

**COMPREHENSIVE
SCHOOL
IMPROVEMENT PLAN**



2023-2024

Goal 1: State Assessment Results in Reading and Math (3-year goal): The percent of students scoring proficient/distinguished in reading will increase from **66% in 2022** to **72% in 2025** (2-point annual gain) and the percent of students scoring proficient/distinguished in math will increase from **61% in 2022** to **67% in 2025** (2-point annual gain) as measured by KSA.

Objective	Strategy	Activities	Measure of Success	Progress Monitoring	Progress Monitoring Report			Funding
					MAR	JUN	SEP	
<p>Objective 1: The percent of students scoring proficient/distinguished in reading will increase from 67% in 2023 to 70% in 2024 (3-point gain) as measured by KSA. <i>Must make up the one point that was not met in 2023.</i></p> <p>2022: 66% 2023: 67% (+1) 2024: 2025:</p>	KCWP 1: Design and Deploy Standards	Teachers will deconstruct standards using the <i>Teacher Clarity</i> process and utilizing the <i>Success Criteria Playbook</i>	100% of teachers will utilize the PDSA tool to document learning intentions and success criteria.	Weekly admin review of PDSA tool				ESSER II funds for <i>Success Criteria Playbook</i>
		Teachers will implement the Continuous Classroom Improvement model	100% of teachers will have the 8 CCI steps posted in classrooms and used in daily instruction	Weekly meetings with CCI coaches. Bi-monthly admin walkthroughs				SEC6 funds for CCI training and materials
		Teachers will utilize the PDSA tool to document standard alignment and instruction	100% of teachers will utilize the PDSA tool to document learning intentions and success criteria.	Weekly admin review of PDSA tool				N/A
	KCWP 2: Design and Deliver Instruction	Teachers will receive close reading strategies during release days to incorporate in instruction	100% of teachers will participate in release day training conducted by district instructional coach	Bi-monthly admin walkthroughs				N/A
		Teachers will implement the Continuous Classroom Improvement model, which includes utilizing high yield strategies in daily instruction, receiving feedback from students on the strategies, setting a class goal, and sharing progress on reaching the goal with students.	100% of teachers will have the 8 CCI steps posted in classrooms and used in daily instruction. Teachers will receive two days of training on CCI, followed by coaching on CCI from a coaching team, and ongoing training	Weekly meetings with CCI coaches. Bi-monthly admin walkthroughs				SEC6 funds for CCI training and materials
		Teachers will implement a reteach/credit recovery protocol in each of the four content areas weekly, using formative assessment data to identify students who require additional Tier 1 instruction	100% of core content teachers will log students requiring reteach in the Reteach Spreadsheet on a weekly basis	Weekly formative assessment data				N/A
	KCWP 3: Design and Deliver Assessment Literacy	Teachers will administer a weekly formative assessment in order to collect data on student performance. Teachers will also use Plus/Delta feedback from students on instructional strategies	80% or higher of students will meet mastery on weekly formative assessments. 100% of students will provide Plus/Delta feedback	Weekly formative assessment data and Plus/Delta data posted in the PDSA				N/A
		Teachers will administer the district ADAM assessments to assess student performance on units of study	70% or higher of students will meet mastery on the district ADAM assessments per content area	Data analysis of the ADAM results				District assessment funds for ADAM platform
		Reading and math teachers will administer the MAP assessment three times each year to assess student progress on grade level content and skills	80% of higher of students will meet grade level achievement and growth on MAP	Data analysis of MAP results				District assessment funds for MAP platform
	KCWP 4: Review, Analyze and Apply Data	Teachers will utilize the PDSA tool to document and analyze both formative and summative assessment data	100% of teachers will utilize the PDSA tool to document and analyze assessment data.	Weekly admin review of PDSA tool				N/A
		Math and reading teachers will utilize the MAP data analysis protocol to identify students for enrichment and remediation	100% of reading and math teachers will complete the MAP data analysis tool	Completed MAP data analysis tool and review with admin				District assessment funds for MAP platform
		Teachers will analyze district ADAM assessment data to determine performance on standards	100% of core content teachers will use a data analysis protocol on district ADAM assessments	Completed data analysis tool and review with admin				District assessment funds for ADAM platform
	Progress monitoring key:	Not started	In progress	Completed				

