

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

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 proficiency, separate academic indicator, achievement gap, and growth. High schools must address proficiency, separate academic indicator, achievement gap, graduation rate, and transition readiness. Long-term targets should be informed by The Needs Assessment for Schools.

Objective	Strategy	Activities	Measure of Success	Progress Monitoring	Funding
<p>Schools should determine short-term objectives to be attained by the end of the current academic year. There can be multiple objectives for each goal.</p>	<p>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 or another established improvement approach (i.e. <i>Six Sigma, Shipley, Baldrige, etc.</i>).</p>	<p>Describe the actionable steps that will occur to deploy the chosen strategy. There can be multiple activities for each strategy.</p>	<p>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.</p>	<p>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.</p>	<p>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.</p>

1: State Assessment Results in reading and mathematics

Goal 1 (State your reading and math goal.): Jackson County Middle School will demonstrate measurable proficient growth in the areas of reading and math. On the 2022 KSA, JCMS had a proficiency of 32.9% in reading. The goal on the 2023 KSA will be a proficiency of 62.3% for students in grades 6-8. The long-term reading goal will be for the school's proficiency to grow from 32.9% to 67.9% by 2025. On the 2022 KSA, JCMS has a proficiency of 18.7% in math. The goal for the 2023 KSA will be a proficiency of 38.5% for students in grades 6-8. The long-term math goal will be for the school's proficiency to grow from 18.7% to 44.6% by 2025.					
Objective	Strategy	Activities	Measure of Success	Progress Monitoring	Funding
<p>Objective 1</p> <p>Measurable growth data will be demonstrated through periodic IXL Snapshots and KSA data, in the areas of reading and writing.</p>	KCWP 4	<p>Teachers, school administrators, and district administrators will use IXL and KSA in the review, analysis, and application of reading and mathematics data.</p> <p>Students will complete IXL assessments during each twelve weeks to monitor their growth in reading and mathematics. Additionally, this data will be used to determine placement in RTI tiers.</p> <p>Further, students will demonstrate measurable growth on the KSA assessment. In particular, students will demonstrate growth in reading and mathematics.</p>	<p>IXL success will be measured by 75% of students scoring at- or above grade-level on the third twelve weeks' IXL assessment (June 2023)</p> <p>KSA data will show growth in reading and math with combined Proficiency and Distinguished (P+D) achievement. In 2023, an average of 35.8% will be at P+D in reading and mathematics. (June 2023)</p>	<p>September 2022, October 2022, December 2022, January 2023, February 2023, March 2023, April 2023</p> <p>KSA in May 2023</p>	
<p>Objective 2</p> <p>Continued implementation and monitored outcomes related to SAVVAS (math) and HMH (ELA). These programs serve as the core curriculum for math and reading.</p>	KCWP 1, KCWP 2, KCWP 3, KCWP 4, KCWP 5, KCWP 6	<p>Teachers will utilize SAVVAS and HMH to provide daily instruction, based on KAS, to students.</p> <p>Students will engage with the SAVVAS and HMH platforms through texts, consumables, and digital instruction.</p>	<p>Students will utilize SAVVAS and HMH for >90% of instructional time during math and reading classes. (June 2023)</p> <p>Teachers will utilize embedded assessment tools in SAVVAS and</p>	<p>September 2022, October 2022, November 2022, December 2022, January 2023, February 2023, March 2023, April 2023, May 2023</p>	Funding was provided through ARP ESSER monies

Goal 1 (State your reading and math goal.): Jackson County Middle School will demonstrate measurable proficient growth in the areas of reading and math. On the 2022 KSA, JCMS had a proficiency of 32.9% in reading. The goal on the 2023 KSA will be a proficiency of 62.3% for students in grades 6-8. The long-term reading goal will be for the school's proficiency to grow from 32.9% to 67.9% by 2025. On the 2022 KSA, JCMS has a proficiency of 18.7% in math. The goal for the 2023 KSA will be a proficiency of 38.5% for students in grades 6-8. The long-term math goal will be for the school's proficiency to grow from 18.7% to 44.6% by 2025.

