding:
- Title III
- General Fund
- KYCL Grant

Priority Indicator #3: Quality of School Climate and Safety

Three- to Five-Year Goal:
By May 2028, as evidenced through stat summative assessment results, Millbrooke Elementary will increase its overall index of the Quality of School Climate from 80.1 to 86 & Safety Survey from 72.5 to 78.

Objective(s):
By May 2026, Millbrooke Elementary School will increase its overall index on Quality of School Climate from 80.1 to 82 and on Safety from 72.5 to 75.

Strategy:
KCWP 6: Establishing learning Culture and Environment

Activities:

- Establish and utilize a Student Advisory Council composed of fourth- and fifth-grade students to elevate student voice, gather feedback, and inform school improvement efforts.
- Collaborate with guidance counselors and classroom teachers to develop and deliver social-emotional lessons aligned to the Profile of a Graduate competencies, supporting student growth beyond academic outcomes.
- Conduct monthly safety drills and maintain consistent communication with students and families regarding school safety policies, procedures, and emergency plans.
- Implement Positive Behavioral Interventions and Supports (PBIS) with fidelity across classrooms and common areas, and regularly review and share behavior data during faculty meetings to inform decision-making and continuous improvement.

Progress Monitoring:
- Student advisory council agendas/ notes
- PBIS agendas
- Survey data (Studer)
- Safety drills/notes

Funding:
- General Fund
- Safe Schools Grants
- School Security Grant Funds

Comprehensive School Improvement Plan (CSIP)

Pembroke Elementary School

Rationale

The CSIP is a plan developed by the school council with the input of parents, faculty and staff based on a review of relevant data that includes targets, strategies, activities, a time schedule to support student achievement and student growth and to eliminate achievement gaps among groups of students. Through the improvement planning process, leaders focus on priority needs, funding and closing achievement gaps among identified subgroups of students.

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).

Please note that the objectives (yearly 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 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 (and general information about goal setting) for each required planning component can be found on page 2 of this 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**.

Operational Definitions

When completing the template sections that follow, please refer to the following operational definitions:

● **Goal:** Long-term three- to five-year targets based on the school level state assessment results. Long-term targets should be informed by the Phase Two: Needs Assessment for Schools;

● **Objective:** Short-term yearly target 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;

● **Strategy:** An approach to systematically address the process, practice or condition that the school will focus its efforts upon, as identified in the Needs Assessment for Schools, in order to reach its goals or objectives. There can be multiple strategies for each objective. The strategy can be based upon Kentucky's six Key Core Work Processes listed below or another established improvement approach (i.e., *Six Sigma, Shipley, Baldridge, etc.*);

● **Key Core Work Processes:** A series of processes identified by the Kentucky Department of Education that involve the majority of an organization's workforce and relate to its core competencies. These are the factors that determine an organization's success and help it prioritize areas for growth;

      KCWP 1: Design and Deploy Standards
      KCWP 2: Design and Deliver Instruction
      KCWP 3: Design and Deliver Assessment Literacy
      KCWP 4: Review, Analyze and Apply Data Results
      KCWP 5: Design, Align and Deliver Support
      KCWP 6: Establish Learning Environment and Culture

● **Activity:** Actionable steps the school will take to deploy the chosen strategy. There can be multiple activities for each strategy;

● **Progress Monitoring:** Process used to collect and analyze measures of success to assess the level of implementation, the rate of improvement and the effectiveness of the plan. The measures may be quantitative or qualitative but are observable in some way. The description should include the artifacts to be reviewed, specific timelines, and responsible individuals; and

● **Funding:** Local, state or federal funds/grants used to support (or needed to support) the activities.

Goal Setting:

When developing goals, all schools must establish achievement gap targets and set goals in the area of state assessment results in reading and mathematics. Other goals aligned to the indicators in the state's accountability system and deemed priority areas in the Phase Two: Needs Assessment for Schools are optional.

Required Goals

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. Additional rows may be added for multiple targets, strategies and activities.

Objective(s):
Pembroke Elementary will decrease the percentage of students with disabilities scoring novice in reading from 60.4% to 58% by May of 2026 as measured by KSA.

Strategy:
KCWP 5: Design, Align, Deliver, Support Processes

Activities:

- See activities listed in the reading/math area.

- Intentional planning for RTI / MTSS instruction and the progress monitoring of the intervention as well as IEP implementation and accommodations

- Resource teachers will collaborate with grade level teachers in weekly PLC meetings for scheduling, planning instruction, and support around content and specific needs and have the ability to pull small groups

- Identify / name and claim bubble students and students with disabilities, making sure to be intentional with intervention strategies and goal monitoring

- During the scrimmage test making sure that our students with disabilities have the same accommodator as much as possible in order to build a relationship and work with each other on learning and implementing the accommodations

Progress Monitoring:

- RTI lists and schedules

- Lesson plans

- PLC agendas / calendars

- Bubble student list

- Data tracking wall

- ● Goal monitoring
- ● Accommodator list and schedule for scrimmage testing

Funding:

- ● General and Title 1

State Assessment Results in Reading and Mathematics

Kentucky's accountability system uses multiple academic and school quality measures, with each indicator contributing to the overall score. Reading and math proficiency are foundational to student success, and state assessment results in reading and mathematics carry the greatest weight when calculating the overall score at each level (elementary, middle and high school). This indicator is a required goal area for all schools.

Three- to Five-Year Goal:

- ● Pembroke Elementary will increase the percentage of students scoring proficient or better to 62.8% in reading by spring of 2028.

- ● Pembroke Elementary will increase the percentage of students scoring proficient or better to 62.2% in math by spring of 2028.

Objective(s):

- ● Pembroke Elementary will increase the percentage of proficient or above in reading from 47.9% to 53% as measured by KSA by May 2026.

- ● Pembroke Elementary will increase the percentage of proficient or above in math from 36.1% to 44.3% as measured by KSA by May 2026.

Strategy:

- ● KCWP 1: Design and Deploy standards

- ● KCWP 2: Design and Deliver Instruction

- ● KCWP 3: Design and Deliver Assessment Literacy

- ● KCWP 4: Review, Analyze, and Apply Data Results

Activities:
Teacher Capacity

- ● Create, communicate, and use the KY Framework for Teaching walkthrough instrument with increased admin visibility in classrooms to identify classroom trends and support needs.

- ● Continue to provide strong models and coaching support to build teacher capacity through district coaches, admin support, and PLC work.

