

## 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. 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 <a href="#">Kentucky’s six (6) Key Core Work Processes</a> 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**

<p>Goal 1 (State your reading and math goal.): Goal 1 (<i>State your proficiency goal</i>): Increase the average reading and math KSA proficiency ratings for all students: Reading from 37.1% in 2021 to 52.1% in 2024 and Math from 24% in 2021 to 39% in 2024.</p>					
Objective	Strategy	Activities	Measure of Success	Progress Monitoring	Funding
<p>Objective 1 Collaborate to increase reading proficiency from 22% in Fall 2022 to 47% according to i-Ready by May 2023.</p> <p>Increase the percentage of students scoring at the proficiency level on the District ELA Benchmark Assessments from 18.2% in the Fall of 2022 to 43.2% in the spring of 2023.</p>	Design and Deliver Instruction	Walkthroughs – Administrators and Instructional Coaches will conduct weekly walkthroughs to monitor instruction and provide feedback to the teachers. There will be an emphasis on learning targets and alignment to standards.	Walkthrough Data, Lesson Plans, Evaluations, Curriculum Calibration Checks	August 2021 - May 2024 Walkthrough Data Evaluations, Curriculum Calibration Checks	
		Grade Level Planning – Grade level teams will meet weekly to develop lesson plans. Administrators and Instructional Coaches will participate with grade level teams in the planning process. Lesson Plans will also be uploaded to Google Drive and monitored by administration.	Classroom Lesson Plans	August 2021 - May 2024	
		Curriculum Resources - Teachers will implement curriculum resources with fidelity. Fountas and Pinnell, Literacy Footprints, Reading Recovery, Soliday Program, and Thinking Strategies.	Walkthrough Data and Observations	August 2021 - May 2024 Walkthrough Data	ESSER Funds
		Delivery of Instruction- Teachers will continue to implement the EES CORE Literacy Plan with fidelity. Literacy Aides will provide students with small group instruction in all grade levels.	CORE Literacy Plan	August 2021 - May 2024 Lesson Plan Checks Observations	ESSER Funds
	Design, Analyze and Apply Data	Professional Learning – Teachers will participate in item analysis using the Atlas protocol and DuFour’s Four essential questions in PLCs. This information will be used to determine next steps for individual students. Teachers will also participate in District Learning Labs.	PLC Minutes, Formative/Summative Assessment Data	August 2021 - May 2024 PLC Minutes Data Monitoring	

Goal 1 (State your reading and math goal.): Goal 1 (*State your proficiency goal*): Increase the average reading and math KSA proficiency ratings for all students: Reading from 37.1% in 2021 to 52.1% in 2024 and Math from 24% in 2021 to 39% in 2024.

Objective	Strategy	Activities	Measure of Success	Progress Monitoring	Funding
		Assessment Analysis – Teachers will participate in analyzing i-Ready assessment data, benchmark assessment data, and DRA using the benchmark standard analysis form to determine mastery of progress and identify next steps.	i-Ready, Benchmark, and DRA Assessment Data	August 2021 - May 2024 Data Monitoring	
	Establishing Learning Culture and Environment	Math and Literacy Night - Our interventionists, FRC, counselor and teachers will facilitate a math and literacy night.	Survey feedback.	August 2021 - May 2024	Title 1 and GEER II
		Reading PALs - Community members will be invited in to read with and mentor students to promote literacy.	Survey Feedback and Assessment Data	August 2021 - May 2024	
Objective 2 Collaborate to increase math proficiency from 11% in Fall 2022 to 46% according to i-Ready by May 2023.	KCWP 2: Ensure ongoing professional learning in the area of best practice/high yield instructional strategies.	KCWP 2: Research, create and implement professional learning opportunities to promote best practice/high yield instructional strategies	Completed/created professional learning opportunities regarding high yield/best practice strategies	August 2021 - May 2024	N/A
Increase the percentage of students scoring at the proficiency level on the District Math Benchmark Assessments from 39.4% in the fall of 2022 to 64.4% in the spring of 2023.	Design and Deliver Instruction	Walkthroughs – Administrators and Instructional Coaches will conduct weekly walkthroughs to monitor instruction and provide feedback to the teachers. There will be an emphasis on learning targets and alignment to standards.	Walkthrough Data, Lesson Plans, Evaluations, Curriculum Calibration Checks	August 2021 - May 2024 Walkthrough Data Evaluations	
		Unit Development and Lesson Planning – Teachers will utilize Great Minds/Eureka Math Squared for developing units and lesson plans. Teachers will have students using the on-line Desmos calculator.	Great Minds/Eureka Math Squared, Mastery Connect	August 2021 - May 2024 Grade Level Team Planning	

Goal 1 (State your reading and math goal.): Goal 1 (*State your proficiency goal*): Increase the average reading and math KSA proficiency ratings for all students: Reading from 37.1% in 2021 to 52.1% in 2024 and Math from 24% in 2021 to 39% in 2024.