Objective	Strategy	Activities	Measure of Success	Progress Monitoring	Progress Monitoring Report			Funding
					MAR	JUN	SEP	
<p>Objective 2: The percent of students scoring proficient/distinguished in math will increase from 62% in 2023 to 65% in 2023 (3-point gain) as measured by KSA. <i>Must make up the one point that was not met in 2023.</i></p> <p>2022: 61% 2023: 62% (+1) 2024 2025</p>	KCWP 1: Design and Deploy Standards	Teachers will deconstruct standards using the <i>Teacher Clarity</i> process and utilizing the <i>Success Criteria Playbook</i>	100% of teachers will utilize the PDSA tool to document learning intentions and success criteria.	Weekly admin review of PDSA tool				ESSER II funds for <i>Success Criteria Playbook</i>
		Teachers will implement the Continuous Classroom Improvement model	100% of teachers will have the 8 CCI steps posted in classrooms and used in daily instruction	Weekly meetings with CCI coaches. Bi-monthly admin walkthroughs				SEC6 funds for CCI training and materials
		Teachers will utilize the PDSA tool to document standard alignment and instruction	100% of teachers will utilize the PDSA tool to document learning intentions and success criteria.	Weekly admin review of PDSA tool				N/A
	KCWP 2: Design and Deliver Instruction	Teachers will receive close reading strategies during release days to incorporate in instruction	100% of teachers will participate in release day training conducted by district instructional coach	Bi-monthly admin walkthroughs				N/A
		Teachers will implement the Continuous Classroom Improvement model, which includes utilizing high yield strategies in daily instruction, receiving feedback from students on the strategies, setting a class goal, and sharing progress on reaching the goal with students.	100% of teachers will have the 8 CCI steps posted in classrooms and used in daily instruction. Teachers will receive two days of training on CCI, followed by coaching on CCI from a coaching team, and ongoing training	Weekly meetings with CCI coaches. Bi-monthly admin walkthroughs				SEC6 funds for CCI training and materials
		Teachers will implement a reteach/credit recovery protocol in each of the four content areas weekly, using formative assessment data to identify students who require additional Tier 1 instruction	100% of core content teachers will log students requiring reteach in the Reteach Spreadsheet on a weekly basis	Weekly formative assessment data				N/A
	KCWP 3: Design and Deliver Assessment Literacy	Teachers will administer a weekly formative assessment in order to collect data on student performance. Teachers will also use Plus/Delta feedback from students on instructional strategies	80% or higher of students will meet mastery on weekly formative assessments. 100% of students will provide Plus/Delta feedback	Weekly formative assessment data and Plus/Delta data posted in the PDSA				N/A
		Teachers will administer the district ADAM assessments to assess student performance on units of study	70% or higher of students will meet mastery on the district ADAM assessments per content area	Data analysis of the ADAM results				District assessment funds for ADAM platform
		Reading and math teachers will administer the MAP assessment three times each year to assess student progress on grade level content and skills	80% or higher of students will meet grade level achievement and growth on MAP	Data analysis of MAP results				District assessment funds for MAP platform
	KCWP 4: Review, Analyze and Apply Data	Teachers will utilize the PDSA tool to document and analyze both formative and summative assessment data	100% of teachers will utilize the PDSA tool to document and analyze assessment data.	Weekly admin review of PDSA tool				N/A
		Math and reading teachers will utilize the MAP data analysis protocol to identify students for enrichment and remediation	100% of reading and math teachers will complete the MAP data analysis tool	Completed MAP data analysis tool and review with admin				District assessment funds for MAP platform
		Teachers will analyze district ADAM assessment data to determine performance on standards	100% of core content teachers will use a data analysis protocol on district ADAM assessments	Completed data analysis tool and review with admin				District assessment funds for ADAM platform
	Progress monitoring key:	Not started	In progress	Completed				

Goal 2: State Assessment Results in Science, Social Studies, and Writing (3-year goal): The percent of students scoring proficient/distinguished in science will increase from 37.0% in 2022 to 43.0% (2-point annual gain) in 2025 as measured by KSA. The percent of students scoring proficient/distinguished in combined writing will increase from 71% in 2022 to 77% in 2025 (2-point annual gain) as measured by KSA. The percent of students scoring proficient/distinguished in social studies will increase from 62% in 2022 to 68% in 2025 (2-point annual gain).