Professional Development

- Build capacity of teachers from all grade levels and content areas around The New Art and Science of Teaching by Robert Marzano in order to increase student engagement

- Conduct monthly teacher support meetings to reflect on their experiences, address challenges, and continue to develop their skills

- All certified teachers participate in the Professional Learning Institute based on individualized professional growth goals and content needs

- Teachers attend content related PD through district, state, and national offerings such as WKEC, GRREC, and KRA

- Teachers at all grade levels will receive instructional support around the use of their HQIR from HMH and Savvas coaches.

PLC / Instruction

- Planning of intentional and rigorous standards-based instruction and assessments using the district pacing documents, utilizing the unit and lesson internalization protocols with a focus on standards alignment of the assessment and high quality instructional resources.

- Collaboration with EPIC team around literacy learning walks and internalization protocols for planning, instructional alignment, use of data, and feedback.

- Gifted and Talented Students: Students who are identified as gifted and talented will be provided services in alignment with their Gifted Student Services Plan (GSSP).

- Continue to implement and monitor an evidence based reading program (Into Reading) in grades K-5 that includes instruction in phonemic awareness, phonics, fluency, vocabulary, comprehension and writing

- Continue to implement and monitor an evidence based math program (enVision) in grades K-5 that includes instruction in fluency, problem based learning, visual learning, and differentiated practices and support.

- Implement fluency strategies and competitions across grade levels (addition / subtraction - 1st/2nd; multiplication / division - 3rd to 5th)

Assessment Design and Data Analysis

- Teachers at all grade levels will calculate and monitor index scores after assessments

- Students will receive differentiated instruction based on level of need through small group, direct instruction, MTSS, ESS, and certified tutors.

- Regular progress monitoring of student achievement data through data tracking wall, data protocol, progress monitoring, and intentional conversations around student progress towards mastery.

- Implement and monitor Reading Improvement Plans for K-4 students performing below the 30th percentile on our Universal Screener (MAP) and Apprentice or below on KSA (4th grade).

Progress Monitoring:

- Instructional walkthrough feedback
- Observation instruments
- Classroom coaching visits
- PLC agendas / calendars
- Lesson plans
- Faculty meeting agendas
- Professional Growth Plans
- Professional development agendas and sign ins
- Teaching support meeting agendas
- Vertical planning agendas
- Schedules of GT enrichment specialists
- Student work samples
- Data tracking documents
- Index calculators
- Reading improvement plans
- MTSS schedules
- Classroom assessments
- Calculators
- ESS schedules

Funding:

- General
- Title 1
- ESS
- GT state grant
- KYCL grant

Alignment to Needs: Optional Goals

Through the Phase Two: Needs Assessment for Schools, priorities were identified, and processes, practices and/or conditions were chosen for focus. Identify any additional indicators that will be addressed by the school in order to build staff capacity and increase student achievement by selecting "yes" or "no" from the dropdown options (beside each indicator) below. For any indicator noted as a priority with a "yes," schools must complete the below fields. For any indicator marked with a "no," no further information is needed. Each indicator must have a "yes" or "no" response in the below table.

Indicator	Priority Indicator?
State Assessment Results in science, social studies and writing	Yes
English Learner Progress	Yes
Quality of School Climate and Safety	Yes
Postsecondary Readiness (high schools and districts only)	No
Graduation Rate (high schools and districts only)	No

Priority Indicator Goals:

Complete the fields below for each indicator that was chosen as a priority with a "yes" response above.

Priority Indicator #1: State Assessment Results in Science, Social Studies and Writing

Three- to Five-Year Goal:

- Pembroke Elementary will increase the percentage of students scoring proficient or better to 52.9% in science by spring of 2028.

- Pembroke Elementary will increase the percentage of students scoring proficient or better to 59.6% in social studies by spring of 2028.

- Pembroke Elementary will increase the percentage of students scoring proficient or better to 53.6% in writing by spring of 2028.

Objective(s):

- Pembroke Elementary will increase the percentage of proficient or above in science from 22% to 30.7% as measured by KSA by May 2026.

- Pembroke Elementary will increase the percentage of proficient or above in social studies from 48.6% to 51.5% as measured by KSA by May 2026.

- Pembroke Elementary will increase the percentage of proficient or above in combined writing from 36.7% to 45.4% as measured by KSA by May 2026.

Strategy:

- KCWP1: Design and Deploy Standards
- KCWP 2: Design and Deliver Instruction

Activities:

- See activities listed in the reading/math area.

- In order to help achieve the activities listed, our teachers utilize Amplify Science and TCI (Social Studies) in grades K-5. These high quality instructional resources are engaging to students and meet the rigor of the standards.

- Monitoring of intentional /scheduled daily instruction in all classrooms for science, social studies, and writing.

- Fifth grade writing teacher will participate in professional development and coaching through the district writing support around writing strategies, prompts, and rubrics.

Progress Monitoring:

- See progress monitoring in reading and math area.

Funding:

- See funding in reading and math area.

Priority Indicator #2: Quality of School Climate and Safety

Three- to Five-Year Goal:
Pembroke Elementary will have an index of 86 or higher by Spring of 2028.

Objective(s):
By spring of 2026, Pembroke Elementary will increase the index on the KSA student survey from an index of 75 to an index of 80.

Strategy:
KCWP 6: Establish Learning Environment and Culture

Activities:

- Questions will be embedded into our daily morning slides to make sure to review and teach the language in the questions for clarity.

- Create and utilize our student advisory council made up of 4th and 5th graders to give a student voice and get ideas for how we can work towards school improvement

- Guidance counselors and teachers will create social lessons to use with our students around Profile of Graduate competencies

- Monthly practices of safety drills and communication with students and families around school safety policies and plans

- Continue to implement PBIS in classrooms and all common areas and share data in faculty meetings

Progress Monitoring:

- Weekly morning slides

- Student advisory council agendas / notes

- PBIS agendas / data

- Survey data (Studer)

- Safety drills / notes

Funding:
General

Priority Indicator #3: English Learner Progress

Three- to Five-Year Goal:
Each EL student will progress at least 3 levels on the ACCESS assessment by spring of 2028.

Objective(s):
Each EL student will progress at least 1 level on the ACCESS assessment by May 2026.

Strategy:
KCWP 5: Design, Align, Deliver, Support Processes

Activities:

- See Achievement Gap Goal as all those activities apply here as well except they are specific to ELL students

- Progress monitoring of 3-5 grade students around EL goals and classroom performance

- Presentation by EL teacher in PLC meetings with strategies for EL students

Progress Monitoring:

- See Achievement Gap Goal as all those activities apply here as well except they are specific to ELL students

Funding:

General and Title 1

Priority Indicator #4: Choose an item.

