# Comprehensive District Improvement Plan (CDIP)

## Rationale

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

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

## Requirements for Building an Improvement Plan

* There are seven (7) required district goals:
  + State Assessment Results in reading and mathematics
  + State Assessment Results in science, social studies and writing
  + Achievement Gap
  + English Learner Progress
  + Quality of School Climate and Safety
  + Postsecondary Readiness
  + Graduation Rate

## ****Alignment to Needs:****

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

**Priorities/Concerns from Needs Assessment for Districts**

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

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| 1. Student performance in math across the district is a concern/priority. We are looking to answer the question(s): Are we (teachers, administrators) correctly using available data in such a way that it informs instructional next steps? Is scheduling something that we need to consider in the area of mathematics? Are we being intentional when we schedule math classes for our students? Are we capitalizing on our human (student and teacher) potential? 2. In the 2022-2023 school year, economically disadvantaged students continue to score lower that non- economically disadvantaged peers in the areas of reading and math. 35% of economically disadvantaged elementary school students scored P/D in reading compared to 60% of non-academically challenged students. 32% of economically disadvantaged middle school students scored P/D in reading compared to 50% of non-academically challenged students. 24% of economically disadvantaged high school students scored P/D in reading compared to 47% of non-academically challenged students. In math, 23% of economically disadvantaged elementary school students scored P/D compared to 45% of non-academically challenged students. At the middle school level in math, 19% of economically disadvantaged students scored P/D in math compared to 33% of non-academically challenged students. 26% of non-academically challenged high school students scored P/D in math. |

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

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

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| 1. Through professional learning communities (PLCs) and guided planning sessions with teachers at all three levels (KCWP 4), iReady (grades K-8) and TruScore (grades 9-12) data will be disaggregated three times per year for the purpose of gaining insight into student performance and progress over time, and to inform instructional practice (KCWP 1 & KCWP 3). 2. Through the math grant at the elementary level, teachers of math will receive coaching on strategies and effective ways to interpret and use/implement data for the purpose of informing mathematics instruction (KCWP 2). Math meetings will be held across grade levels (KCWP 1). |

**Indicator**

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| --- | --- | --- |
| **Indicator** | **Status** | **Change** |
| **State Assessment Results in reading and mathematics** | **MCES** - 57.6  **MCMS** – 59.5  **MCHS** – 42.3 | **MCES** +9.4  **MCMS**  +23.8  **MCHS**  -1.2 |
| **State Assessment Results in science, social studies and writing** | **MCES** – 63.9  **MCMS** - 65.7  **MCHS** – 52.8 | **MCES** +12.2  **MCMS** +29.4  **MCHS** +23.4 |
| **English Learner Progress** | **No Data to Report** | **No Data to Report** |
| **Quality of School Climate and Safety** | **MCES** – 70.0  **MCMS** – 68.8  **MCHS** – 63.3 | **MCES** -6.2  **MCMS** +8.8  **MCHS**  +3.2 |
| **Postsecondary Readiness (high schools and districts only)** | 71.3 | -9.4 |
| **Graduation Rate (high schools and districts only)** | 93.8 | +10.3 |

List the overall scores of status and change for each indicator and select which indicator(s) will be of priority focus through the strategies and activities outlined in this template.