Objective	Strategy	Activities	Measure of Success	Progress Monitoring	Funding
		Intervention/Enrichment – Students will use Zearn, and iReady as an intervention or enrichment opportunity to meet individual needs as well as use the desmos on-line calculator during daily class work time.	Zearn iReady	August 2021 - May 2024	
	Design, Analyze and Apply Data	Grade Level Planning – Grade level teams will meet weekly to develop lesson plans. Administrators and Instructional Coaches will participate with grade level teams in the planning process. Lesson Plans will also be uploaded to Google Drive and monitored by administration.	Classroom Lesson Plans	August 2021 - May 2024	
		Professional Learning – Teachers will participate in item analysis using the Atlas protocol and DuFour’s Four essential questions in PLCs. This information will be used to determine next steps for individual students. Teachers will also participate in District Learning Labs.	PLC Minutes, Formative/Summative Assessment Data, Mastery Connect	August 2021 - May 2024 PLC Minutes Assessment Data	
		Assessment Analysis – Teachers will participate in analyzing iReady assessment data and benchmark assessment data using the benchmark standard analysis form to determine mastery of progress and identify next steps.	Benchmark Assessment Data and iReady Assessment	August 2021 - May 2024 Assessment Data	\$0
	KCWP 2: Ensure ongoing professional learning in the area of best practice/high yield instructional strategies.	KCWP 2: Research, create and implement professional learning opportunities to promote best practice/high yield instructional strategies	Completed/created professional learning opportunities regarding high yield/best practice strategies	August 2021 - May 2024	N/A

Goal 1 (State your reading and math goal.): Goal 1 (*State your proficiency goal*): Increase the average reading and math KSA proficiency ratings for all students: Reading from 37.1% in 2021 to 52.1% in 2024 and Math from 24% in 2021 to 39% in 2024.

Objective	Strategy	Activities	Measure of Success	Progress Monitoring	Funding
	Establishing Learning Culture and Environment	Math and Literacy Night - Our interventionists, FRC, counselor and teachers will facilitate a math and literacy night.	Survey feedback.	August 2021 - May 2024	Title 1 and GEER II

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

Goal 2 (State your science, social studies, and writing goal.): Increase the average science, social studies and writing KSA proficiency ratings for all students: Science from 23% in 2022 to 38% in 2025, Social Studies from 32% in 2022 to 42% in 2025 and Combined Writing from 15% in 2022 to 25% in 2025.

Objective	Strategy	Activities	Measure of Success	Progress Monitoring	Funding
<p>Objective 1 Collaborate to increase writing proficiency from 6% in the Fall of 2022 to 31% by May of 2023 according to the On-Demand Benchmark Assessments.</p>	<p>Design and Deliver Instruction</p>	<p>Walkthroughs – Administrators and Instructional Coaches will conduct weekly walkthroughs to monitor instruction and provide feedback to the teachers.</p>	<p>Walkthrough Data, Lesson Plans, Evaluations</p>	<p>August 2022 - May 2025 Walkthrough Data Evaluations</p>	
		<p>Delivery of Instruction- Teachers will continue to implement the EES CORE Literacy Plan with fidelity. Teachers will have students type responses and practice on Typing Club in order to become more proficient at typing. Teachers will also implement Writing City with fidelity in 1st grade.</p>	<p>CORE Literacy Plan Typed Responses Typing Club Writing City (1st Grade)</p>	<p>August 2022 - May 2025 Walkthroughs</p>	
		<p>Intervention - Teachers will follow our MTSS Plan for writing interventions.</p>	<p>MTSS Data</p>	<p>August 2022 - May 2025</p>	
	<p>Design, Analyze and Apply Data</p>	<p>Grade Level Planning – Grade level teams will meet weekly to develop lesson plans. Administrators and Instructional Coaches will participate with grade level teams in the planning process. Lesson Plans will also be uploaded to Google Drive and monitored by administration.</p>	<p>Classroom Lesson Plans</p>	<p>August 2022 - May 2025</p>	

Goal 2 (State your science, social studies, and writing goal.): Increase the average science, social studies and writing KSA proficiency ratings for all students: Science from 23% in 2022 to 38% in 2025, Social Studies from 32% in 2022 to 42% in 2025 and Combined Writing from 15% in 2022 to 25% in 2025.