Three- to Five-Year Goal:
Click or tap here to enter text.

Objective(s):
Click or tap here to enter text.

Strategy:
Click or tap here to enter text.

Activities:
Click or tap here to enter text.

Progress Monitoring:
Click or tap here to enter text.

Funding:
Click or tap here to enter text.

Addendum for Schools Identified for Targeted or Additional Targeted Support and Improvement

A school improvement plan for schools identified for targeted support and improvement (TSI) or additional targeted support and improvement (ATSI) must be embedded within the school's comprehensive school improvement plan (CSIP) as required by KRS 160.346(4)-(5) and 703 KAR 5:225.

This addendum outlines the specific requirements that must be addressed in the CSIP to meet federal and state expectations for TSI and ATSI schools. These requirements include targeted strategies and evidence-based activities to support the improvement of consistently underperforming student groups addressed in the goal building template. Evidence-based practices and activities chosen to address any priority goal area must be informed by the Needs Assessment for Schools and feedback from any onsite review conducted by the Kentucky Department of Education (KDE).

Special Considerations for TSI/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 and ATSI schools in the following chart:

TSI and ATSI Additional Requirements
Components of Turnaround Leadership Development and Support:
Consider: How will you ensure that school leadership has or develops the skills and disposition to achieve accelerated, meaningful and sustainable increases in student achievement for underperforming subgroups?   **Response:** School leadership will develop the skills and dispositions to achieve accelerated meaningful and sustainable increases in underperforming subgroups by: 1. Attending monthly Instructional Leadership Team Meetings (ILT). Instructional Leadership Team meetings will feature a dedicated workspace and time for the Special Education department to work with principals and leadership teams around new and/or existing strategies and methods to ensure our students with disabilities receive the latest evidence-based instruction. In addition, work time and collaboration time will be provided each month during ILT meetings.   2. Monthly meetings with the administration and the assigned special education consultant and/or DoSE will be held to discuss building level concerns, education on issues and or specialized information about students with disabilities will be shared.   3. SPED Strategic Plan
Identification of Critical Resources Inequities:
Consider: Describe the process used to review the allocation and use of resources (people, time and money), any resource inequities that were identified that may contribute to underperformance, and how identified resource inequities will be addressed.   **Response:** Through an examination of resource inequities, it was discovered that there was not enough support for evidence-based practices for our Special Education teachers. As a result, it could be that our special education population underperformed on KSA and did not meet performance expectations. To remedy this situation, special education staff will have more access to the Special Education Consultants. The Consultant will be available to special education staff on a weekly basis. During this time together, the Consultant will coach, monitor and observe and provide classroom support to Special Education teachers related to evidence-based practices for students with disabilities. After conducting an instructional resource audit of reading and math instructional materials, it was determined that some teachers of students with disabilities were not utilizing high quality

TSI and ATSI Additional Requirements
instructional materials during resource instruction. Additionally, SPED teachers demonstrated professional learning needs related to the implementation of the HQIRs used in the regular education setting. To address this instructional inequity, the HQIRs will be provided to all SPED staff along with implementation professional learning and support.

Additional Actions That Address the Causes of Consistently Underperforming Subgroups of Students
Consider: Describe the process used to review the learning culture related to your targeted subgroup(s) and any additional actions that were determined to address the causes of underperformance. **Response:** The process used to review the learning culture related to Special Education was an examination of observations, resources, and student work. As a result, it was found that students in resource settings were less likely to have access to standards-based instruction and assessments, which could have been a contributing factor to the special education student's underperformance on KSA. As a result, the following actions will be implemented to ensure students with disabilities have access to grade level standards instruction and are assessed used assessments aligned to grade-level assessments: • Engage Special Education teachers in PLCs and other professional learning to develop their capacity to teach and assess grade-level standards • Conduct observations of students with disabilities will include analysis of instructional and assessment tasks, with an expectation there should be a balance of IEP skills and grade-level work • Implement standards-based benchmark assessments 3x per year to monitor and inform student learning • Establish and regularly utilize "assessment buddies" to ensure approved assessment accommodations are provided for each student

Targeted Subgroups and Evidence-Based Interventions:
Consider: Identify the areas of need revealed by the analysis of academic and non-academic data that will be addressed through CSIP activities for your targeted subgroup(s). What evidence-based practice(s) will the school incorporate that specifically targets the subgroup(s) achievement that contributed to the TSI identification? How will you monitor the evidence-based practice to ensure it is implemented with fidelity? **Response:** An area of need revealed is that there is a disconnect of what is happening in the regular education classrooms and the special education classrooms as the IEPs are more skills driven and the skills do not always match up with the standards. We also have discovered that our teachers need to make sure they are using high quality instructional resources that align to the standards which will align with the skills in the IEPs. Having a better clarity of the standards will help teachers align the instructional resources better. In order to achieve this, we feel that our teachers need to have a further understanding of how to break down the standards and create success criteria for our students to be able to track their progress toward the standards. Therefore, we will build on our unit internalization work, which is an evidence based instructional practice number two and three on the kystandards.org website. This work was chosen by the instructional leadership team based upon observations within the classroom and the need for teachers to understand the rigor and intent of the standards and students to commit to their learning. We feel that if both of our teachers and students have a clear understanding of the standards, goals and the success criteria to get to the standards, that our instruction will be more aligned to the standards and our students will have a better understanding of where they are in their learning and where they need to go to improve in their learning. This will empower our students to be more successful as they are engaged with better clarity and will be able to take more ownership of their learning. In addition, teachers will use explicit teaching as a system of instructional design. This student centered approach will help provide students with explicit strategies to organize and streamline their learning. With this system of design, teachers will continually check for student understanding. In order to stay motivated our students with disabilities need the small wins that success criteria allow them, as well as a menu of strategies to aid in their learning, therefore, allowing them to see success

TSI and ATSI Additional Requirements
toward the overall standards. We will continue the work started previously through PLC work and classroom observations. Based on our review of the study findings and data from our school, we believe these evidence based practices will best serve our school population in moving our students forward in their learning.