## 1: State Assessment Results in Reading and Mathematics

| **Goal 1**: **Increase the average combined reading and math state assessment scores for elementary students from 57.6 to 70.0, from 59.5 to 70.0 for middle school students, and from 42.3 to 70.0 for high school students in 2024 as measured by Kentucky Summative Assessment (KSA) scores.** | | | | | |
| --- | --- | --- | --- | --- | --- |
| **Objective** | **Strategy** | **Activities** | **Measure of Success** | **Progress Monitoring** | **Funding** | |
| **Objective 1:**  Collaborate to increase the average combined reading and math state assessment score to 70.0 at each of the three schools in the district: elementary, middle, and high school. | **KCWP 1**: Design and Implement Standards | District staff will work collaboratively with and provide support to school administrators and teachers to review academic standards and make appropriate revisions as needed, utilizing district curriculum and literacy committees comprised of certified teachers across grades and content areas. | Kentucky Summative Assessment (KSA) | Development, ongoing refinement, and implementation of academic standards, January 2024 - ongoing. |  | |
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| **KCWP 3**: Design and Deliver Assessment | With the support and participation of district staff, school administrators and teachers at each level will work to ensure assessments include questions that are congruent to standards, and assessed at the same level of rigor as presented in state standards. | Content assessment questions across grades and content areas will reflect congruency with content standards and level of rigor. | January 2024 - ongoing |  | |
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| **KCWP 3**: Design and Deliver Assessment | Administer iReady assessment three times annually (fall, winter & spring) at the elementary and middle school levels, and TruScore three times annually at the high school level (fall, winter, spring). | Measure student progress while providing student data in real time for setting individualized reading and math goals. | January 2024 - ongoing |  | |
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| **Objective 1:**  Collaborate to increase the average combined reading and math state assessment score to 70.0 at each of the three schools in the district: elementary, middle, and high school. | **KCWP 5**: Design, Align, and Deliver Support | District staff will offer support and work with schools to develop and implement a professional development plan that addresses district priorities including personalized learning, revising content standards as needed, the use of varying instructional strategies, and research-based instruction. | An increase in professional learning experiences designed to affect student learning and success. | January 2024 - ongoing |  | |
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| **KCWP 5**: Design, Align, and Deliver Support | Extended School Services (ESS) and 21st CCLC staff will collaborate with school administrators and staff at all levels to target and support students working to attain proficiency targets. | Provide targeted support for struggling students. | January 2024 - ongoing |  | |

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

| **Goal 2**: **Increase the average combined science, social studies, and writing state assessment scores for elementary students from 63.9 to 75, from 65.7 to 75 for middle school students, and from 52.8 to 65 for high school students in 2024, as measured by Kentucky Summative Assessment (KSA) scores.** | | | | | |
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| **Objective** | **Strategy** | **Activities** | **Measure of Success** | **Progress Monitoring** | **Funding** | |
| **Objective 1:**  Collaborate to increase the average combined science, social studies, and writing state assessment scores to 75 at the elementary and middle schools, and from 52.8 to 65 at the high school level. | **KCWP 1**: Design and Implement Standards | District staff will work collaboratively to review academic standards and make appropriate revisions as needed, utilizing district curriculum committee comprised of certified teachers across grades and content areas, and administrators. | Kentucky Summative Assessment (KSA) | Development, ongoing refinement, and implementation of academic standards, January 2024 – ongoing. |  | |
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| **KCWP 3**: Design and Deliver Assessment | With the support and participation of district staff, school administrators and teachers at each level will work to ensure assessments include questions that are congruent to standards, and assessed at the same level of rigor as presented in state standards. | Content assessment questions across grades and content areas will reflect congruency with content standards and level of rigor. | January 2024 - ongoing |  | |
|  |  |  |  | |
| **KCWP 3**: Design and Deliver Assessment | Administer iReady assessment three times annually (fall, winter & spring) at the elementary and middle school levels, and TruScore three times annually at the high school level (fall, winter, spring). | Measure student progress while providing student data in real time for setting individualized reading and math goals. | January 2024 - ongoing |  | |
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| **Objective 1:**  Collaborate to increase the average combined science, social studies, and writing state assessment scores to 75 at the elementary and middle schools, and from 52.8 to 65 at the high school level. | **KCWP 5**: Design, Align, and Deliver Support | District and schools will develop and implement a professional development plan to address district priorities including personalized learning, revising, content standards as needed, varying instructional strategies, and research-based instruction. | An increase in professional learning experiences designed to affect student learning and success. | January 2024 - ongoing |  | |
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| **KCWP 5**: Design, Align, and Deliver Support | Extended School Services (ESS) and 21st CCLC staff will collaborate with school administrators and staff at all levels to target and support students working to attain proficiency targets. | Provide targeted support for struggling students. | January 2024 - ongoing |  | |

## 3: Achievement Gap

Districts are not required to establish long term achievement gap goals; however, districts must establish yearly targets (objectives).