Objective	Strategy	Activities	Measure of Success	Progress Monitoring	Funding
		Professional Learning – Teachers will participate in item analysis using the Atlas protocol and DuFour's Four essential questions in PLCs. This information will be used to determine next steps for individual students.	PLC Minutes, Summative Assessment Data	August 2022 - May 2025 PLC Minutes	
		Assessments - Students will be assessed through On-Demand Benchmark assessments three times per year. Students will also write to proficiency through live scoring and immediate feedback.	On-Demand Benchmark Assessments, Mastery Connect	August 2022 - May 2025 Assessment Data	
	Establishing Learning Culture and Environment	Writing Mentors – Fifth grade students will be assigned a writing mentor to conference with each month throughout the school year.	On-Demand Writings	August 2022 - May 2025 Assessment Data	



<p>Goal 2 (State your science, social studies, and writing goal.): Increase the average science, social studies and writing KSA proficiency ratings for all students: Science from 23% in 2022 to 38% in 2025, Social Studies from 32% in 2022 to 42% in 2025 and Combined Writing from 15% in 2022 to 25% in 2025.</p>					
Objective	Strategy	Activities	Measure of Success	Progress Monitoring	Funding
Objective 2: Increase the average Science and Social Studies KSA proficiency ratings from 23% in 2022 to 31% in 2023 for Science and from 32% in 2022 to 37% in 2023 in Social Studies.	Design and Deliver Instruction	Walkthroughs – Administrators and Instructional Coaches will conduct weekly walkthroughs to monitor instruction and provide feedback to the teachers.	Walkthrough Data, Lesson Plans, Evaluations	August 2022 - May 2025 Walkthrough Data, Lesson Plans, Evaluations	
	Design, Analyze and Apply Data	Grade Level Planning – Grade level teams will meet weekly to develop lesson plans. Administrators and Instructional Coaches will participate with grade level teams in the planning process. Lesson Plans will also be uploaded to Google Drive and monitored by administration.	Classroom Lesson Plans	August 2022 - May 2025	
		Professional Learning – Teachers will participate in item analysis using the Atlas protocol and DuFour's Four essential questions in PLCs. This information will be used to determine next steps for individual students.	PLC Minutes, Summative Assessment Data	August 2022 - May 2025 Assessment Data	

Goal 2 (State your science, social studies, and writing goal.): Increase the average science, social studies and writing KSA proficiency ratings for all students: Science from 23% in 2022 to 38% in 2025, Social Studies from 32% in 2022 to 42% in 2025 and Combined Writing from 15% in 2022 to 25% in 2025.

Objective	Strategy	Activities	Measure of Success	Progress Monitoring	Funding
		Assessments - Students will be assessed through end of unit assessments and weekly formative assessment.	Teacher exit slips and formative assessments	August 2022 - May 2025	

### 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).

Goal 3 (State your Gap goal): Increase the average reading and math KSA proficiency ratings for Students with Disabilities: Reading from 15.7% in 2022 to 25.7% in 2025 and Math from 15% in 2022 to 25% in 2025.

Objective	Strategy	Activities	Measure of Success	Progress Monitoring	Funding
<b>Objective 1</b> Increase the average reading and math KSA proficiency ratings for Students with Disabilities: Reading from 15.7% in 2022 to 20.7% in 2023.	Design and Deliver Instruction	Ensure Item Analysis Methods are occurring within PLCs to evaluate instructional effectiveness and determine if instructional adjustments are needed.	Walkthrough Data, Lesson Plans, Evaluations, Mastery Connect, Benchmarks	August 2022 - May 2025 Walkthrough Evaluations	
		Plan strategically in the selection of high yield instructional strategy usage within lessons.	Classroom Lesson Plans	August 2022 - May 2025	
	Review, Analyze and Apply Data	Use a collection of assessment artifacts to inform next steps for individual students and groups of students.	PLC Minutes, Formative/ Summative Assessment Data, Mastery Connect, i-Ready, Benchmarks	August 2022 - May 2025 PLC Minutes	
<b>Objective 2</b> Increase the average reading and math KSA proficiency ratings for Students with Disabilities: Math from 15% in 2022 to 20% in 2023.	Design and Deliver Instruction	Ensure Item Analysis Methods are occurring within PLCs to evaluate instructional effectiveness and determine if instructional adjustments are needed.	Walkthrough Data, Lesson Plans, Evaluations, Mastery Connect, i-Ready, Benchmarks	August 2022 - May 2025 Walkthroughs Evaluations	
		Plan strategically in the selection of high yield instructional strategy usage within lessons.	Classroom Lesson Plans	August 2022 - May 2025	
	Review, Analyze and Apply Data	Use a collection of assessment artifacts to inform next steps for individual students and groups of students.	PLC Minutes, Formative/ Summative Assessment Data, Mastery Connect, i-Ready, Benchmarks	August 2022 - May 2025 PLC Minutes	