TSI/ATSI Evidence-based Practices Documentation

TSI improvement plans must include at least one evidence-based practice (EBP) that is implemented to improve student outcomes that meet the definition of "evidence-based" under the Every Student Succeeds Act (ESEA) section 8101(21). The definition of "evidence-based" in ESEA section 8101(21) includes four levels of evidence from which interventions may be selected:

- **Strong evidence** from at least one well-designed and well-implemented *experimental study*;
- **Moderate evidence** from at least one well-designed and well-implemented *quasi-experimental study*;
- **Promising evidence** from at least one well-designed and well-implemented *correlational study* with statistical controls for selection bias; or
- **Demonstrates a rationale** based on high-quality research findings or positive evaluation that such activity, strategy or intervention is likely to improve student outcomes or other relevant outcomes and includes ongoing efforts to examine the effects of such activity, strategy or intervention.

More specific information regarding EBPs can be found on the Kentucky Department of Education's Evidence-based Practices website.

Complete the table below to document the evidence that supports the evidence-based intervention outlined in this plan.

Evidence-based Activity	Evidence Citation
Example: Train staff to implement inductive teaching strategies.	Example: Hattie, J. (2009). Visible Learning: a synthesis of over 800 meta-analyses relating to achievement. Routledge: New York, NY.
Continue with work to clarify and share clear learning goals and success criteria	Clarifying and sharing clear learning goals: Evidence-based instructional practices #2. (2022). Kystandards.org. https://education.ky.gov/curriculum/standards/kyacadstand/Documents/EBIP_2_Clarifying_and_Sharing_Clear_Learning_Goals.pdf
Design explicit teaching opportunities that continually check for student understanding	Explicit Teaching and Modeling: Evidence-based instructional practices #3. (2023). Kystandards.org. https://www.education.ky.gov/curriculum/standards/kyacadstand/Documents/EBIP_3_Explicit_Teaching_and_Modeling.pdf

Pembroke Elementary Evidence Based Practice #1

Challenge: Students lack a clear understanding of their expected learning outcomes, relevance, and what it looks like when they are successful.

Evidence Citation: Clarifying and sharing clear learning goals: Evidence-based instructional practices #2. (2022). Kystandards.org.   https://education.ky.gov/curriculum/standards/kyacadstand/Documents/EBIP_2_Clarifying_and_Sharing_Clear_Learning_Goals.pdf

Estimated Evidence Level: The study is level 2 (moderate), because it shows a statistically significant positive effect of the intervention and student outcome that meet WWC evidence standards.

Study Discussion: The work cited above was gathered through multiple strategies to ensure the clarity of learning of all.   Pembroke Elementary sees the need for teachers and students to commit to the learning with a clear understanding of what students are expected to learn, the why behind what they are learning, and the success criteria aligned with that learning. We will continue with concepts learned previously in Clarity for Learning written by John Almarode and Kara Vandas and utilize the steps as prescribed to write clearer success criteria and learning targets. Through unit internalization protocol work in PLC, vertical planning, and standards alignment, teachers will revise their current learning targets and success criteria as provided by their district's pacing documents and Kentucky Academic Standards to ensure they are clear, concise, and written in student friendly language without diminishing the rigor of intended learning. As we work with our new HQIR, this will help to clarify the intent of the standards and assure they are clear in what the students are expected to learn so that they can communicate effectively and be intentional in their instruction.

Intervention	Outputs	Short-term Outcomes (0-1 year)	Mid-term Outcomes (2-3 years)	Long-term Outcomes (4+ years)	Monitoring Data
PLC time will include: • Unit Internalization protocols • Standards deconstruction and alignment to standards • Backwards design of assessment • Development of learning targets and success criteria • Deconstruction of standards Individual coaching sessions around standards planning and instructional alignment to the rigor of the standards	All certified staff members will attend PLC where unit internalization work will be implemented. Future professional learning sessions will be focused on vertical and horizontal alignment of curriculum, where they will revise any unclear learning intentions and success criteria. Other professional learning sessions to be held during school, after school and/or summer months include but not limited to: data analysis of KSA, engagement strategies, and HQIR implementation.	Increase teacher knowledge of KAS Increase in teacher clarity of KAS and how students should demonstrate mastery Increase student reading and math fluency Increase student reading comprehension Exit TSI status Decrease the number of students scoring novice on KSA reading and math	Increase the number of students scoring proficient or distinguished on KSA in reading and math Decrease the number of students requiring Tier 2 or 3 interventions	Increase effectiveness of strong core Tier 1 instruction Increase the number of students who need only Tier 1 instruction to 75% Increase the number of students who are on grade level or above on reading and/or math skills	Professional Development Plan, PLC calendar and agendas, and sign-in sheets Lesson plans MAP Assessment MAP Fluency Assessment IXL Assessments MasteryConnect Assessment in grades 3-5 KSA reading and math Teacher index monitoring

Pembroke Elementary Evidence Based Practice #2

Challenge: The lack of school wide processes and systems around explicit teaching using high-quality active learning and student engagement.

Evidence Citation: Explicit Teaching and Modeling: Evidence-based instructional practices #3. (2023). Kystandards.org. https://www.education.ky.gov/curriculum/standards/kyacadstand/Documents/EBIP_3_Explicit_Teaching_and_Modeling.pdf

Estimated Evidence Level: The study is level 2 (moderate), because it shows a statistically significant positive effect of the intervention and student outcome that meet WWC evidence standards.

Study Discussion: The work cited above was conducted around the significant impact that day to day instruction has on student achievement. Pembroke Elementary School worked to incorporate engagement strategies around the work of Rebecca Stobaugh, *50 Strategies to Boost Cognitive Engagement and 30+ Movement Strategies to Boost Cognitive Engagement,* in addition to the work of Robert J. Marzano*, The New Art and Science of Teaching*. Using this work, we will work with teachers from all grade levels and content areas to build a culture of thinking and emphasize active learning through problem solving, cognitive engagement, meaningful content instruction, feedback, and collaboration. Being explicit in the instructional approach, along with standards alignment and clarity for learning, with strategically and intentionally utilizing high quality instructional practices that support students in reaching the intended learning outcomes. As indicated in the work above, teachers will examine the individual elements they are planning to teach and continually monitoring for student understanding around the intent of the standards. According to the work of Robert Marzano (2017), included in this study, when strategic planning is conjoined with chunking, processing, and representing content, it is most effective.

Intervention	Outputs	Short-term Outcomes (0-1 year)	Mid-term Outcomes (2-3 years)	Long-term Outcomes (4+ years)	Monitoring Data
Build teacher capacity through PD around the 50 Strategies to Boost Cognitive Engagement, 30+ Movement Strategies to Boost Cognitive Engagement, and The New Art and Science of Teaching

Implement the work of engagement through explicit instruction in model classrooms in multiple grade levels and content areas.