Objective	Strategy	Activities	Measure of Success	Progress Monitoring	Funding
		<p>Teachers will monitor students' success through the use of formative and summative assessments geared toward quickly assessing gaps and strengths related to student learning.</p> <p>Teachers will use data from classroom instruction and assessments to drive instructional decision-making throughout the process.</p> <p>Students will engage in self-assessment by frequently reviewing their formative and summative assessment data in the classroom.</p>	<p>HMH to monitor students' progress. Mastery of skills and will be set at 80% or greater. (June 2023)</p> <p>Data folders for students will contain formative and summative assessment data for review and monitoring by student, teacher, and administration. (June 2023)</p>		
<p>Objective 3</p> <p>Implementation of Deeper Learning as part of setting goals for learning objectives and goals and Success Criteria for all classrooms. Deeper Learning is a collaborative effort between Jackson County Schools and SESC COOP.</p>	<p>KCWP 1, KCWP 2, KCWP 5</p>	<p>Teachers will use the Deeper Learning framework to develop, deploy, and assess student work during the school year. Deeper Learning will be employed in reading, math, writing, science, social studies, and rotation classes on a routine basis to deliver high quality instructional outcomes for students.</p>	<p>Student data from IXL, HMH, SAVVAS, and common assessments. (June 2023)</p> <p>Students will show mastery at 80% or greater in math and reading. (June 2023)</p>	<p>September 2022, October 2022, November 2022, December 2022, January 2023, February 2023, March 2023, April 2023, May 2023</p>	<p>\$0</p>

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Objective	Strategy	Activities	Measure of Success	Progress Monitoring	Funding
<p>Objective 4 Teachers will meet weekly in PLCs to determine curriculum needs and expectations—vertically and horizontally. PLCs will be used to look for trends in student data also. These data will be used to provide students with instructional support, which will be reviewed periodically through formative and summative assessments.</p>	<p>KCWP 1, KCWP 2, KCWP3, KCWP 4, KCWP 5, KCWP 6</p>	<p>Teachers will use data to provide students with authentic and high-level instructional outcomes.</p>	<p>Review of students’ progress through various sources: HMH, SAVVAS, IXL, common assessments. Mastery will be set at 80% or higher. (June 2023)</p>	<p>September 2022, October 2022, November 2022, December 2022, January 2023, February 2023, March 2023, April 2023, May 2023</p>	<p>\$0</p>

2: State Assessment Results in science, social studies and writing

Goal 2 (State your science, social studies, and writing goal.): Jackson County Middle School will demonstrate measurable proficient growth in the areas of science, social studies, and writing on- demand. On the 2022 KSA, JCMS’s science scores were suppressed. By 2023, science will show a proficiency of 23.0%. On the 2025 KSA, science will show a proficiency of 28.9%. On the 2022 KSA, JCMS had a proficiency of 17% in social studies. The goal for the 2023 KSA will be a proficiency of 61.5% for students in grades 6-8. The long-term social studies goal will be for the school’s proficiency to grow from 17% to 67.3% by 2025. On the 2022 KSA, JCMS had a proficiency of 12% in writing on-demand. The 2023 proficiency goal is 32.3%. The goal for the 2025 KSA will be a proficiency of 60.2% for students in grades 6-8 in social studies. The long-term writing on-demand goal will be for the school’s proficiency to grow from 12% to 39% by 2025.

Objective	Strategy	Activities	Measure of Success	Progress Monitoring	Funding
Objective 1 Jackson County Middle School will develop and implement common assessments for science, social studies, and writing.	KCWP 1, KCWP 3, KCWP 4	Teachers in social studies will begin to utilize the new social studies core curriculum (SAVVAS). SAVVAS is connected to the KAS, and will provide daily targeted instruction to students via text, consumable journals, and digital programming.			
	KCWP 1, KCWP 2, KCWP 3, KCWP 4, KCWP 5, KCWP 6	Teachers will use data to provide students with authentic and high-level instructional outcomes. The data will be reviewed in content-specific PLCs.	Review of students’ progress through common assessments. Mastery will be set at 80% or higher. (June 2023)	September 2022, October 2022, November 2022, December 2022, January 2023, February 2023, March 2023, April 2023, May 2023	\$0
Objective 2 Continued implementation and monitored outcomes related to SAVVAS (math) and HMH (ELA). These programs serve as the core curriculum for math and reading.	KCWP 1, KCWP 2, KCWP 3, KCWP 4, KCWP 5, KCWP 6	Teachers will utilize SAVVAS and HMH to provide daily instruction, based on KAS, to students. Students will engage with the SAVVAS and HMH platforms through texts, consumables, and digital instruction.	Students will utilize SAVVAS and HMH for >90% of instructional time during math and reading classes. (June 2023) Teachers will utilize embedded assessment tools in SAVVAS and	September 2022, October 2022, November 2022, December 2022, January 2023, February 2023, March 2023, April 2023, May 2023	Funding was provided through ARP ESSER monies