| **Objective** | **Strategy** | **Activities** | **Measure of Success** | **Progress Monitoring** | **Funding** |
| --- | --- | --- | --- | --- | --- |
| **Objective 1:**  Close the achievement gaps between male and female students in reading and math, and increase the percentage of students in both groups scoring proficient/distinguished to 60% at all school levels. | **KCWP 2**: Design and Deliver Instruction | District and school leaders will work with teachers at all levels to ensure reading and math standards are delivered instructionally at the same level of rigor at which the content standards are presented in state standards. | Achievement gaps between male and female students will shrink by 10%. | January 2024 - ongoing |  |
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| **KCWP 3**: Design and Deliver Assessment Literacy | With the support and participation of district staff, school administrators and teachers at each level will work to ensure assessments include questions that are congruent to standards, and assessed at the same level of rigor as presented in state standards. | Content assessment questions across grades and content areas will reflect congruency with content standards and level of rigor. | January 2024 - ongoing |  |
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| **KCWP 4**: Review, Analyze, and Apply Data | Through guided planning meetings and professional learning communities (PLC) meetings, district and school administrators at each level will utilize this time to review, analyze, and modify instruction to target the academic needs of students in reading and math. | Administrators and teachers will meet regularly to review and analyze student data in an effort to inform instruction. | January 2024 - ongoing |  |
|  |  |  |  |
| **Objective 2:**  Close the achievement gap between economically disadvantaged students and non-economically disadvantaged students and increase the percentage of students in both groups scoring proficient/distinguished to 60%. | **KCWP 5**: Design, Align, and Deliver Support | District and schools will develop and implement a professional development plan to address district priorities including personalized learning, revising, content standards as needed, instructional strategies, and research-based instruction. | An increase in professional learning experiences designed to affect student learning and success. | January 2024 - ongoing |  |
|  |  |  |  |
| **KCWP 2**: Design and Deliver Instruction  **KCWP 3**: Design and Deliver Assessment Literacy  **KCWP 4**: Review, Analyze, and Apply Data  **KCWP 5**: Design, Align, and Deliver Support | District and school leaders will work with teachers at all levels to ensure reading and math standards are delivered instructionally at the same level of rigor at which the content standards are presented in state standards. | Achievement gaps between economically disadvantaged and non-economically disadvantaged students will shrink by 10%. | January 2024 - ongoing |  |
| With the support and participation of district staff, school administrators and teachers at each level will work to ensure classroom assessments include questions that are congruent to standards, and assessed at the same level of rigor as presented in state standards.  Through guided planning meetings and professional learning communities (PLC) meetings, district and school administrators at each level will utilize this time to review, analyze, and modify instruction to target the academic needs of students in reading and math.  District and schools will develop and implement a professional development plan to address district priorities including personalized learning, revising, content standards as needed, instructional strategies, and research-based instruction. | Content assessment questions across grades and content areas will reflect congruency with content standards and level of rigor.  Administrators and teachers will meet regularly to review and analyze student data in an effort to inform instruction.  An increase in professional learning experiences designed to affect student learning and success. | January 2024 – ongoing  January 2024 – ongoing  January 2024 - ongoing |  |
| **Objective 3:**  Close the achievement gap between students identified as having a learning disability and non-disabled students, and increase the percentage of students identified as having a learning disability scoring proficient/distinguished to 50%. | **KCWP 2**: Design and Deliver Instruction  **KCWP 3**: Design and Deliver Assessment Literacy | District and school leaders will work with teachers at all levels to ensure reading and math standards are delivered instructionally at the same level of rigor at which the content standards are presented in state standards. | Achievement gaps between disabled and non-disabled students will shrink by 10%. | January 2024 - ongoing |  |
| With the support and participation of district staff, school administrators and teachers at each level will work to ensure classroom assessments include questions that are congruent to standards, and assessed at the same level of rigor as presented in state standards. | Content assessment questions across grades and content areas will reflect congruency with content standards and level of rigor. | January 2024 - ongoing |  |
| **KCWP 4**: Review, Analyze, and Apply Data | District and school administrators will work collaboratively to review, analyze, and discuss student data with a focus on students identified to have a learning disability. Data will include classroom assessment and MAP data, as well as IEP goals of those students identified to have a learning disability. | Administrators and teachers will meet regularly to review and analyze student data in an effort to inform instruction. | January 2024 - ongoing |  |
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| **KCWP 5**: Design, Align, and Deliver Support  **KCWP 5**: Design, Align, and Deliver Support | District and schools will develop and implement a professional development plan to address district priorities including personalized learning, revising, content standards as needed, instructional strategies, and research-based instruction. | An increase in professional learning experiences designed to affect student learning and success. | January 2024 - ongoing |  |
| Extended School Services (ESS) and 21st CCLC staff will collaborate with school administrators and staff at all levels to target and support students working to attain proficiency targets. |  |  |  |
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## 4: English Learner Progress