Objective	Strategy	Activities	Measure of Success	Progress Monitoring	Funding
		Ensure that effective communication regarding assessments and student performance are shared with appropriate stakeholders to guide instructional planning, student grouping, etc.	Benchmark Assessment Data, Mastery Connect, i-Ready	August 2022 - May 2025	
	Establishing Learning Culture and Environment	Math and Literacy Night - Our interventionists, FRC, counselor and teachers will facilitate a math and literacy night.	Survey feedback.	August 2022 - May 2025	Title 1 and GEER II

## 4: English Learner Progress

Goal 4 (State your English Learner goal.): Increase the average reading and math KSA proficiency ratings for Hispanic students: Reading from 42.3% in 2022 to 52.3% in 2025 and Math from 30.3% in 2022 to 40.3% in 2025.

Objective	Strategy	Activities	Measure of Success	Progress Monitoring	Funding
<p>Objective 1                      Increase the average reading and math i-Ready proficiency ratings for Hispanic students: Reading from 16% in the Fall of 2022 to 47% in the Spring of 2023 and Math from 9% in the Fall of 2022 to 40% in Spring of 2023.</p>	<p>Design and Deliver Instruction</p>	<p>Vocabulary - Teachers will incorporate specialized vocabulary strategies obtained through EL Professional Development.</p>	<p>EL Trainings</p>	<p>August 2022 - May 2025</p>	
		<p>Native Language Instruction - Teachers will use translation resources to assist students in making spanish to english content connections to their native language.</p>	<p>MyON, Google Translate, Library Resources, Walkthrough Feedback</p>	<p>August 2022 - May 2025 Walkthrough Feedback</p>	
		<p>Small Group Instruction - Literacy Aides will provide small group, scaffolded instruction for students.</p>	<p>Observational Data and Assessment Data</p>	<p>August 2022 - May 2025</p>	
	<p>Review, Analyze and Apply Data</p>	<p>ACCESS - Teachers will utilize WIDA ACCESS results and the prior years can-do descriptors to drive instruction for hispanic students.</p>	<p>WIDA ACCESS Test Data</p>	<p>August 2022 - May 2025</p>	
		<p>ELA Benchmark Assessment - Teachers will utilize hispanic students data to determine individualized instructional plans.</p>	<p>ELA Benchmark Analysis</p>	<p>August 2022 - May 2025</p>	
		<p>i-Ready and ELLevation - Teachers will use data to inform instruction and drive instruction.</p>	<p>i-Ready and ELLevation</p>	<p>August 2022 - May 2025</p>	

Goal 4 (State your English Learner goal.): Increase the average reading and math KSA proficiency ratings for Hispanic students: Reading from 42.3% in 2022 to 52.3% in 2025 and Math from 30.3% in 2022 to 40.3% in 2025.

Objective	Strategy	Activities	Measure of Success	Progress Monitoring	Funding
	Design, Align and Deliver Support	Staff Development - Staff will be trained in WIDA ACCESS Reports, use of Can-Do Descriptors, Native Language Translation, and ELLevation.	DAC, Use of ACCESS reports and Can-Do Descriptors	August 2022 - May 2025	
	Establish Learning Culture and Environment	County Wide Workshops - Family Resource Coordinator will collaborate with other FRCs in the district to support school concerns, legal issues, immunizations and other important information	Family Engagement, Number of Hispanic Families in Attendance	August 2022 - May 2025	Title I
		Neighborhood Support - FRC will reach out in the community to connect with Hispanic families and identify ways to involve them in their students' education.	Family Engagement, Number of Hispanic Families in Attendance	August 2022 - May 2025	
		Spanish Translation - All communication that comes from the school will be sent in English as well as Spanish for our Hispanic families. Information will include items such as permission slips, newsletters, etc.	Family Engagement, Number of Hispanic Families in Attendance	August 2022 - May 2025	
		Hispanic Heritage Night - A Hispanic Heritage Night will be held to celebrate the Hispanic Heritage at our school.	Family Engagement, Number of Families in Attendance	August 2022 - May 2025	

Goal 4 (State your English Learner goal.): Increase the average reading and math KSA proficiency ratings for Hispanic students: Reading from 42.3% in 2022 to 52.3% in 2025 and Math from 30.3% in 2022 to 40.3% in 2025.