Conduct school level PD around this work.

PLC work using the unit internalization protocols to plan intentional active learning through explicit instructional strategies, observe highly effective model classrooms, and analyze data around instruction | The administration and teachers will complete PD around engagement strategies (Stobaugh and Marzano) to gather evidence based strategies for active engagement

Other professional learning sessions to be held during school, after school and/or summer months include but are not limited to: data analysis of KSA, MAP Fluency, HQIR implementation

All certified staff members will attend PLC meetings where intentional planning of standards alignment and active engagement will occur. Future professional learning sessions will be focused on strategies to boost cognitive engagement and analyzing the data as students engage in the work. | Increase teacher knowledge of KAS and engagement strategies for explicit instruction around those standards

Increase student engagement and achievement in all content areas

Exit TSI status

Decrease the number of students scoring novice on KSA in all content areas | Increase the number of students scoring proficient or distinguished on KSA in all content areas

Decrease the number of students requiring Tier 2 or 3 interventions | Increase effectiveness of strong core Tier 1 instruction

Increase the number of students who need only Tier 1 instruction to 80% | Professional Development Plan, PLC calendar, Vertical Planning agendas and sign-in sheets

Lesson plans

Observations / Walkthrough data

MAP Assessment

MAP Fluency Assessment

IXL Assessments

Mastery Connect Assessment in grades 3-5

KSA data

Teacher Index Monitoring |

Comprehensive School Improvement Plan (CSIP)

Sinking Fork Elementary School

Rationale

The CSIP is a plan developed by the school council with the input of parents, faculty and staff based on a review of relevant data that includes targets, strategies, activities, a time schedule to support student achievement and student growth and to eliminate achievement gaps among groups of students. Through the improvement planning process, leaders focus on priority needs, funding and closing achievement gaps among identified subgroups of students.

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).

Please note that the objectives (yearly 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 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 (and general information about goal setting) for each required planning component can be found on page 2 of this 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**.

Operational Definitions

When completing the template sections that follow, please refer to the following operational definitions:

- **Goal:** Long-term three- to five-year targets based on the school level state assessment results. Long-term targets should be informed by the Phase Two: Needs Assessment for Schools;
- **Objective:** Short-term yearly target 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;
- **Strategy:** An approach to systematically address the process, practice or condition that the school will focus its efforts upon, as identified in the Needs Assessment for Schools, in order to reach its goals or objectives. There can be multiple strategies for each objective. The strategy can be based upon Kentucky's six Key Core Work Processes listed below or another established improvement approach (i.e., *Six Sigma, Shipley, Baldridge, etc.*);
- **Key Core Work Processes:** A series of processes identified by the Kentucky Department of Education that involve the majority of an organization's workforce and relate to its core competencies. These are the factors that determine an organization's success and help it prioritize areas for growth; KCWP 1: Design and Deploy Standards
  - KCWP 2: Design and Deliver Instruction
  - KCWP 3: Design and Deliver Assessment Literacy
  - KCWP 4: Review, Analyze and Apply Data Results
  - KCWP 5: Design, Align and Deliver Support
  - KCWP 6: Establish Learning Environment and Culture
- **Activity:** Actionable steps the school will take to deploy the chosen strategy. There can be multiple activities for each strategy;
- **Progress Monitoring:** Process used to collect and analyze measures of success to assess the level of implementation, the rate of improvement and the effectiveness of the plan. The measures may be quantitative or qualitative but are observable in some way. The description should include the artifacts to be reviewed, specific timelines, and responsible individuals; and
- **Funding:** Local, state or federal funds/grants used to support (or needed to support) the activities.

Goal Setting:

When developing goals, all schools must establish achievement gap targets and set goals in the area of state assessment results in reading and mathematics. Other goals aligned to the indicators in the state's accountability system and deemed priority areas in the Phase Two: Needs Assessment for Schools are optional.

Required Goals

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. Additional rows may be added for multiple targets, strategies and activities.

Objective(s):
Decrease the achievement gap between African American students scoring proficient and distinguished in the area of MATH as compared to White students by 10% as determined by Spring 2026 KSA.

CURRENT Reading GAP Spring 2024 KSA		
	AA	White
N	38%	18%
A	29%	16%
P	26%	46%
D	206%	20%
P%D	32%	66%

(The current gap is 34%. SFE will reduce this percentage to 24% or lower as determined by Spring 2026 KSA data.)

Strategy:
KCWP 1: Design and Deploy Standards

KCWP 2: Design and Deliver Instruction.

Activities:
● Teacher Coaching Model
   o   Committed to seeing ALL teachers each week

- o   Increased visibility in classrooms
- o   Intentional scheduling with Teacher Coach

- Direct Instruction - standards aligned
  - o   EnVision Grades K-5: Standards based Math instruction
  - o   Standards aligned Math instruction

- PLC's (PDSA)
  - o   Student Achievement
  - o   Standards Alignment
  - o   Teacher Coaching
  - o   Lesson Design
  - o   Pacing/Structure
  - o   Data Analysis
  - o   Instructional Feedback
  - o   Identifying Support Needs

- Protecting the Learning Environment

- Regular Progress Monitoring of Student Achievement (data tracking, formative data, summative data)

- Create and monitor a watch list for students performing below proficiency.

- Increase level of monitoring intervention supports

- Mentor Program for students identified by early warning tool and teacher referrals.

- Interventions- ESS, MTSS

- Continue to implement PBIS system

- Continue FRYSC support to families helping to eliminate barriers.

- Increase communication and involvement with parents in regards to student expectations and their role as a vital partner.

- Trauma Informed Care/Social Emotional supports and mini lessons provided by School Counselor

Progress Monitoring:
- PBIS Fidelity Checks and Audits
- Student Voice Committee Agendas and Minutes
- Survey data
- Behavior/Discipline Data
- Emergency Drill Follow Up Reports
- Schedule of Social Skills Lessons provided by the School Counselor
- MAP Data/Reports
- Common Assessment Data
- Mastery Connect Data
- Student Data Tracker Data
- Teacher Coaching Model Data
- PLC Agendas and Minutes
- Instructional Rounds Feedback

- Growth Goal Percentages
- Lesson Plans
- Classroom Observations
- RTI Data Reports

Funding:
- General Fund
- SBDM
- Title I

State Assessment Results in Reading and Mathematics

Kentucky's accountability system uses multiple academic and school quality measures, with each indicator contributing to the overall score. Reading and math proficiency are foundational to student success, and state assessment results in reading and mathematics carry the greatest weight when calculating the overall score at each level (elementary, middle and high school). This indicator is a required goal area for all schools.

