# Comprehensive School Improvement Plan (CSIP)

## Rationale

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

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

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

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

## Requirements for Building an Improvement Plan

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

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

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

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

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

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| (**1) Approximately, seventy percent (70%) of our students scored below proficiency on the Kentucky Summative Assessment (KSA) in math.**  **(2) Our school was identified as TSI (Targeted Support and Improvement) in the specific area of disability.** |

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

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

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| **We will continue to make revisions and improvements in both reading and math. We have saw an increase in proficiency in reading; however, we have noticed that our math needs to improve significantly in reducing our novice scores and trying to move more kids to proficiency.** |

**Indicator Scores**

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

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| **Indicator** | **Status** | **Change** |
| **State Assessment Results in reading and mathematics** | **57.6** | **9.4 GAIN** |
| **State Assessment Results in science, social studies and writing** | **63.9** | **12.2 GAIN** |
| **English Learner Progress** | **NA** | **NA** |
| **Quality of School Climate and Safety** | **70.0** | **6.2 LOSS** |
| **Postsecondary Readiness (high schools and districts only)** | **NA** | **NA** |
| **Graduation Rate (high schools and districts only)** | **NA** | **NA** |

## Explanations/Directions

| **Goal**: Schools should determine long-term goals that are three- to five-year targets for each required school level indicator. Elementary/middle schools must address state assessment results in reading and mathematics, state assessment results in science, social studies and writing, achievement gap, English learner progress, and quality of school climate and safety. High schools must address state assessment results in reading and mathematics, state assessment results in science, social studies and writing, achievement gap, English learner progress, quality of school climate and safety, postsecondary readiness, and graduation rate. Long-term goals should be informed by The Needs Assessment for Schools. | | | | | |
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| **Objective** | **Strategy** | **Activities** | **Measure of Success** | **Progress Monitoring** | **Funding** | |
| Schools should determine short-term objectives to be attained by the end of the current academic year. Objectives should address state assessment results and/or aligned formative assessments. There can be multiple objectives for each goal. | Describe your approach to systematically address a process, practice, or condition that was identified as a priority during the Needs Assessment for Schools. There can be multiple strategies for each objective. The strategy can be based upon [Kentucky’s six (6) Key Core Work Processes](https://education.ky.gov/school/stratclsgap/Pages/default.aspx) or another established improvement approach (i.e. *Six Sigma, Shipley, Baldridge, etc.).* | Describe the actionable steps the school will take to deploy the chosen strategy. There can be multiple activities for each strategy. | List the criteria that will gauge the impact of your work. The measures may be quantitative or qualitative but are observable in some way. Consider measures of input as well as outcomes for both staff and students. | Describe the process used to assess the implementation of the plan, the rate of improvement, and the effectiveness of the plan. Your description should include the artifacts to be reviewed, specific timelines, and responsible individuals. | List the specific federal, state, or local funding source(s) used to support each improvement initiative. If your school is a recipient of Title I, Part A funds, your CSIP serves as your annual plan and must indicate how Title I funds are utilized to carry out the planned activities. | |