| **Goal 4**: **Each student within the district identified to be an English Learner (EL) will progress a minimum of two levels on the ACCESS test in an effort to obtain language acquisition.** | | | | | |
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| **Objective** | **Strategy** | **Activities** | **Measure of Success** | **Progress Monitoring** | **Funding** | |
| **Objective 1:**  Increase each EL student’s performance on the ACCESS assessment by a minimum of two levels. | **KCWP 1**: Design and Implement Standards | District staff will work collaboratively to review academic standards and make appropriate revisions as needed, utilizing district curriculum committee comprised of certified teachers across grades and content areas, and administrators. | ACCENT assessment results will increase by two performance levels for each ELA student tested. | January 2024 - ongoing |  | |
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| **KCWP 2**: Design and Deliver Instruction | District and school leaders will work with teachers at all levels to ensure English Learner (EL) standards are delivered instructionally at the same level of rigor at which the content standards are presented in state standards. | Achievement gaps between disabled and non-disabled students will shrink by 10%. | January 2024 - ongoing |  | |
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**5**: **Quality of School Climate and Safety**

| **Goal 5: Increase the combined Quality of School Climate and Safety score from 70.0 to 80.0 at the elementary level, 68.8 to 78.8 at the middle school level and 63.3 to 73.3 at the high school level.** | | | | | |
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| **Objective** | **Strategy** | **Activities** | **Measure of Success** | **Progress Monitoring** | **Funding** | |
| **Objective 1:**  Create, maintain, and sustain a fair, equitable, and caring learning environment where all students feel safe and have opportunities to achieve academic success. | **KCWP 4**: Review, Analyze, and Apply Data | Review Positive Behavioral Interventions Support (PBIS) data when available and make decisions based upon that data. | A 15% decrease in behavioral events recorded in the form of student office referrals. | January 2024 - ongoing |  | |
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| **KCWP 6**: Establishing Learning Culture and Environment | District and school administrators will work collaboratively to continue to provide more experiential learning opportunities to more students at all levels through our Farm to Table and Culinary programs, Shirt Shop, and Old  School Cafe. | Student enrollment and participation in experiential learning through the Hornet Enterprises network will expand by 15% and become more student-led. | January 2024 - ongoing |  | |
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| **KCWP 6**: Establishing Learning Culture and Environment | Mental Health counselors will provide their services to students as needed at all three levels. | A 5% decrease in the number of students who require mental health services. | January 2024 - ongoing |  | |
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**6: Postsecondary Readiness**

| **Goal 6**: **Increase the high demand postsecondary readiness rate for all students from 71.3 to 80.0 in 2024.** | | | | | |
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| **Objective** | **Strategy** | **Activities** | **Measure of Success** | **Progress Monitoring** | **Funding** | |
| **Objective 1:**  Increase the postsecondary rate for all students from 71.3 to 80.0. | **KCWP 5**: Design, Align, and Deliver Support | District and schools will develop and implement a professional development plan to address district priorities including personalized learning, revising, content standards as needed, instructional strategies, and research-based instruction.  Work collaboratively with MCHS administrative team to monitor postsecondary readiness throughout the year with a focus on juniors and seniors. | An increase in professional learning experiences designed to promote student learning and success.  Create and maintain a spreadsheet of the progress made regarding student postsecondary readiness. Meet as a team minimum three (3) times to review progress. | January 2024 – ongoing  January 2024 - ongoing |  | |
|  |  |  |  | |
| **KCWP 6**: Establishing Learning Culture and Environment | District and school administrators will work collaboratively to continue to provide more experiential learning opportunities to more students at all levels. Students will be made more aware of what it means to be postsecondary ready, and the importance of being prepared for life after graduation. | Student enrollment and participation in experiential learning will provide students with skills needed to be better prepared for postsecondary readiness. | January 2024 - ongoing |  | |

## 7: Graduation Rate

| **Goal 7**: **Increase the graduation rate at MCHS from 93.8% in 2023 to 100% in 2024.** | | | | | |
| --- | --- | --- | --- | --- | --- |
| **Objective** | **Strategy** | **Activities** | **Measure of Success** | **Progress Monitoring** | **Funding** | |
| **Objective 1:**  Increase the graduation rate to 100% in 2024. | **KCWP 5**: Design, Align, and Deliver Support | District and schools will develop and implement a professional development plan to address district priorities including personalized learning, revising, content standards as needed, instructional strategies, and research-based instruction. | An increase in professional learning experiences designed to affect student learning and success. | January 2024 - ongoing |  | |
|  |  |  |  | |
| **KCWP 6**: Establishing Learning Culture and Environment | District and school administrators will work collaboratively to continue to provide more experiential learning opportunities to more students at all levels. | Student enrollment and participation in experiential learning will provide students with skills needed to be better prepared for postsecondary readiness. | January 2024 - ongoing |  | |
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## 8: Supporting physical education and music programs through Title I funding.