Three- to Five-Year Goal:
By Spring 2028, Sinking Fork Elementary will increase the Reading and Math state current year status from 67.0 (24/25 Reading and Math status**) to 72.0 as determined by Kentucky Standards Assessment.**

Sinking Fork Elementary will increase the number of students scoring proficient or above in reading from 48.5% to 60% by Spring 2028 as determined by Kentucky Standards Assessment.

Sinking Fork Elementary will increase the number of students scoring proficient or above in mathematics from 51.4% to 68% by Spring 2028 as determined by Kentucky Standards Assessment.

Objective(s):

Reading - Increase the number of students scoring proficient or above in reading from 48.5% to 52% by Spring 2026 as determined by Kentucky Standards Assessment.

Math - Increase the number of students scoring proficient or above in Math from 51.4% to 55% by Spring 2026 as determined by Kentucky Standards Assessment.

Strategy:
KCWP 1: Design and Deploy Standards
KCWP 2: Design and Deliver Instruction

Activities:
- Teacher Coaching Model
  o Committed to seeing ALL teachers each week
  o Increased visibility in classrooms
  o Intentional scheduling with Teacher Coach

- Direct Instruction - standards aligned
  o EnVision Grades K-5: Standards based Math instruction
  o Standards aligned Math instruction

- PLC's (PDSA)
  o Student Achievement
  o Standards Alignment
  o Teacher Coaching
  o Lesson Design
  o Pacing/Structure
  o Data Analysis
  o Instructional Feedback
  o Identifying Support Needs

- **Protecting the Learning Environment**
- **Regular Progress Monitoring of Student Achievement (data tracking, formative data, summative data)**
- **Gifted and Talented Students: Students who are identified as gifted and talented will be provided services in alignment with their Gifted Student Services Plan (GSSP). Primary Talent Pool Teacher will provide services every other week in a pullout setting.**
- **Implement Into Reading which is a comprehensive evidenced based reading program that includes instruction in phonemic awareness, phonics, fluency, vocabulary, comprehension and writing.**
- **Implementation of EnVision math as it is the CCPS math HQIR.**

Progress Monitoring:
- MAP Data/Reports
- Common Assessment Data
- Mastery Connect Data
- Student Data Tracker Data
- Teacher Coaching Model Data
- PLC Agendas and Minutes
- Instructional Rounds Feedback
- Growth Goal Percentages
- Lesson Plans
- Classroom Observations

- RTI Data Reports
- Schedules of GT enrichment specialists
- Professional learning sign in sheets from staff trainings led by cluster leaders
- Cluster leader trainings

Funding:
- General Fund
- Title I
- SBDM
- GT State Grant
- GT District Match

Alignment to Needs: Optional Goals

Through the Phase Two: Needs Assessment for Schools, priorities were identified, and processes, practices and/or conditions were chosen for focus. Identify any additional indicators that will be addressed by the school in order to build staff capacity and increase student achievement by selecting "yes" or "no" from the dropdown options (beside each indicator) below. For any indicator noted as a priority with a "yes," schools must complete the below fields. For any indicator marked with a "no," no further information is needed. Each indicator must have a "yes" or "no" response in the below table.

Indicator	Priority Indicator?
State Assessment Results in science, social studies and writing	Yes
English Learner Progress	No
Quality of School Climate and Safety	No
Postsecondary Readiness (high schools and districts only)	No
Graduation Rate (high schools and districts only)	No

Priority Indicator Goals:

Complete the fields below for each indicator that was chosen as a priority with a "yes" response

above.

Priority Indicator #1: State Assessment Results in Science, Social Studies and Writing

Three- to Five-Year Goal:
By Spring 2028, Sinking Fork Elementary will increase the Science, Social Studies, & Combined Writing state current year status from 63.0 (24/25 sc/ss/cw status**) to 72.0 as determined by Kentucky Standards Assessment.**

Sinking Fork Elementary will increase the number of students scoring proficient or above in Science from 36% to 45 % by Spring 2028 as determined by Kentucky Standards Assessment.

Sinking Fork Elementary will increase the number of students scoring proficient or above in Social Studies from 57% to 63% by Spring 2028 as determined by Kentucky Standards Assessment.

Sinking Fork Elementary will increase the number of students scoring proficient or above in Combined Writing from 18% to 48% by Spring 2028 as determined by Kentucky Standards Assessment.

Objective(s):
Science: Sinking Fork Elementary will increase the number of students scoring proficient or above in Science from 34% to 39% by Spring 2025 as determined by Kentucky Standards Assessment.

Social Studies: Sinking Fork Elementary will increase the number of students scoring proficient or above in Social Studies from 52% to 55% by Spring 2025 as determined by Kentucky Standards Assessment.

Combined Writing: Sinking Fork Elementary will increase the number of students scoring proficient or above in Combine Writing from 36% to 40% by Spring 2025 as determined by Kentucky Standards Assessment

Strategy:
KCWP 1: Design and Deploy Standards
KCWP 2: Design and Deliver Instruction

Activities:

- **Increase writing opportunities across all subjects and all grade levels.**

- **Parent/Family nights that promote and emphasize the importance of writing, social studies and science.**

- **Professional Development and coaching for teachers- District Writing Coach.**

- **Typesy program used 3rd through 5th grade to build typing capacity and computer literacy.**

- **Science, Social Studies and Writing learning checks used school wide.**

- **Collaborative work sessions with other schools to develop teacher capacity and create a support system of educators working towards common outcomes.**

- **Additional professional learning for Science/Social Studies/Writing across grade levels.**

- **Amplify science program will be used to implement science standards in grades K-5**

- **Teachers in grades K-5 utilize resources aligned to NGSS.**

Progress Monitoring:
- Vertical PLC Agendas and Attendance Documents
- PD Attendance Records
- Meetings with 5th grade writing team and writing coach
- Cohort Meetings for Writing
- MAP Data/Reports
- Common Assessment Data
- Mastery Connect Data
- Student Data Tracker Data
- Teacher Coaching Model Data
- PLC Agendas and Minutes
- Instructional Rounds Feedback
- Growth Goal Percentages
- Lesson Plans
- Classroom Observations
- RTI Data Reports

Funding:
- General Fund
- SBDM Funds
- Title I
- GT State Grant
- GT District Match

Comprehensive School Improvement Plan (CSIP)

South Christian Elementary School

Rationale

The CSIP is a plan developed by the school council with the input of parents, faculty and staff based on a review of relevant data that includes targets, strategies, activities, a time schedule to support student achievement and student growth and to eliminate achievement gaps among groups of students. Through the improvement planning process, leaders focus on priority needs, funding and closing achievement gaps among identified subgroups of students.