Objective	Strategy	Activities	Measure of Success	Progress Monitoring	Progress Monitoring Report			Funding
					MAR	JUN	SEP	
<p>Objective 1: The percent of students scoring proficient/distinguished in science will increase from 34% in 2023 to 41% in 2024 (7-point gain) as measured by KSA. <i>Must make up for 3 point loss in 2023.</i></p> <p>2022: 37% 2023: 34% (-3%) 2024: 2025:</p>	KCWP 1: Design and Deploy Standards	Teachers will deconstruct standards using the <i>Teacher Clarity</i> process and utilizing the <i>Success Criteria Playbook</i>	100% of teachers will utilize the PDSA tool to document learning intentions and success criteria.	Weekly admin review of PDSA tool				ESSER II funds for <i>Success Criteria Playbook</i>
		Teachers will implement the Continuous Classroom Improvement model	100% of teachers will have the 8 CCI steps posted in classrooms and used in daily instruction	Weekly meetings with CCI coaches. Bi-monthly admin walkthroughs				SEC6 funds for CCI training and materials
		Teachers will utilize the PDSA tool to document standard alignment and instruction	100% of teachers will utilize the PDSA tool to document learning intentions and success criteria.	Weekly admin review of PDSA tool				N/A
	KCWP 2: Design and Deliver Instruction	Teachers will receive close reading strategies during release days to incorporate in instruction	100% of teachers will participate in release day training conducted by district instructional coach	Bi-monthly admin walkthroughs				N/A
		Teachers will implement the Continuous Classroom Improvement model, which includes utilizing high yield strategies in daily instruction, receiving feedback from students on the strategies, setting a class goal, and sharing progress on reaching the goal with students.	100% of teachers will have the 8 CCI steps posted in classrooms and used in daily instruction. Teachers will receive two days of training on CCI, followed by coaching on CCI from a coaching team, and ongoing training	Weekly meetings with CCI coaches. Bi-monthly admin walkthroughs				SEC6 funds for CCI training and materials
		Teachers will implement a reteach/credit recovery protocol in each of the four content areas weekly, using formative assessment data to identify students who require additional Tier 1 instruction	100% of core content teachers will log students requiring reteach in the Reteach Spreadsheet on a weekly basis	Weekly formative assessment data				N/A
	KCWP 3: Design and Deliver Assessment Literacy	Teachers will administer a weekly formative assessment in order to collect data on student performance. Teachers will also use Plus/Delta feedback from students on instructional strategies	80% or higher of students will meet mastery on weekly formative assessments. 100% of students will provide Plus/Delta feedback	Weekly formative assessment data and Plus/Delta data posted in the PDSA				N/A
		Teachers will administer the district ADAM assessments to assess student performance on units of study	70% or higher of students will meet mastery on the district ADAM assessments per content area	Data analysis of the ADAM results				District assessment funds for ADAM platform
		Reading and math teachers will administer the MAP assessment three times each year to assess student progress on grade level content and skills	80% or higher of students will meet grade level achievement and growth on MAP	Data analysis of MAP results				District assessment funds for MAP platform
	KCWP 4: Review, Analyze and Apply Data	Teachers will utilize the PDSA tool to document and analyze both formative and summative assessment data	100% of teachers will utilize the PDSA tool to document and analyze assessment data.	Weekly admin review of PDSA tool				N/A
		Math and reading teachers will utilize the MAP data analysis protocol to identify students for enrichment and remediation	100% of reading and math teachers will complete the MAP data analysis tool	Completed MAP data analysis tool and review with admin				District assessment funds for MAP platform
		Teachers will analyze district ADAM assessment data to determine performance on standards	100% of core content teachers will use a data analysis protocol on district ADAM assessments	Completed data analysis tool and review with admin				District assessment funds for ADAM platform
	Progress monitoring key:	Not started	In progress	Completed				

Objective	Strategy	Activities	Measure of Success	Progress Monitoring	Progress Monitoring Report			Funding
					MAR	JUN	SEP	
<p>Objective 2: The percent of students proficient/distinguished in writing will increase from 72% in 2023 to 75% in 2024 (3-point gain) as measured by KSA. <i>Must make up for one point gain in 2023.</i></p> <p>2022: 74% 2023: 75% (+1) 2024: 2025:</p>	KCWP 1: Design and Deploy Standards	Teachers will deconstruct standards using the <i>Teacher Clarity</i> process and utilizing the <i>Success Criteria Playbook</i>	100% of teachers will utilize the PDSA tool to document learning intentions and success criteria.	Weekly admin review of PDSA tool				ESSER II funds for <i>Success Criteria Playbook</i>
		Teachers will implement the Continuous Classroom Improvement model	100% of teachers will have the 8 CCI steps posted in classrooms and used in daily instruction	Weekly meetings with CCI coaches. Bi-monthly admin walkthroughs				SEC6 funds for CCI training and materials
		Teachers will utilize the PDSA tool to document standard alignment and instruction	100% of teachers will utilize the PDSA tool to document learning intentions and success criteria.	Weekly admin review of PDSA tool				N/A
	KCWP 2: Design and Deliver Instruction	Teachers will receive close reading strategies during release days to incorporate in instruction	100% of teachers will participate in release day training conducted by district instructional coach	Bi-monthly admin walkthroughs				N/A
		Teachers will implement the Continuous Classroom Improvement model, which includes utilizing high yield strategies in daily instruction, receiving feedback from students on the strategies, setting a class goal, and sharing progress on reaching the goal with students.	100% of teachers will have the 8 CCI steps posted in classrooms and used in daily instruction. Teachers will receive two days of training on CCI, followed by coaching on CCI from a coaching team, and ongoing training	Weekly meetings with CCI coaches. Bi-monthly admin walkthroughs				SEC6 funds for CCI training and materials
		Teachers will implement a reteach/credit recovery protocol in each of the four content areas weekly, using formative assessment data to identify students who require additional Tier 1 instruction	100% of core content teachers will log students requiring reteach in the Reteach Spreadsheet on a weekly basis	Weekly formative assessment data				N/A
	KCWP 3: Design and Deliver Assessment Literacy	Teachers will administer a weekly formative assessment in order to collect data on student performance. Teachers will also use Plus/Delta feedback from students on instructional strategies	80% or higher of students will meet mastery on weekly formative assessments. 100% of students will provide Plus/Delta feedback	Weekly formative assessment data and Plus/Delta data posted in the PDSA				N/A
		Teachers will administer the district ADAM assessments to assess student performance on units of study	70% or higher of students will meet mastery on the district ADAM assessments per content area	Data analysis of the ADAM results				District assessment funds for ADAM platform
		Reading and math teachers will administer the MAP assessment three times each year to assess student progress on grade level content and skills	80% or higher of students will meet grade level achievement and growth on MAP	Data analysis of MAP results				District assessment funds for MAP platform
	KCWP 4: Review, Analyze and Apply Data	Teachers will utilize the PDSA tool to document and analyze both formative and summative assessment data	100% of teachers will utilize the PDSA tool to document and analyze assessment data.	Weekly admin review of PDSA tool				N/A
		Math and reading teachers will utilize the MAP data analysis protocol to identify students for enrichment and remediation	100% of reading and math teachers will complete the MAP data analysis tool	Completed MAP data analysis tool and review with admin				District assessment funds for MAP platform
		Teachers will analyze district ADAM assessment data to determine performance on standards	100% of core content teachers will use a data analysis protocol on district ADAM assessments	Completed data analysis tool and review with admin				District assessment funds for ADAM platform
	Progress monitoring key:	Not started	In progress	Completed				