Goal 2 (State your science, social studies, and writing goal.): Jackson County Middle School will demonstrate measurable proficient growth in the areas of science, social studies, and writing on- demand. On the 2022 KSA, JCMS's science scores were suppressed. By 2023, science will show a proficiency of 23.0%. On the 2025 KSA, science will show a proficiency of 28.9%. On the 2022 KSA, JCMS had a proficiency of 17% in social studies. The goal for the 2023 KSA will be a proficiency of 61.5% for students in grades 6-8. The long-term social studies goal will be for the school's proficiency to grow from 17% to 67.3% by 2025. On the 2022 KSA, JCMS had a proficiency of 12% in writing on-demand. The 2023 proficiency goal is 32.3%. The goal for the 2025 KSA will be a proficiency of 60.2% for students in grades 6-8 in social studies. The long-term writing on-demand goal will be for the school's proficiency to grow from 12% to 39% by 2025.

Objective	Strategy	Activities	Measure of Success	Progress Monitoring	Funding
		<p>Teachers will monitor students' success through the use of formative and summative assessments geared toward quickly assessing gaps and strengths related to student learning.</p> <p>Teachers will use data from classroom instruction and assessments to drive instructional decision-making throughout the process.</p> <p>Students will engage in self-assessment by frequently reviewing their formative and summative assessment data in the classroom.</p>	<p>HMH to monitor students' progress. Mastery of skills and will be set at 80% or greater. (June 2023)</p> <p>Data folders for students will contain formative and summative assessment data for review and monitoring by student, teacher, and administration. (June 2023)</p>		
<p>Objective 3</p> <p>Implementation of Deeper Learning as part of setting goals for learning objectives and goals and Success Criteria for all classrooms. Deeper Learning is a collaborative effort between Jackson County Schools and SESC COOP.</p>	<p>KCWP 1, KCWP 2, KCWP 5</p>	<p>Teachers will use the Deeper Learning framework to develop, deploy, and assess student work during the school year. Deeper Learning will be employed in reading, math, writing, science, social studies, and rotation classes on a routine basis to deliver high quality instructional outcomes for students.</p>	<p>Student data from common assessments. (June 2023)</p> <p>Students will show mastery at 80% or greater in science, social studies, and writing. (June 2023)</p>	<p>September 2022, October 2022, November 2022, December 2022, January 2023, February 2023, March 2023, April 2023, May 2023</p>	<p>\$0</p>

Goal 2 (State your science, social studies, and writing goal.): Jackson County Middle School will demonstrate measurable proficient growth in the areas of science, social studies, and writing on- demand. On the 2022 KSA, JCMS’s science scores were suppressed. By 2023, science will show a proficiency of 23.0%. On the 2025 KSA, science will show a proficiency of 28.9%. On the 2022 KSA, JCMS had a proficiency of 17% in social studies. The goal for the 2023 KSA will be a proficiency of 61.5% for students in grades 6-8. The long-term social studies goal will be for the school’s proficiency to grow from 17% to 67.3% by 2025. On the 2022 KSA, JCMS had a proficiency of 12% in writing on-demand. The 2023 proficiency goal is 32.3%. The goal for the 2025 KSA will be a proficiency of 60.2% for students in grades 6-8 in social studies. The long-term writing on-demand goal will be for the school’s proficiency to grow from 12% to 39% by 2025.

Objective	Strategy	Activities	Measure of Success	Progress Monitoring	Funding
<p>Objective 4 Teachers will meet weekly in PLCs to determine curriculum needs and expectations—vertically and horizontally. PLCs will be used to look for trends in student data also. These data will be used to provide students with instructional support, which will be reviewed periodically through formative and summative assessments.</p>	<p>KCWP 1, KCWP 2, KCWP3, KCWP 4, KCWP 5, KCWP 6</p>				
		<p>Teachers will use data to provide students with authentic and high-level instructional outcomes.</p>	<p>Review of students’ progress through common assessments. Mastery will be set at 80% or higher. (June 2023)</p>	<p>September 2022, October 2022, November 2022, December 2022, January 2023, February 2023, March 2023, April 2023, May 2023</p>	<p>\$0</p>