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).

Please note that the objectives (yearly 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 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 (and general information about goal setting) for each required planning component can be found on page 2 of this 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**.

Operational Definitions

When completing the template sections that follow, please refer to the following operational definitions:

- **Goal:** Long-term three- to five-year targets based on the school level state assessment results. Long-term targets should be informed by the Phase Two: Needs Assessment for Schools;
- **Objective:** Short-term yearly target 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;
- **Strategy:** An approach to systematically address the process, practice or condition that the school will focus its efforts upon, as identified in the Needs Assessment for Schools, in order to reach its goals or objectives. There can be multiple strategies for each objective. The strategy can be based upon Kentucky's six Key Core Work Processes listed below or another established improvement approach (i.e., *Six Sigma, Shipley, Baldridge, etc.*);
- **Key Core Work Processes:** A series of processes identified by the Kentucky Department of Education that involve the majority of an organization's workforce and relate to its core competencies. These are the factors that determine an organization's success and help it prioritize areas for growth;
  > KCWP 1: Design and Deploy Standards
  > KCWP 2: Design and Deliver Instruction
  > KCWP 3: Design and Deliver Assessment Literacy
  > KCWP 4: Review, Analyze and Apply Data Results
  > KCWP 5: Design, Align and Deliver Support
  > KCWP 6: Establish Learning Environment and Culture
- **Activity:** Actionable steps the school will take to deploy the chosen strategy. There can be multiple activities for each strategy;
- **Progress Monitoring:** Process used to collect and analyze measures of success to assess the level of implementation, the rate of improvement and the effectiveness of the plan. The measures may be quantitative or qualitative but are observable in some way. The description should include the artifacts to be reviewed, specific timelines, and responsible individuals; and
- **Funding:** Local, state or federal funds/grants used to support (or needed to support) the activities.

Goal Setting:

When developing goals, all schools must establish achievement gap targets and set goals in the area of state assessment results in reading and mathematics. Other goals aligned to the indicators in the state's accountability system and deemed priority areas in the Phase Two: Needs Assessment for Schools are optional.

Required Goals

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. Additional rows may be added for multiple targets, strategies and activities.

Objective(s):
Decrease the percentage of students (Disability) GAP Group scoring Novice in Reading in from 53% to 51% by 2026 as measured by KSA.

Strategy:
KCWP3: Design and Deliver Assessment Literacy

Use a variety of evidence (4 primary assessment purposes) to support educational decision making

KCWP 4: Review, Analyze and Apply Data

Established MTSS/RTI Structure and time built into the schedule in which students receive instruction on their individual level to assist in getting them closer to grade level standards and content.

Activities:
KCWP3: Design and Deliver Assessment Literacy

Teachers will learn how to use all the resources and reports from MAP and Mastery Connect data to plan instruction for differentiation and to monitor growth.

Create formative and summative assessments that are aligned to the KAS standards.

KCWP 4: Review, Analyze and Apply Data

Develop and clearly define MTSS school-wide process with checklists, and documentation tools, including such information as service frequency, intervention programs/strategies, SMART goal measurement, and progress monitoring checks.

Progress Monitoring:
Data tracking document

Funding:

General Funds

Title 1 Funds

State Assessment Results in Reading and Mathematics

Kentucky's accountability system uses multiple academic and school quality measures, with each indicator contributing to the overall score. Reading and math proficiency are foundational to student success, and state assessment results in reading and mathematics carry the greatest weight when calculating the overall score at each level (elementary, middle and high school). This indicator is a required goal area for all schools.

Three- to Five-Year Goal:
By 2028, 64.2% of students will score proficient in Reading measured by KSA.

By 2028, 60.7% of students will score proficient in Mathematics measured by KSA.

Objective(s):
Increase the percentage of students (Grades 3-5) scoring proficient or above in Reading from 56% to 60% by May 2026 on KSA.

Increase the percentage of students (Grades 3-5) scoring proficient or above in Math

from 44% to 47% by May 2026 on KSA.

Strategy:
KCWP 2: Design and Deliver Instruction

Teachers will become proficient at delivering universal, high quality, equitable, and responsive Tier I Instruction using standards-based planning, high quality instructional resources, the most appropriate high yield instructional strategies and formative assessment.

KCWP4: Review, Analyze and Apply Data

Establishing MTSS/RTI Structure and time built into the schedule in which students receive instruction on their individual level to assist in getting them closer to grade level standards and content.

KCWP 1: Design and Deliver Standards

Using the KAS to define what students should know and be able to do by the end of each grade level or course and ensure that educators understand the relationship between the standards, curriculum, and instructional resources.

KCWP 6: Establishing Learning Culture and Environment

Collaboration among all staff to establish a culture where learning and continued growth is the primary focus and foundation for all actions.

Activities:
KCWP 2: Design and Deliver Instruction

Professional Learning Communities

Professional Development - CCPS Professional Learning Conferences, PD through HQIR, and other options offered by the school, district, and state

Coaching Cycle - Leadership and Instructional Coach will collaborate to provide coaching, to model lessons, and to provide feedback in order to build teacher capacity in best practices

Lesson Plan Feedback

Reading Improvement Plans will be created for all K-4 students who score at the 30%ile or below as measured on MAP Testing

KCWP4: Review, Analyze and Apply Data

Implement formal (summative, norm referenced testing, and universal screenings) and informal processes (formative assessment, self-assessment, and peer reviews) that teachers and students utilize to gather evidence to directly improve the learning of students assessed.

6 Week MTSS Meetings

Established RTI Groups/Time

KCWP 1: Design and Deliver Standards

Principal and Assistant Principal facilitate weekly PLC meetings to include the PDSA Cycle that addresses clarity of the Kentucky Academic Standards, clear and concise learning intentions, alignment of standards, tasks, and assessment, engagement strategies, student work analysis, assessment data analysis, and instruction refinement.

KCWP 6: Establishing Learning Culture and Environment

Intentionally build upon strong staff-student relationships to strengthen behavior management through the consistent implementation of schoolwide Positive Behavior Interventions and Supports (PBIS). To maximize learning, we developed a master schedule that minimizes transitions and protects instructional time, ensuring students have uninterrupted opportunities to engage in high quality instruction. Equally important, we prioritize a culture of belonging where all students and staff feel valued, supported, and connected.