Objective	Strategy	Activities	Measure of Success	Progress Monitoring	Progress Monitoring Report			Funding
					MAR	JUN	SEP	
<p>Objective 3: The percent of students scoring proficient/distinguished in social studies will increase from 56% in 2023 to 68% in 2024 (12-point gain) as measured by KSA. <i>Must make up for a 6-point loss in 2023.</i></p> <p>2022: 62%</p> <p>2023: 56% (-6)</p> <p>2024:</p> <p>2025:</p>	KCWP 1: Design and Deploy Standards	Teachers will deconstruct standards using the <i>Teacher Clarity</i> process and utilizing the <i>Success Criteria Playbook</i>	100% of teachers will utilize the PDSA tool to document learning intentions and success criteria.	Weekly admin review of PDSA tool				ESSER II funds for <i>Success Criteria Playbook</i>
		Teachers will implement the Continuous Classroom Improvement model	100% of teachers will have the 8 CCI steps posted in classrooms and used in daily instruction	Weekly meetings with CCI coaches. Bi-monthly admin walkthroughs				SEC6 funds for CCI training and materials
		Teachers will utilize the PDSA tool to document standard alignment and instruction	100% of teachers will utilize the PDSA tool to document learning intentions and success criteria.	Weekly admin review of PDSA tool				N/A
	KCWP 2: Design and Deliver Instruction	Teachers will receive close reading strategies during release days to incorporate in instruction	100% of teachers will participate in release day training conducted by district instructional coach	Bi-monthly admin walkthroughs				N/A
		Teachers will implement the Continuous Classroom Improvement model, which includes utilizing high yield strategies in daily instruction, receiving feedback from students on the strategies, setting a class goal, and sharing progress on reaching the goal with students.	100% of teachers will have the 8 CCI steps posted in classrooms and used in daily instruction. Teachers will receive two days of training on CCI, followed by coaching on CCI from a coaching team, and ongoing training	Weekly meetings with CCI coaches. Bi-monthly admin walkthroughs				SEC6 funds for CCI training and materials
		Teachers will implement a reteach/credit recovery protocol in each of the four content areas weekly, using formative assessment data to identify students who require additional Tier 1 instruction	100% of core content teachers will log students requiring reteach in the Reteach Spreadsheet on a weekly basis	Weekly formative assessment data				N/A
	KCWP 3: Design and Deliver Assessment Literacy	Teachers will administer a weekly formative assessment in order to collect data on student performance. Teachers will also use Plus/Delta feedback from students on instructional strategies	80% or higher of students will meet mastery on weekly formative assessments. 100% of students will provide Plus/Delta feedback	Weekly formative assessment data and Plus/Delta data posted in the PDSA				N/A
		Teachers will administer the district ADAM assessments to assess student performance on units of study	70% or higher of students will meet mastery on the district ADAM assessments per content area	Data analysis of the ADAM results				District assessment funds for ADAM platform
		Reading and math teachers will administer the MAP assessment three times each year to assess student progress on grade level content and skills	80% or higher of students will meet grade level achievement and growth on MAP	Data analysis of MAP results				District assessment funds for MAP platform
	KCWP 4: Review, Analyze and Apply Data	Teachers will utilize the PDSA tool to document and analyze both formative and summative assessment data	100% of teachers will utilize the PDSA tool to document and analyze assessment data.	Weekly admin review of PDSA tool				N/A
		Math and reading teachers will utilize the MAP data analysis protocol to identify students for enrichment and remediation	100% of reading and math teachers will complete the MAP data analysis tool	Completed MAP data analysis tool and review with admin				District assessment funds for MAP platform
		Teachers will analyze district ADAM assessment data to determine performance on standards	100% of core content teachers will use a data analysis protocol on district ADAM assessments	Completed data analysis tool and review with admin				District assessment funds for ADAM platform
	Progress monitoring key:	Not started	In progress	Completed				