## 1: State Assessment Results in Reading and Mathematics

| Goal 1 (State your reading and math goal.): **Increase the average combined reading and math state assessment scores from 57.6 in 2023 to 62.0 in 2024.** | | | | | |
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| **Objective** | **Strategy** | **Activities** | **Measure of Success** | **Progress Monitoring** | **Funding** | |
| Objective 1  **Collaborate to increase the Academic Indicator in Reading and Math from 57.6 in 2023 to 62.0 by 06/30/2024 as measured by the Kentucky Summative Assessment** | **KCWP 1: Design and Deploy Standards** | **MCES will review the Kentucky Academic Standards, IREADY Data, and KSA data to make appropriate revisions in English/Language Arts and Math during the 2023-2024 school year.** | **Review, analyze, and discuss individual student data from IREADY, Learning Checks, KSA Data, and other assessment data to gauge student progress during the 23-24 school year.** | **Professional Work Days during 2023-2024**  **Summer PD 2023**  **PLC meetings bi-weekly (If possible)**  **Common Planning** | **SBDM Funds as needed**  **Title I Funds**  **Literacy Grant Funds** | |
| **MCES Administration and teachers will work in PLC meetings to review measurable data across all grade and content areas to help identify strengths and weaknesses of our curriculum. MCES is implementing Eureka Math for our fourth full year in all grade levels during the 2023-2024 school year. MCES is also using EL Education to strengthen our Language Arts Program in both reading and writing during the 2023-2024 school year.** | **Use Eureka Math.**  **Hired a Math Coach to help improve our Math curriculum.**  **Hired a Math RTI teacher for the first time ever this school year.**  **Use EL Education.**  **We use EL benchmarking to help with our student achievement.**  **We also are using learning checks during the 2023-2024 school year to gauge student progress.** | **Lesson Planning/Curriculum Maps**  **PLC meetings each week when possible**  **Common Planning**  **Walkthroughs by Administration**  **Observations** | **General Fund - $500**  **Literacy Grant Funds**  **$25,000** | |
| **KCWP 5: Design, Align, and Deliver Support** | **MCES will work with our teachers to address priority needs for our Tier I, Tier II, and Tier III instruction during the 2023-2024 school year. We have hired both a Math Coach and a Math RTI teacher for the 2023-2024 school year to help address some of our concerns in math.** | **Using data, the Leadership Team/Literacy Team will be able to identify the different levels of success and how it impacts student learning by using Learning Checks, IREADY data, etc.** | **PLC Meetings when IREADY Data is readily available during the Fall and Spring** | **$20,000 used from various funds** | |
| **IREADY Assessments will be administered to our MCES students in the Fall, Winter, and Spring during the 2023-2024 School Year.** | **This is a measurable way for MCES to measure student progress in Reading, Math and Language Arts.** | **PLC Meetings when IREADY Data is readily available during the Fall and Spring** |  | |
| **KCWP 3: Design and Deliver Assessment Literacy** |  |  |  |  | |
| **During the 2023-2024 school year, MCES Administrators and teachers will use a variety of instructional- based strategies and Creative Opportunity Working to ensure the individual needs of students are met. School administration will ensure teachers receive training in instructional strategies through PLC meetings, staff meetings, individual observation meetings, and professional development. Administration will monitor the implementation of these instructional strategies and provide feedback to the teachers as needed.** | **A well-blended instructional program for students** | **PLC Meetings**  **Staff Meetings**  **Observations**  **Walkthroughs**  **Common Planning Meetings** |  | |
|  | **KCWP 2: Design and Deliver Instruction** | **During the 2023-2024 school year, MCES will establish an ESS/ Reading RTI/Math RTI plan for student not achieving proficiency targets during the school day.** | **RTI Teachers working with students on individual specific needs**  **ESS teacher working with students on individual specific needs** | **MCES Administration targeting the needs of individual students based on conversations with teacher using data** | **ESS Funds**  **Esers Funds**  **SBDM Funds** | |
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| **KCWP 5: Design, Align, and Deliver Support** | **MCES has been participating in the Kentucky Comprehensive Literacy grant program for past few years. Goals of the program are 1) All young children are ready to read. 2) All elementary school students are excellent readers. 3) All middle and high school students are reading to learn (cross content.) The district and schools will develop literacy teams and literacy plans, which will include children age birth to grade 12. Teachers will participate in literacy professional development offered by the grant.** | **Brigance**  **K-PREP**  **IREADY**  **Teacher PD logs Surveys** | **Brigance – May 2023**  **KSA – taken May 2023 – results came in October 2023**  **IREADY – Fall, Winter, and Spring**  **Teacher PD Logs: Monthly Surveys: Periodically** | **Striving Readers Comprehensive Literacy Grant $440,000** | |
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| **KCWP 5: Design, Align, and Deliver Support** | **MCES received the 21st Century Grant beginning in 2019-2020. MCES will utilize the 21st Century program to help deliver support to meet the needs of the students we serve during the 2023-2024 school year. We are currently in our last year of this grant.** | **We will engage our 21st Century students in academic programs and other necessary curriculum in fulfilling the details of the grant.** | **21st Century Team with MCES Administration** | **21st Century Grant**  **$100,000 each year** | |
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## 2: State Assessment Results in Science, Social Studies and Writing