3: Achievement Gap

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

Objective	Strategy	Activities	Measure of Success	Progress Monitoring	Funding
<p>Objective 1</p> <p>Students in Disability scored a combined academic index of 22.7 in reading and math on the 2022 KSA. The goal for the 2023 KSA is for students with Disability to score a combined academic index of 25.3—or better—in reading and math. By 2023, JCMS will reduce the free/reduce lunch gap from 62.5% to 57.6% in reading and math.</p>	<p>KCWP 1, KCWP 2, KCWP 3, KCWP 4, KCWP 5</p>	<p>Students with Disabilities will participate in targeted RTI based on IXL Snapshot data twice weekly.</p>	<p>Students with Disabilities will demonstrate measurable growth in targeted RTI. These data will be reported by IXL Snapshot. (June 2023)</p>	<p>January 2023, February 2023, March 2023; April 2023, May 2023 June 2023</p>	
		<p>Students with Disabilities will continue to complete formative and summative assessments in HMH (ELA) and SAVVAS (math) on a routine basis.</p>	<p>Students with Disabilities will show mastery of the math and ELA curriculum based on their performance on formative and summative assessments. Mastery will be set at 80%. (June 2023)</p>		

Objective	Strategy	Activities	Measure of Success	Progress Monitoring	Funding
<p>Objective 2</p> <p>Students in Disability scored a combined academic index of 17.03 in social studies, science, and writing the 2022 KSA. The goal for the 2023 KSA is for students with Disability to score a combined academic index of 48—or better—in social studies, science, and writing.</p>	<p>KCWP 1, KCWP 2, KCWP 3, KCWP 4, KCWP 5</p>	<p>Students with Disabilities will participate in IXL lessons based on science and social studies on a regular basis. Teachers may assign lessons and/or allow IXL to make recommendations based on students’ performance.</p> <p>Students with Disabilities will complete common assessments in social studies, science, and writing.</p>	<p>Students with Disabilities will show mastery on assigned and/or recommended IXL lessons at a rate of 80% or better. (June 2022)</p> <p>Students with Disabilities will show a mastery of 80% or better on common assessments in social studies, science, and writing. (June 2022)</p>	<p>January 2023, February 2023, March 2023; April 2023, May 2023 June 2023</p>	<p>\$0</p>
<p>Objective 3</p>					

4: English Learner Progress

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

5: Quality of School Climate and Safety

Goal 5 (State your climate and safety goal.): Jackson County Middle School will set a goal of 68% for the Quality of School Climate and Safety index on the 2023 KSA.					
Objective	Strategy	Activities	Measure of Success	Progress Monitoring	Funding
Objective 1 JCMS will be proactive in dealing with incidents of bullying.	KCWP 6	PBIS will provide incentives to students throughout the school year for positive behavior. Behavior incentives can be weekly, bi-monthly, or monthly in nature.	Review of student referral data, instances of reported bullying by teachers and students, and student surveys. (June 2023)	January 2023, February 2023, March 2023, April 2023, May 2023, June 2023	Funding may be requested from FRYSC.
		Large groups and small groups can work on shared goals that promote the goal of the reduction of bullying behaviors among all demographic groups.			
Objective 2					

6: Postsecondary Readiness (high school only)

Goal 6 (State your postsecondary goal.):					
Objective	Strategy	Activities	Measure of Success	Progress Monitoring	Funding
Objective 1					
Objective 2					

7: Graduation Rate (high school only)

Goal 7 (State your graduation goal.):					
Objective	Strategy	Activities	Measure of Success	Progress Monitoring	Funding
Objective 1					
Objective 2					

8: Other (Optional)

Goal 8 (State your separate goal.): Create an equitable school climate and culture that reinforces and celebrates positive behavior and achievement.					
Objective	Strategy	Activities	Measure of Success	Progress Monitoring	Funding
Objective 1 Community-based resources to support positive student behavior.	KCWP 6	Jackson County Middle School will partner with community-based partners, such as Jackson County Health Department and Comprehensive Care, to develop curricula which supports data-based needs of students. Community-based partners will assist the school’s administration to adopt research-based curricula to support students’ needs in areas of behavioral concern, such as vaping and bullying.	A reduction in behaviors related to referrals based on the identified criteria.	January 2023, February 2023, March 2023; April 2023, May 2023, June 2023	\$0
Objective 2 Implementation of FRYSC programs to support students, families, and school-community.	KCWP 5, KCWP 6	The school’s FRYSC center will use community-based programs to communicate with students and families about school events. In addition, FRYSC will provide basic support for students, in terms of basic personal needs and school-related needs. Throughout the year, FRYSC will support the school’s mission of	Support family and community communications from the school. Parent and guardian participation in various school events and programs throughout the school year. (June 2023)	July 2022, August 2022, September 2022, October 2022, November 2022, December 2022, January 2023, February 2023, March 2023, April 2023, May 2023	\$62,110.65

Goal 8 (State your separate goal.): Create an equitable school climate and culture that reinforces and celebrates positive behavior and achievement.