Goal 3: Achievement Gap Goal (3-year goal): The percentage of African American students scoring novice in reading will decrease from **27% in 2022 to 21%** (2-point annual decrease) in 2025 as measured by KSA. The percentage of African American students scoring novice in math will decrease from **36% in 2022 to 30% in 2025** (2-point annual decrease) as measured by KSA.

Objective	Strategy	Activities	Measure of Success	Progress Monitoring	Progress Monitoring Report			Funding
					MAR	JUN	SEP	
<p>Objective 1: The percent of African American students scoring novice in reading will decrease from 26% in 2023 to 23% in 2024 (3-point decrease) as measured by KSA. <i>Must make up one point gain in 2023.</i></p> <p>2022: 27% 2023: 26% (-1) 2024: 2025:</p>	KCWP 1: Design and Deploy Standards	Teachers will deconstruct standards using the <i>Teacher Clarity</i> process and utilizing the <i>Success Criteria Playbook</i>	100% of teachers will utilize the PDSA tool to document learning intentions and success criteria.	Weekly admin review of PDSA tool				ESSER II funds for <i>Success Criteria Playbook</i>
		Teachers will implement the Continuous Classroom Improvement model	100% of teachers will have the 8 CCI steps posted in classrooms and used in daily instruction	Weekly meetings with CCI coaches. Bi-monthly admin walkthroughs				SEC6 funds for CCI training and materials
		Teachers will utilize the PDSA tool to document standard alignment and instruction	100% of teachers will utilize the PDSA tool to document learning intentions and success criteria.	Weekly admin review of PDSA tool				N/A
	KCWP 2: Design and Deliver Instruction	Teachers will receive close reading strategies during release days to incorporate in instruction	100% of teachers will participate in release day training conducted by district instructional coach	Bi-monthly admin walkthroughs				N/A
		Teachers will implement the Continuous Classroom Improvement model, which includes utilizing high yield strategies in daily instruction, receiving feedback from students on the strategies, setting a class goal, and sharing progress on reaching the goal with students.	100% of teachers will have the 8 CCI steps posted in classrooms and used in daily instruction. Teachers will receive two days of training on CCI, followed by coaching on CCI from a coaching team, and ongoing training	Weekly meetings with CCI coaches. Bi-monthly admin walkthroughs				SEC6 funds for CCI training and materials
		Teachers will implement a reteach/credit recovery protocol in each of the four content areas weekly, using formative assessment data to identify students who require additional Tier 1 instruction	100% of core content teachers will log students requiring reteach in the Reteach Spreadsheet on a weekly basis	Weekly formative assessment data				N/A
	KCWP 3: Design and Deliver Assessment Literacy	Teachers will administer a weekly formative assessment in order to collect data on student performance. Teachers will also use Plus/Delta feedback from students on instructional strategies	80% or higher of students will meet mastery on weekly formative assessments. 100% of students will provide Plus/Delta feedback	Weekly formative assessment data and Plus/Delta data posted in the PDSA				N/A
		Teachers will administer the district ADAM assessments to assess student performance on units of study	70% or higher of students will meet mastery on the district ADAM assessments per content area	Data analysis of the ADAM results				District assessment funds for ADAM platform
		Reading and math teachers will administer the MAP assessment three times each year to assess student progress on grade level content and skills	80% of higher of students will meet grade level achievement and growth on MAP	Data analysis of MAP results				District assessment funds for MAP platform
	KCWP 4: Review, Analyze and Apply Data	Teachers will utilize the PDSA tool to document and analyze both formative and summative assessment data	100% of teachers will utilize the PDSA tool to document and analyze assessment data.	Weekly admin review of PDSA tool				N/A
		Math and reading teachers will utilize the MAP data analysis protocol to identify students for enrichment and remediation	100% of reading and math teachers will complete the MAP data analysis tool	Completed MAP data analysis tool and review with admin				District assessment funds for MAP platform
		Teachers will analyze district ADAM assessment data to determine performance on standards	100% of core content teachers will use a data analysis protocol on district ADAM assessments	Completed data analysis tool and review with admin				District assessment funds for ADAM platform
	KCWP 6: Establishing Learning Culture and Environment	School will create affinity groups for at-risk students for additional educational support, tutoring, culture inclusion, and exposure	Affinity groups will include Panther Men of Quality, Real Girls Stand Group, Somos Panteras, and Legacy Equine Academy	Weekly meetings of affinity groups				YSC funding
		Teachers will identify students to participate in affinity groups (Panther Men of Quality, Real Girls Stand Strong, Somos Panteras, Legacy Equine Academy) for additional educational support, culture inclusion, and exposure	Identified students will increase achievement	Formative assessment data, summative assessment data, benchmark data				YSC funding
		Affinity group sponsors will receive training on best practices in mentoring, coaching, and support of at-risk students	100% of sponsors will complete identified trainings offered by the Youth Services Center Coordinator and district equity office	Completion of trainings				District equity funding
Progress monitoring key:	Not started	In progress	Completed					