| Goal 2 (State your science, social studies, and writing goal.): ***Increase the combined Special Academic Indicator in Social Studies, Science, and Writing from an overall score of 63.9 in 2023 to 68.0 in 2024.*** | | | | | |
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| **Objective** | **Strategy** | **Activities** | **Measure of Success** | **Progress Monitoring** | **Funding** | |
| **Collaborate to increase the Special Academic Indicator in Social Studies, Science, and Writing from 63.9 in 2023 to 68.0 by 06/30/2024 as measured by the Kentucky Accountability System or the Kentucky Summative Assessment.** | **KCWP 1: Design and Deploy Standards**  **KCWP 2: Design and Deliver Instruction**  **KCWP 5: Design, Align, and Deliver Support** | **MCES will review the Kentucky Academic Standards, KSA data, IREADY data, Learning Check, etc. to make appropriate revisions in Science, Social Studies, Writing, Related Arts, etc. during the 2023-2024 school year. MCES Administration and teachers will work in PLC meetings this school year reviewing the components of the Literacy and EL Education in writing, EL components using Science and Social Studies across all grade and content areas to help identify the strengths and weaknesses of our curriculum.**  **We will also use Learning Checks in Science, Social Studies, and Writing during the 2023-2024 school year.** | **Updated KAS in content areas.**  **Use Literacy Review/EL Education components**  **Learning Checks** | **Lesson Planning/Curriculum Maps**  **PLC meetings each week**  **Common Planning**  **Walkthroughs by Administration**  **Observations** |  | |
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|  | **MCES Administrators and teachers will use a variety of instructional-based strategies and Creative Opportunity Working to ensure the individual needs of students are met. School administration will ensure teachers receive training in instructional strategies through PLC meetings, staff meetings, individual observation meetings, and professional development. Administration will monitor the implementation of these instructional strategies and provide feedback to the teachers as needed.** |  |  |  | |
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## 3: Achievement Gap

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

| **Objective** | **Strategy** | **Activities** | **Measure of Success** | **Progress Monitoring** | **Funding** |
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| **Objective 1:**  **Collaborate to decrease our novice scores in the overall achievement gap for MCES by increasing the average combined reading and math proficiency ratings in the non-duplicated gap group to 40.0% by 06/30/2023.** |  | **RTI – MCES is working with our Administrative Team consisting of principals, counselors, and Curriculum Coach that will look at the academic data for the school. This Team will meet to discuss students who are on-grade level, above grade level, and below grade level with our teachers and staff. The Leadership Team along with teachers and staff will discuss students who do not meet benchmark, cut scores, and develop an individual RTI plan for addressing the needs of these students. The Leadership Team and teachers will monitor student progress with interventions. The Leadership Team and teachers will make decisions using IREADY data, Learning Checks, KSA data, other academic data, and protocols to determine overall effectiveness. This team will adjust RTI Tier instruction based on data as needed. MCES is also addressing our strengths and weaknesses during PLC meetings.** | **Trying to meet the learning needs of our students by tracking their progress.** | **MCES Administration Meetings**  **MCES PLC Meetings**  **MCES Teachers using their data** | **NA** |
| **Exceptional education teachers will progress monitor students with disabilities bi-weekly, and at times, weekly. Reports will be shared with parents each nine weeks. Instruction will be modified to address the specific learning needs of students with disabilities.** | **Exceptional Education students will be closely monitored.** | **MCES Exceptional Education discussions with MCES Administration**  **IEP Meetings**  **Progress Monitoring Documentation** | **NA** |
|  | **MCES will schedule parent teacher conferences, back to school bash, individual meetings based on needs, Literacy/Family night, Parent-Teacher conferences, PTO Patent night (such as honor roll), Pastries with Parents, etc. Parents will be able to receive an update of their child’s progress during our Parent-Teacher Conferences and at other times during the school year as needed.** | **Parent support will increase across district.** | **Attending All Events** | **Title 1 Funds**  **MCES SBDM Funds**  **School Activity Account Funds** |
| **MCES staff will progress monitor at-risk students using IREADY. Administrative staff and teachers will meet regularly to progress monitor our at-risk students to meet their Tier II and/or Tier III needs** | **At Risk students will be identified and an instructional program will be designed to meet their needs.** | **MCES Administration review of IREADY data and other sources of data with teachers and staff** | **Title I Funds** |  |
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## 4: English Learner Progress