Objective	Strategy	Activities	Measure of Success	Progress Monitoring	Funding
		Math and Literacy Night - Our interventionists, FRC, counselor and teachers will facilitate a math and literacy night.	Survey feedback.	August 2022 - May 2025	Title 1 and GEER II



**5: Quality of School Climate and Safety**

Goal 5 (State your climate and safety goal.): Increase our School Climate and Safety index from 76% in 2022 to 85% in 2025, according to KSA.					
Objective	Strategy	Activities	Measure of Success	Progress Monitoring	Funding
Objective 1 Increase our overall School Climate and Safety index from 76% in 2022 to 85% in 2023 based on KSA results.	Design and Deliver Instruction	Walkthroughs – Administrators and Instructional Coaches will conduct walkthroughs to monitor instruction and provide feedback to the teachers. There will be an emphasis on how teachers and students have built a community of learning.	Walkthrough Data and Evaluations	August 2022 - May 2025 Walkthrough Data and Evaluations	
		Grade Level Planning – Grade level teams will meet weekly to review Character Strong implementation. Administrators and Instructional Coaches will participate with grade level teams in the planning process.	Walkthrough Data	August 2022 - May 2025 Walkthrough Data	
		Curriculum Resources - Teachers will implement Character Strong with fidelity. And restorative circles.	Walkthrough Data and Observations	August 2022 - May 2025 Walkthrough and Observations	ESSER Funds
	Design, Analyze and Apply Data	Professional Learning – Teachers will participate in Character Strong PD and complete SRSS forms on each student. This information will be used to determine next steps for individual students. Teachers will review SRSS data in Behavior SST's.	Walkthroughs and Behavior SST's	Walkthroughs and Behavior SST's	
Establishing Learning Culture and Environment		Social Emotional Learning Nights, Monthly Classroom Guidance Lessons	Walkthroughs and Survey results	August 2022 - May 2025	
		Reading PALs - Community members will be invited in to read with and mentor students to promote literacy and relationship building.	Survey Feedback and Assessment Data	August 2022 - May 2025	

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

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

**Components of Turnaround Leadership Development and Support:**

**Consider:** How will you ensure that school leadership has or develops the skills and disposition to achieve accelerated, meaningful, and sustainable increases in student achievement for underperforming subgroups?

**Response:**

- Monthly meetings with district Director of Special Education
- Classroom teachers are trained in instructional strategies, provided by district special education staff to meet the IEP goals and objectives as well as providing consistent accommodations to students throughout the year so they understand the tools they have access to.
- Monthly Special Education PLC meetings with the special education staff and district special education coach.

**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:** Allocation of staffing is based on the number ratios of students in special education to staff. We are allocated our certified staff teaching special education according to our numbers and classified special education staff is also determined based on individual student IEP requirements and overall numbers. LBD - 1:12 staffing ratios. The district has a paraeducator rubric which determines when/how to adjust assistance to 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:** The process used to review the learning culture related to students with disabilities was a collaborative effort during PLC's with special education teachers and administration. Special Education teachers, admin and all staff members worked together to determine how to better effectively meet the needs of our underperforming subgroup. If students are meeting their goals as set by the ARC then the ARC will meet and change the goals to meet the students needs. According to the Impact Survey learning culture is related to how knowledgeable teachers are of resources 79% favorably.

**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:** The areas of need revealed by the analysis of data that will be addressed through CSIP activities for our targeted subgroup are in the areas of reading and math. Our goals are to increase the average reading and math KSA proficiency ratings for Students with Disabilities: Reading from 15.7% in 2022 to 25.7% in 2025 and Math from 15% in 2022 to 25% in 2025. We will ensure Item Analysis Methods are occurring within PLCs to evaluate instructional effectiveness and determine if instructional adjustments are needed and plan strategically in the selection of high yield instructional strategy usage within lessons. We will also use a collection of assessment artifacts to inform next steps for individual students and groups of students. We implement the Soliday Reading program and this is staffed as a half time position. DRA levels and iReady Reading and Math are assessed three times a year. Soliday data is reviewed and monitored weekly. Literacy footprints reading data is monitored to ensure student growth is being attained. This data is used to assist with IEP goals and objectives for individual students.