Objective	Strategy	Activities	Measure of Success	Progress Monitoring	Progress Monitoring Report			Funding
					MAR	JUN	SEP	
<p>Objective 2: The percent of African American students scoring novice in math will decrease from 34% in 2023 to 32% in 2024 (2-point decrease) as measured by KSA.</p> <p>2022: 36% 2023: 34% (-2) 2024: 2025:</p>	KCWP 1: Design and Deploy Standards	Teachers will deconstruct standards using the <i>Teacher Clarity</i> process and utilizing the <i>Success Criteria Playbook</i>	100% of teachers will utilize the PDSA tool to document learning intentions and success criteria.	Weekly admin review of PDSA tool				ESSER II funds for <i>Success Criteria Playbook</i>
		Teachers will implement the Continuous Classroom Improvement model	100% of teachers will have the 8 CCI steps posted in classrooms and used in daily instruction	Weekly meetings with CCI coaches. Bi-monthly admin walkthroughs				SEC6 funds for CCI training and materials
		Teachers will utilize the PDSA tool to document standard alignment and instruction	100% of teachers will utilize the PDSA tool to document learning intentions and success criteria.	Weekly admin review of PDSA tool				N/A
	KCWP 2: Design and Deliver Instruction	Teachers will receive close reading strategies during release days to incorporate in instruction	100% of teachers will participate in release day training conducted by district instructional coach	Bi-monthly admin walkthroughs				N/A
		Teachers will implement the Continuous Classroom Improvement model, which includes utilizing high yield strategies in daily instruction, receiving feedback from students on the strategies, setting a class goal, and sharing progress on reaching the goal with students.	100% of teachers will have the 8 CCI steps posted in classrooms and used in daily instruction. Teachers will receive two days of training on CCI, followed by coaching on CCI from a coaching team, and ongoing training	Weekly meetings with CCI coaches. Bi-monthly admin walkthroughs				SEC6 funds for CCI training and materials
		Teachers will implement a reteach/credit recovery protocol in each of the four content areas weekly, using formative assessment data to identify students who require additional Tier 1 instruction	100% of core content teachers will log students requiring reteach in the Reteach Spreadsheet on a weekly basis	Weekly formative assessment data				N/A
	KCWP 3: Design and Deliver Assessment Literacy	Teachers will administer a weekly formative assessment in order to collect data on student performance. Teachers will also use Plus/Delta feedback from students on instructional strategies	80% or higher of students will meet mastery on weekly formative assessments. 100% of students will provide Plus/Delta feedback	Weekly formative assessment data and Plus/Delta data posted in the PDSA				N/A
		Teachers will administer the district ADAM assessments to assess student performance on units of study	70% or higher of students will meet mastery on the district ADAM assessments per content area	Data analysis of the ADAM results				District assessment funds for ADAM platform
		Reading and math teachers will administer the MAP assessment three times each year to assess student progress on grade level content and skills	80% of higher of students will meet grade level achievement and growth on MAP	Data analysis of MAP results				District assessment funds for MAP platform
	KCWP 4: Review, Analyze and Apply Data	Teachers will utilize the PDSA tool to document and analyze both formative and summative assessment data	100% of teachers will utilize the PDSA tool to document and analyze assessment data.	Weekly admin review of PDSA tool				N/A
		Math and reading teachers will utilize the MAP data analysis protocol to identify students for enrichment and remediation	100% of reading and math teachers will complete the MAP data analysis tool	Completed MAP data analysis tool and review with admin				District assessment funds for MAP platform
		Teachers will analyze district ADAM assessment data to determine performance on standards	100% of core content teachers will use a data analysis protocol on district ADAM assessments	Completed data analysis tool and review with admin				District assessment funds for ADAM platform
	KCWP 6: Establishing Learning Culture and Environment	School will create affinity groups for at-risk students for additional educational support, tutoring, culture inclusion, and exposure	Affinity groups will include Panther Men of Quality, Real Girls Stand Strong, Somos Panteras, and Legacy Equine Academy	Weekly meetings of affinity groups				YSC funding
		Teachers will identify students to participate in affinity groups (Panther Men of Quality, Real Girls Stand Strong, Somos Panteras, Legacy Equine Academy) for additional educational support, culture inclusion, and exposure	Identified students will increase achievement	Formative assessment data, summative assessment data, benchmark data				YSC funding
		Affinity group sponsors will receive training on best practices in mentoring, coaching, and support of at-risk students	100% of sponsors will complete identified trainings offered by the Youth Services Center Coordinator and district equity office	Completion of trainings				District equity funding
Progress monitoring key:	Not started	In progress	Completed					