| Goal 4 (State your English Learner goal.): **MCES did not have enough students in the state category of English Learner Progress during the 2022-2023 school year; therefore, no data is reported in this category on the Kentucky Summative Assessment.** | | | | | |
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| **Objective** | **Strategy** | **Activities** | **Measure of Success** | **Progress Monitoring** | **Funding** | |
| Objective 1  NA | NA | NA | NA | Na | NA | |
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## 5: Quality of School Climate and Safety

| Goal 5 (State your climate and safety goal.): ***Increase the Quality of School Climate and Safety Indicator from an overall score of 70.0 in 2023 to 76.0 in 2024.*** | | | | | |
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| **Objective** | **Strategy** | **Activities** | **Measure of Success** | **Progress Monitoring** | **Funding** | |
| **Collaborate to increase the Quality of School Climate and Safety Indicator from an overall score of 70.0 in 2023 to 76.0 in 2024** |  | **MCES DOJO Store**  **COW Time – Creative Opportunity Working**  **Joke of the Day**  **Positive Interactions in School**  **Following Rules and Procedures**  **Lexia Learning**  **MCES still incorporates some aspects of the 7 Habits.** | **Students earn DOJO points each day for the things they should be doing each day such as:**  **Doing their work,**  **Completing tasks,**  **Hallway procedures,**  **Restroom procedures,**  **Cafeteria procedures,**  **Meeting classroom expectations,**  **Caught being good,**  **Going above and beyond,**  **Following bus procedures,**  **Etc.**  **MCES Principal tells a Joke of the Day each day to begin the day on a positive note.**  **MCES Principal announces Lexia improvement as “Lexia Superstars.”** | **Teachers monitor students each day with both Red DOJO (negative behavior or responses) and Green DOJO’s, which provides students with positive feedback for their positive behavior.**  **Green DOJO’s allow students to earn points toward shopping in the MCES DOJO store, which is filled with several different prizes the students are rewarded with for demonstrating positive behaviors during the 2022-2023 school year.**  **Creative Opportunity Working allows our students to participate in activities such as:**  **Piano Lessons or Music Lessons,**  **Building Derby Model cars out of wood,**  **Sewing**  **Cooking**  **And more.**  **Lexia Learning** |  | |
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## 6: Postsecondary Readiness (High School Only)

| Goal 6 (State your postsecondary goal.): | | | | | |
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| **Objective** | **Strategy** | **Activities** | **Measure of Success** | **Progress Monitoring** | **Funding** | |
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## 7: Graduation Rate (High School Only)

| Goal 7 (State your graduation goal.): | | | | | |
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| **Objective** | **Strategy** | **Activities** | **Measure of Success** | **Progress Monitoring** | **Funding** | |
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## 8: Other (Optional)

| Goal 8 (State your separate goal.): | | | | | |
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| **Objective** | **Strategy** | **Activities** | **Measure of Success** | **Progress Monitoring** | **Funding** | |
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## Addendum for Schools Identified for Targeted or Comprehensive Support