Progress Monitoring:
KCWP 2: Design and Deliver Instruction

Data tracking document

Teacher rating of Accomplished or Exemplary on Danielson Framework for Teaching

Student Achievement on benchmark assessments

KCWP4: Review, Analyze and Apply Data

Data tracking document

Plan, Do, Study, Act improvement model will be implemented

Increased student growth on data tracking document

KCWP 1: Design and Deliver Standards

Data tracking document

Lesson plans, classroom walkthroughs and observations, student data analysis

KCWP 6: Establishing Learning Culture and Environment

Data tracking document

Teacher ratings of accomplished or exemplary within Classroom Environment of the Kentucky Teacher Framework

Staff and student surveys; staff and student voice committees

Number of behavior referrals

Funding:
General Funds

Title 1 Funds

Alignment to Needs: Optional Goals

Through the Phase Two: Needs Assessment for Schools, priorities were identified, and processes, practices and/or conditions were chosen for focus. Identify any additional indicators that will be addressed by the school in order to build staff capacity and increase student achievement by selecting "yes" or "no" from the dropdown options (beside each indicator) below. For any indicator noted as a priority with a "yes," schools must complete the below fields. For any indicator marked with a "no," no further information is needed. Each indicator must have a "yes" or "no" response in the below table.

Indicator	Priority Indicator?
State Assessment Results in science, social studies and writing	Yes
English Learner Progress	Yes
Quality of School Climate and Safety	Choose an item.
Postsecondary Readiness (high schools and districts only)	Choose an item.
Graduation Rate (high schools and districts only)	Choose an item.

Priority Indicator Goals:

Complete the fields below for each indicator that was chosen as a priority with a "yes" response above.

Priority Indicator #1: State Assessment Results in Science, Social Studies and Writing

Three- to Five-Year Goal:

By 2028, 55.0% of students will score proficient in Science measured by KSA.

By 2028, 76.3% of students will score proficient in Social Studies measured by KSA.

By 2028, 60.5% of students will score proficient in Writing measured by KSA.

Objective(s):

Increase the percentage of students scoring proficient in Science from 52% to 54% on KSA by 2026.

Increase the percentage of students scoring proficient from 40% to 44% in Social Studies on KSA by 2026.

Increase the percentage of students scoring proficient from 42% to 45% in Combined Writing by 2025 on KSA.

Strategy:
KCWP 1: Design and Deploy Standards

Use the KAS to define what students should know and be able to do by the end of each grade level or course and ensure that educators understand the relationship between the standards, curriculum, and instructional resources.

KCWP 2: Design and Deliver Instruction

Teachers will become proficient at delivering universal, high quality, equitable, and responsive Tier I Instruction using standards-based planning, high quality instructional resources, the most appropriate high yield instructional strategies and formative assessment.

KCWP 6: Establishing Learning Culture and Environment

Collaboration among all staff to establish a culture where learning and continued growth is the primary focus and foundation for all actions.

Activities:
KCWP 1: Design and Deliver Standards

Principal and Assistant Principal facilitate weekly PLC meetings to include the PDSA Cycle that addresses clarity of the Kentucky Academic Standards, clear and concise learning intentions, alignment of standards, tasks, and assessment, engagement strategies, student work analysis, assessment data analysis, and instruction refinement.

Review and conduct cyclic curriculum reviews/checks within the PLC.

KCWP 6: Establishing Learning Culture and Environment

Ensure the expectations of students are clearly defined, and that group norms have been established within the classroom.

PBIS - Teachers create a classroom environment to support behavior management with rewards and incentives, build relationships, and facilitate early intervention in order to increase desired behaviors during instruction to protect the learning environment.

Progress Monitoring:
KCWP 2: Design and Deliver Instruction

Data tracking document

Teacher rating of Accomplished or Exemplary on Danielson Framework for Teaching

Student Achievement on benchmark assessments

KCWP4: Review, Analyze and Apply Data

Data tracking document

Plan, Do, Study, Act improvement model will be implemented

Increased student growth on data tracking document

KCWP 1: Design and Deliver Standards

Data tracking document

Lesson plans, classroom walkthroughs and observations, student data analysis

KCWP 6: Establishing Learning Culture and Environment

Data tracking document

Teacher ratings of accomplished or exemplary within Classroom Environment of the Kentucky Teacher Framework

Staff and student surveys; staff and student voice committees

Number of behavior referrals

Funding:
General Funds

Title 1 Funds

Priority Indicator #2: English Learner Progress

Three- to Five-Year Goal:
By 2028, 50% of English Language Learners will progress up 1 level on ACCESS.

Objective(s):
10% of English Language Learners will progress up 1 level on ACCESS 2025.

Strategy:
KCWP 5: Design, Align and Deliver Support

Promote positive, equitable and inclusive learning experiences for all students with ongoing continuous improvement and data-based decision making occurring at all levels to match instruction, intervention, and support to the identified needs of all learners.

Activities:
Professional Learning Communities

Professional Development - CCPS Professional Learning Conferences, PD through HQIR, and other options offered by the school, district, and state

Follow EL Students' PSP

Services provided by the EL Teacher

Progress Monitoring:
KCWP 2: Design and Deliver Instruction

Data tracking document

Teacher rating of Accomplished or Exemplary on Danielson Framework for Teaching

Student Achievement on benchmark assessments

KCWP4: Review, Analyze and Apply Data

Data tracking document

Plan, Do, Study, Act improvement model will be implemented

Increased student growth on data tracking document

KCWP 1: Design and Deliver Standards

Data tracking document

Lesson plans, classroom walkthroughs and observations, student data analysis

Funding:

General Funds

Title 1 Funds

Priority Indicator #3: Choose an item.

Three- to Five-Year Goal:

Click or tap here to enter text.

Objective(s):

Click or tap here to enter text.

Strategy:

Click or tap here to enter text.

Activities:

Click or tap here to enter text.

Progress Monitoring:

Click or tap here to enter text.

Funding:

Click or tap here to enter text.

Priority Indicator #4: Choose an item.

Three- to Five-Year Goal:
Click or tap here to enter text.

Objective(s):
Click or tap here to enter text.

Strategy:
Click or tap here to enter text.

Activities:
Click or tap here to enter text.

Progress Monitoring:
Click or tap here to enter text.

Funding:
Click or tap here to enter text.