Goal 4: Achievement Gap Goal (3-year goal): The percent of special education students scoring novice in reading will decrease from **52%** in 2022 to **46%** (2-point annual decrease) in 2025 as measured by KSA. The percent of special education students scoring novice in math will decrease from **49%** in 2022 to **43%** (2-point annual decrease) in 2025 as measured by KSA.

Objective	Strategy	Activities	Measure of Success	Progress Monitoring	Progress Monitoring Report			Funding
					MAR	JUN	SEP	
<p>Objective 1: The percent of special education students scoring novice in reading will decrease from 51% in 2023 to 48% in 2024 (5-point decrease) as measured by KSA. <i>Must make up for one point gain from 2023.</i></p> <p>2022: 52% 2023: 51% (-1) 2024: 2025:</p>	KCWP 1: Design and Deploy Standards	Teachers will deconstruct standards using the <i>Teacher Clarity</i> process and utilizing the <i>Success Criteria Playbook</i>	100% of teachers will utilize the PDSA tool to document learning intentions and success criteria.	Weekly admin review of PDSA tool				ESSER II funds for <i>Success Criteria Playbook</i>
		Teachers will implement the Continuous Classroom Improvement model	100% of teachers will have the 8 CCI steps posted in classrooms and used in daily instruction	Weekly meetings with CCI coaches. Bi-monthly admin walkthroughs				SEC6 funds for CCI training and materials
		Teachers will utilize the PDSA tool to document standard alignment and instruction	100% of teachers will utilize the PDSA tool to document learning intentions and success criteria.	Weekly admin review of PDSA tool				N/A
	KCWP 2: Design and Deliver Instruction	Teachers will receive close reading strategies during release days to incorporate in instruction	100% of teachers will participate in release day training conducted by district instructional coach	Bi-monthly admin walkthroughs				N/A
		Teachers will implement the Continuous Classroom Improvement model, which includes utilizing high yield strategies in daily instruction, receiving feedback from students on the strategies, setting a class goal, and sharing progress on reaching the goal with students.	100% of teachers will have the 8 CCI steps posted in classrooms and used in daily instruction. Teachers will receive two days of training on CCI, followed by coaching on CCI from a coaching team, and ongoing training	Weekly meetings with CCI coaches. Bi-monthly admin walkthroughs				SEC6 funds for CCI training and materials
		identified co-teaching teams will receive co-teaching training from CKEC, focused on station teaching. In addition, the school will create a co-teaching coaching team who will meet weekly with co-teaching teams for strategy and instruction development.	100% of co-teaching teams will receive co-teaching training from CKEC, as well as weekly coaching from school personnel	Admin review of weekly PDSA tools to ensure co-teaching models are identified. Walkthrough data to ensure co-teaching models are executed				N/A
	KCWP 3: Design and Deliver Assessment Literacy	Teachers will administer a weekly formative assessment in order to collect data on student performance. Teachers will also use Plus/Delta feedback from students on instructional strategies	80% or higher of students will meet mastery on weekly formative assessments. 100% of students will provide Plus/Delta feedback	Weekly formative assessment data and Plus/Delta data posted in the PDSA				N/A
		Teachers will administer the district ADAM assessments to assess student performance on units of study	70% or higher of students will meet mastery on the district ADAM assessments per content area	Data analysis of the ADAM results				District assessment funds for ADAM platform
		Reading and math teachers will administer the MAP assessment three times each year to assess student progress on grade level content and skills	80% or higher of students will meet grade level achievement and growth on MAP	Data analysis of MAP results				District assessment funds for MAP platform
	KCWP 4: Review, Analyze and Apply Data	Teachers will utilize the PDSA tool to document and analyze both formative and summative assessment data	100% of teachers will utilize the PDSA tool to document and analyze assessment data.	Weekly admin review of PDSA tool				N/A
		Math and reading teachers will utilize the MAP data analysis protocol to identify students for enrichment and remediation	100% of reading and math teachers will complete the MAP data analysis tool	Completed MAP data analysis tool and review with admin				District assessment funds for MAP platform
		Teachers will analyze district ADAM assessment data to determine performance on standards	100% of core content teachers will use a data analysis protocol on district ADAM assessments	Completed data analysis tool and review with admin				District assessment funds for ADAM platform
	Progress monitoring key:	Not started	In progress	Completed				