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

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

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

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

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| **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:**  **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.** |

## TSI/ATSI Evidence-based Practices

The Every Student Succeeds Act (2015) created new expectations for evidence-based decision making at school and district levels. More specific information regarding evidence-based practices (EBP) and requirements can be found on the Kentucky Department of Education’s [Evidence-based Practices website](https://education.ky.gov/school/evidence/Pages/default.aspx). While evidence documentation in the CSIP is only required for schools identified for Targeted Support and Improvement (TSI) including Additional Targeted Support and Improvement (ATSI) and Comprehensive Support and Improvement (CSI), KDE encourages all school leaders to review evidence related to new programs, practices, or interventions being implemented in the school. In addition to documenting the evidence below, TSI, ATSI and CSI schools are expected to upload a description of their evidence review process, the findings of their evidence review, and a discussion of the local implications into the CIP.

Specific directions regarding documentation requirements for each chosen EBP can be found in the “[Compliance Requirements](https://education.ky.gov/school/evidence/Documents/Compliance%20Requirements.pdf)” resource available on KDE’s [Evidence-based Practices website](https://education.ky.gov/school/evidence/Pages/default.aspx). Marking the “Uploaded in CIP” box indicates that you have uploaded required documentation along with this goal template into the platform.

**Complete the table below to document the evidence that supports the Activities outlined in this plan. Additional rows may be added to accommodate additional pieces of evidence.**

| **Evidence-based Activity** | **Evidence Citation** | **Uploaded in CIP** |
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| **MCES Special Education Teachers implementing UFLI (University of Florida Literacy Institute) with their students during the 2023-2024 School Year.**ain staff to implement inductive teaching strategies. | **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.** |  |
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## Special Considerations for Comprehensive Support and Improvement (CSI) Schools

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

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

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| --- |
| **Turnaround Team:** |
| **Consider:** Provide a comprehensive list of persons and entities involved in the turnaround efforts and the specific roles each shall play in the school’s turnaround process  **Response:** |
| **Identification of Critical Resources Inequities:** |
| **Consider:** Describe the process used to review the allocation and use of resources (people, time, and money), any resource inequities that were identified that may contribute to underperformance, and how identified resource inequities will be addressed.  **Response:** |

## CSI Evidence-based Practices

The Every Student Succeeds Act (2015) created new expectations for evidence-based decision making at school and district levels. More specific information regarding evidence-based practices (EBP) and requirements can be found on the Kentucky Department of Education’s [Evidence-based Practices website](https://education.ky.gov/school/evidence/Pages/default.aspx). While evidence documentation in the CSIP is only required for schools identified for Targeted Support and Improvement (TSI) including Additional Targeted Support and Improvement (ATSI) and Comprehensive Support and Improvement (CSI), KDE encourages all school leaders to review evidence related to new programs, practices, or interventions being implemented in the school. In addition to documenting the evidence below, TSI, ATSI and CSI schools are expected to upload a description of their evidence review process, the findings of their evidence review, and a discussion of the local implications into the Continuous Improvement Platform (CIP).

Specific directions regarding documentation requirements for each chosen EBP can be found in the “[Compliance Requirements](https://education.ky.gov/school/evidence/Documents/Compliance%20Requirements.pdf)” resource available on KDE’s [Evidence-based Practices website](https://education.ky.gov/school/evidence/Pages/default.aspx). Marking the “Uploaded in CIP” box indicates that you have uploaded required documentation along with this goal template into the platform.

Complete the table below to document the evidence that supports the Activities outlined in this plan. Additional rows may be added to accommodate additional pieces of evidence.

| **Evidence-based Activity** | **Evidence Citation** | **Uploaded in CIP** |
| --- | --- | --- |
| Train staff to implement inductive teaching strategies. | Hattie, J. (2009). Visible Learning: a synthesis of over 800 meta-analyses relating to achievement. Routledge: New York, NY. |  |
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