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

### TSI/ATSI Evidence-based Practices

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

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

Evidence-based Activity	Evidence Citation	Uploaded in eProve
Professional Learning Communities	Diagnostic data monitoring and determination of next steps. Student data charts and IEP goal charts. PLC Minutes, Formative/Summative Assessment Data, Mastery Connect, i-Ready, benchmark data, classroom progress monitoring data, tier change forms for academics and behavior when needed. SST Minutes, Formative/Summative Assessment Data, Mastery Connect, i-Ready and benchmark data -DuFour, Richard, Dufour, Rebecca, Eaker, Robert, and Karhanek, Gayle. <i>Whatever It Takes: How Professional Learning Communities Respond When Kids Don't Learn</i> . Bloomington, Ind: Solution Tree, 2004 Vescio, V., Ross, D., & Adams, A. (2008). A review of research on the impact of professional learning communities on teaching practice and student learning. <i>Teaching and Teacher Education: An International Journal of Research and Studies</i> , 24(1), 80–91.	Yes

Evidence-based Activity	Evidence Citation	Uploaded in eProve
Response to Intervention (RtI Process) SST Meetings	Classroom progress monitoring data, tier change forms for academics and behavior when needed; SST minutes, formative/summative assessment data, Mastery Connect, i-Ready and benchmark data -Hite, J. & McGahey, J. (2015). Implementation and Effectiveness of the Response to Intervention (RTI) Program. <i>Georgia School Counselors Association Journal</i> . 38-40. <a href="https://files.eric.ed.gov/fulltext/EJ1099646.pdf">https://files.eric.ed.gov/fulltext/EJ1099646.pdf</a>	Yes
Sunday Program (basic reading, reading fluency) Multi-Sensory Approach to Learning	Orton Gillingham - Multisensory, explicit, systematic approach to reading instruction, repeated practice, positive/corrective feedback with reteaching, activities for every learning style, modeling, direct instruction, scaffolded instruction, schema-based instruction -Orton-Gillingham method: Essentials of Dyslexia Assessment and Intervention, Mather, N and Wending, B (2012) -Myers, Lisa P., "The Effects of a Multi-Sensory Reading Program on Students with Disabilities" (2017). Specialist in Education Degree (Ed.S.) Theses. 12. <a href="https://kb.gcsu.edu/cgi/viewcontent.cgi?article=1013&amp;context=eds">https://kb.gcsu.edu/cgi/viewcontent.cgi?article=1013&amp;context=eds</a>	Yes
Moving with Math (Concrete, Representational and Abstract)	Manipulatives based instruction, Differentiation, scaffolded support, individualized positive and corrective feedback, multiple opportunities for practice and response, explicit/systematic instruction, task analysis, use of the C-R-A model (Concrete-Representational-Abstract), multisensory activities for all learning styles, guided practice, direct instruction -Cook et al., (2014) Concrete-representational-framework. -Scientifically Based Research & Results. Moving with Math - RTI Math Leader - C-R-A Instructional Model. (n.d.). <a href="https://movingwithmath.com/learning-system/scientifically-based-research-and-results/">https://movingwithmath.com/learning-system/scientifically-based-research-and-results/</a>	Yes
Dreambox (math calculation, reasoning) Technology based	Differentiation, scaffolded support, individualized positive and corrective feedback, multiple opportunities for practice and response, explicit/systematic instruction, task analysis, visual representations, provides teachers with data to analyze student thinking in order to promote instruction in metacognitive strategies related to mathematics -Wang and Woodworth (2011), The Effects of Dreambox Learning. -DreamBox Learning. (2013, December). <a href="https://ies.ed.gov/ncee/wwc/Docs/InterventionReports/wwc_dreambox_121013.pdf">https://ies.ed.gov/ncee/wwc/Docs/InterventionReports/wwc_dreambox_121013.pdf</a>	Yes
Co-Teaching	-Gerlach, Susan M., "A Quantitative Study of Co-Teaching as an Instructional Model to Serve Elementary Students" (2017). <i>Electronic Theses and Dissertations</i> . 109. <a href="https://scholarworks.sfasu.edu/etds/109">https://scholarworks.sfasu.edu/etds/109</a>	Yes