Objective	Strategy	Activities	Measure of Success	Progress Monitoring	Funding
		community support by providing monies, materials, and staff support for the beginning of school activities, such as open house and Colonel Camp, awards programs, student recognition, attendance committee, and school leadership team.		June 2023	

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:

<p>Components of Turnaround Leadership Development and Support:</p>
<p>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?</p> <p>Response: The school principal will participate in Elgin Principal Program, which is offered through the SESC COOP on a monthly basis. Besides the regular meetings, the principal will receive individualized coaching from the Elgin coach on a periodic basis. This opportunity works to strengthen knowledge related to instructional leadership, effective data analysis, and use of PLCs. This program is ongoing during the 2022-2023 school year. The principal’s success will be measured by participating in offered opportunities on a consistent basis.</p>
<p>Identification of Critical Resources Inequities:</p>
<p>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.</p> <p>Response: Special education teachers have a common planning with their content area; however, they do not have a common planning with other special education teachers. The school will work to provide a routine, after-school common planning for special education teachers. In order to make the special education planning equitable, teachers will receive a stipend. The stipend will be paid through district special education funds. The success of this initiative will be measured through the use of meeting agendas and sign-in sheets for special education participants.</p>
<p>Additional Actions That Address the Causes of Consistently Underperforming Subgroups of Students</p>
<p>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.</p> <p>Response: Students identified as Disability will receive additional RTI support through a small group setting twice weekly. The groups will be assigned through the use of IXL Snapshot data periodically. The success of this initiative will be measured by the comparison of BOY, MOY, and EOY data. Students identified as Disabilities will show growth in reading and math.</p>
<p>Targeted Subgroups and Evidence-Based Interventions:</p>

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: Students with Disabilities was identified as a gap group for JCMS. During the course of the 2022-2023 school year, students will use evidence-based interventions provided through IXL. IXL is an evidence-based program that supports students' academic growth in reading and math. The performance of students with Disabilities will be monitored at the school and classroom levels. Teachers will develop data folders where students will maintain records of passed formative and summative assessments, classroom grades, and attendance data. Additionally, students will set personal goals for growth in the areas of math and reading for the school year. Dynamic grouping of students with Disabilities will be based on periodic students' performance on IXL Snapshot data. The success of this initiative will be measured by students' completion of data goals in reading and math. These goals will be revisited in small RTI settings each month, starting in January 2023.

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

TSI/ATSI Evidence-based Practices

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

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

Evidence-based Activity	Evidence Citation	Uploaded in eProve	
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.	☒	
Teachers will implement the use of IXL reading and math to support students’ learning in reading and math.	Bashkov, B.M., Mattison, & K., Hochstein, L. (2021, March). IXL design principles: Core features grounded in learning science research. San Mateo, CA: IXL Learning.	☒	
Teachers will utilize Positive Behavioral Interventions and Supports (PBIS) to support a positive school climate that is conducive to student learning.	Horner, R.H., Sugai, G, & Lewis, T. (2020, March). “Is school-wide positive behavioral interventions and supports (PBIS) an evidence-based practice?” Center on Positive Behavioral Supports and Interventions.	☒	
Teachers will use strategies presented by the United We Learn: Deeper Learning initiative. The initiative provides scaffolding to support authentic learning and assessment on the part of teachers and students.	Kentucky Department of Education. n.d. “General introduction: Evidence-based instructional practices.”	☒	
Active Implementation Science, in collaboration with the SESC COOP, will be implemented in the math department at JCMS. AIS provides consistent structured planning, implementation, and assessment of instructional strategies	Metz, A., Bartley, L., Ball, H., Wilson, D., Naoom, S., & Redmond, P. (2013, April). “Active implementation frameworks (AIF) for successful service delivery: Catawba County child wellbeing project.” Chapel Hill, NC: University of North Carolina at Chapel Hill.	☒	

Evidence-based Activity	Evidence Citation	Uploaded in eProve	
and programming. Math teachers will use the AIS process to inform instructional decision-making.			

Special Considerations for Comprehensive Support and Improvement (CSI) Schools

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

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

Turnaround Team:
<p>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</p> <p>Response:</p>
Identification of Critical Resources Inequities:
<p>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.</p> <p>Response:</p>

Evidence-based Practices

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

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

Evidence-based Activity	Evidence Citation	Uploaded in eProve
Train staff to implement inductive teaching strategies.	Hattie, J. (2009). Visible Learning: a synthesis of over 800 meta-analyses relating to achievement. Routledge: New York, NY.	<input checked="" type="checkbox"/>
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