| **Goal 8**: **Offer additional** **support to our physical education program, and our marching and concert band programs, through Title I funding.** | | | | | |
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| **Objective** | **Strategy** | **Activities** | **Measure of Success** | **Progress Monitoring** | **Funding** | |
| **Objective 1:**  Provide additional equipment and resources to our physical education program for the purpose of enhancing individual student experiences in that content area. | **KCWP 5**: Design, Align, and Deliver Support | District and school administrators will work closely with physical education teachers to compile a list of materials to prioritize and purchase that will serve to enhance both student learning and the overall student experience in physical education. | Increased student participation in physical activities will enhance the overall student experience and provide opportunities to make better lifestyle choices (diet, exercise, mental health, etc.). | January 2024 - ongoing |  | |
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| **Objective 2:**  Provide additional equipment and resources to our marching and concert band programs for the purpose of enhancing individual student experiences in those areas. | **KCWP 5**: Design, Align, and Deliver Support | District and school administrators will work closely with music teacher/band director to compile a list of needed materials to prioritize and purchase that will serve to enhance both student learning and the overall student experience in music, including concert and/or marching band. | The provision of needed materials to students will foster student participation and growth over time, enhancing the overall experience in music and/or the arts, thus encouraging others to consider taking part in like activities. | January 2024 - ongoing |  | |
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## Special Considerations for Districts with Targeted Support and Improvement (TSI) including Additional Targeted Support and Improvement (ATSI) Schools

Districts with a school identified for TSI (including ATSI) must monitor and provide support to the school to ensure the successful implementation of the school improvement plan (703 KAR 5:280(10)). The local board of education must review and approve the revised school improvement plan for TSI (including ATSI) schools (KRS 160.346(4)(a)).

| **Monitoring and Support** |
| --- |
| **Consider:** Describe the district’s plan for monitoring and supporting the school improvement plan of any school identified for TSI/ATSI. Include in your response information regarding the process for local board review and approval.  **Response: Area of Need for Improvement – Disability**  The identified area of Disability for MCES had an Overall Score of 32.5. The MCES Disabilityscore in Reading is 40.9, and in Math the Disability score is 23.2. The MCES Disability score in Science, Social Studies, and Writing was 47.9.  District staff will work collaboratively with MCES administrators and teachers to review, discuss, and analyze student data with a focus on the targeted area of “Disability”. As needed, district staff will work with MCES administrators and teachers to review, discuss, and analyze data using results obtained from Learning Checks, MAP data, formative and summative assessments, IEP goals, etc.  District staff and the MCES administrative team have plans to meet often with MCES staff to review data and discuss the individual specific needs of students. District staff will support as needed the focus on reviewing, discussing, and analyzing current classroom assessments. Next steps include a deeper discussion about Learning Checks, being certain to provide students with rigor at the classroom level.  District staff will monitor and support the use of EL Education and Eureka Math, as well as Recipe for Reading in an effort to address the needs of Tier II and Tier III students, as well as students with Disabilities. The district supports the provision of a math coach to help MCES address student achievement in math at all levels, as well as two RTI teachers and a retired teacher tasked with the closing of achievement gaps.  District staff will work collaboratively with MCES administrators to triangulate Kentucky Summative Assessment (KSA) scores, iReady scores, and individual student grades, and make comparisons between assessments, comparing students’ classroom grades to iReady and KSA performance. District staff will work closely with MCES administrators and teachers to improve classroom assessments and provide a more overall rigorous experience for students.  District staff will monitor and support the implementation of professional development training provided by the Green River Regional Education Cooperative (GRREC) for MCES special education teachers in the area of reading. |

If schools identified for TSI do not make adequate performance progress, as defined by the department, the local school district shall take additional action to assist and support the school in reaching performance goals (KRS 160.346 (4)(c)). Also, when a school is identified for ATSI, the district shall take more rigorous district-determined action to assist the school in reaching performance goals (KRS 160.346 (5)).

| **Additional/More Rigorous Actions** |
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| **Consider:** List any school(s) that failed to exit TSI status this year. What additional actions and supports will be provided? Who will provide the support? List any school(s) identified for ATSI this fall. What more rigorous actions will the district take to assist and support the school(s)? Who will be responsible for those actions?  **Response:**  District staff will support MCES administrators in placing a renewed focus on reviewing, discussing, and analyzing current classroom-level assessments.  District staff will work collaboratively with MCES administrators and teachers at being intentional in reviewing and monitoring classroom assessments and having students work to mastery of standards, including having deeper discussions about assessments, and identifying students in reading and math who need additional support.  District staff will monitor and support the utilization of EL Education, Laying the Foundation framework, and Eureka Math.  District staff will monitor and support the addition of a math coach at MCES to help address learning in math classes at all grade levels.  District staff will work collaboratively with MCES administrators to triangulate Kentucky Summative Assessment scores, iReady scores, and individual student grades, and make comparisons between assessments, comparing students’ classroom grades to iReady and KSA performance. District staff will work closely with MCES administrators and teachers to improve classroom assessments and provide a more overall rigorous experience for students.  District staff will work collaboratively with MCES administrators and teachers to monitor classroom assessments and provide feedback to teachers on ways to provide a more rigorous experience for all students.  **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:**  MCES Administration will review, discuss, and analyze data for all of our MCES students with a focus on our Targeted Area in Disability.  MCES Administration will meet to review, discuss, and analyze data using results obtained from our Learning Checks, IREADY data, formative and summative assessments, IEP Goals, etc.  Our MCES Administration team meets often with our MCES staff to review our data and discuss the individual specific needs of our students.  MCES Administration has placed a focus on reviewing, discussing, and analyzing our current assessments used in our classrooms. MCES administration discussed in late summer and the first few weeks of school of being more intentional in reviewing and monitoring our current assessments. We have reviewed and revised our first Learning Checks of the school year recently with our MCES teachers.  The teachers just completed Round One of our Learning Checks. Our next step is to have a deeper discussion about these Learning Checks, then moving forward we need to make sure to continue to provide our students with this type of rigor in the classroom.  **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:**  MCES has incorporated using EL Education for our Language Arts classes and Eureka Math for our Math Classes. We use UFLI (University of Florida Literacy Institute) to help address the needs of our Tier II and Tier III students and our students with Disabilities. This school year, we have added a Math Coach to help MCES address learning in our math classes at all levels. We have two RTI teachers that have taken on the task of closing the GAP with our At-Risk Students. We have also hired a retired teacher to help address these same concerns. We have also hired a Math RTI teacher to help close the GAP with some of our At-Risk Students.  **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:**  MCES administration reviewed the Kentucky Summative Assessment scores and compared those scores to our Universal Screener – MAP. We reviewed the individual data and compared both assessments to one another. We also compared our students’ classroom grades to IREADY and KSA. We realized that our questions and assessments may be more on a DOK Level I and we need to improve our classroom assessments to provide a more rigorous experience for our students.  **Targeted Subgroups and Evidence-Based Interventions:**  **Consider: Identify the areas of need revealed by the analysis of academic and non-academic data that will be addressed through CSIP activities for your targeted subgroup(s). What evidence-based practice(s) will the school incorporate that specifically targets the subgroup(s) achievement that contributed to the TSI identification? How will we monitor the evidence-based practice to ensure it is implemented with fidelity?**  **Response:**  Areas of Need for Improvement in Disability:  The identified area of disability for MCES had an Overall Score of 32.5. The MCES Disability score under the reading indicator was 40.9. The MCES Disability score under the math indicator was 23.2. The MCES Disability scores in Social Studies was 47.9. The Overall School Climate under the Quality of School Climate and Safety Indicator was 70.0.  **Evidence Based Practices:**  We are using UFLI (University of Florida Literacy Institute). Special Education Teachers attended the Literacy Academy for Reading at Green River Regional Education Cooperative (GRREC) and learned about UFLI (University of Florida Literacy Institute), which they will use with their students over the course of the school year. Along with our special education teachers implementing UFLI (University of Florida Literacy Institute), GRREC will also be coming into our school to review and analyze the effectiveness of this program with our special education population.  **Complete the table on the next page to document the evidence that supports the Activities outlined in this plan. Additional rows may be added to accommodate additional pieces of evidence.**   | **Evidence-based Activity** | | --- | | **MCES Special Education Teachers implementing UFLI (University of Florida Literacy Institute) with their students during the 2023-2024 School Year.** | **Evidence Citation** | |  | **MCES Special Education Teachers were trained in Professional Development at the Literacy Academy for Reading at the Green River Regional Education Cooperative (GRREC) during the summer of 2023.** **Along with our special education teachers implementing UFLI (University of Florida Literacy Institute), GRREC will also be coming into our school to review and analyze the effectiveness of this program with our special education population.** | |