Objective	Strategy	Activities	Measure of Success	Progress Monitoring	Progress Monitoring Report			Funding
					MAR	JUN	SEP	
<p>Objective 2: The percent of special education students scoring novice in math will decrease from 52% in 2023 to 45% in 2024 (7-point decrease) as measured by KSA. <i>Must make up for 3-point increase in 2023.</i></p> <p>2022: 49% 2023: 52% (+3) 2024: 2025:</p>	KCWP 1: Design and Deploy Standards	Teachers will deconstruct standards using the <i>Teacher Clarity</i> process and utilizing the <i>Success Criteria Playbook</i>	100% of teachers will utilize the PDSA tool to document learning intentions and success criteria.	Weekly admin review of PDSA tool				ESSER II funds for <i>Success Criteria Playbook</i>
		Teachers will implement the Continuous Classroom Improvement model	100% of teachers will have the 8 CCI steps posted in classrooms and used in daily instruction	Weekly meetings with CCI coaches. Bi-monthly admin walkthroughs				SEC6 funds for CCI training and materials
		Teachers will utilize the PDSA tool to document standard alignment and instruction	100% of teachers will utilize the PDSA tool to document learning intentions and success criteria.	Weekly admin review of PDSA tool				N/A
	KCWP 2: Design and Deliver Instruction	Teachers will receive close reading strategies during release days to incorporate in instruction	100% of teachers will participate in release day training conducted by district instructional coach	Bi-monthly admin walkthroughs				N/A
		Teachers will implement the Continuous Classroom Improvement model, which includes utilizing high yield strategies in daily instruction, receiving feedback from students on the strategies, setting a class goal, and sharing progress on reaching the goal with students.	100% of teachers will have the 8 CCI steps posted in classrooms and used in daily instruction. Teachers will receive two days of training on CCI, followed by coaching on CCI from a coaching team, and ongoing training	Weekly meetings with CCI coaches. Bi-monthly admin walkthroughs				SEC6 funds for CCI training and materials
		identified co-teaching teams will receive co-teaching training from CKEC, focused on station teaching. In addition, the school will create a co-teaching coaching team who will meet weekly with co-teaching teams for strategy and instruction development.	100% of co-teaching teams will receive co-teaching training from CKEC, as well as weekly coaching from school personnel	Admin review of weekly PDSA tools to ensure co-teaching models are identified. Walkthrough data to ensure co-teaching models are executed				N/A
	KCWP 3: Design and Deliver Assessment Literacy	Teachers will administer a weekly formative assessment in order to collect data on student performance. Teachers will also use Plus/Delta feedback from students on instructional strategies	80% or higher of students will meet mastery on weekly formative assessments. 100% of students will provide Plus/Delta feedback	Weekly formative assessment data and Plus/Delta data posted in the PDSA				N/A
		Teachers will administer the district ADAM assessments to assess student performance on units of study	70% or higher of students will meet mastery on the district ADAM assessments per content area	Data analysis of the ADAM results				District assessment funds for ADAM platform
		Reading and math teachers will administer the MAP assessment three times each year to assess student progress on grade level content and skills	80% or higher of students will meet grade level achievement and growth on MAP	Data analysis of MAP results				District assessment funds for MAP platform
	KCWP 4: Review, Analyze and Apply Data	Teachers will utilize the PDSA tool to document and analyze both formative and summative assessment data	100% of teachers will utilize the PDSA tool to document and analyze assessment data.	Weekly admin review of PDSA tool				N/A
		Math and reading teachers will utilize the MAP data analysis protocol to identify students for enrichment and remediation	100% of reading and math teachers will complete the MAP data analysis tool	Completed MAP data analysis tool and review with admin				District assessment funds for MAP platform
		Teachers will analyze district ADAM assessment data to determine performance on standards	100% of core content teachers will use a data analysis protocol on district ADAM assessments	Completed data analysis tool and review with admin				District assessment funds for ADAM platform
	Progress monitoring key:	Not started	In progress	Completed				

Goal 5: English Learner Progress (3-year goal): The ELL index will increase from 46.7 to 53.1 by 2025 (3.2 point annual gain). *2022 3-year goal was met in 2023. A new two-year goal set in 2023 in order for all goals to end in 2025.*

Objective	Strategy	Activities	Measure of Success	Progress Monitoring	Progress Monitoring Report			Funding
					MAR	JUN	SEP	
<p>Objective 1: The ELL index will increase from 46.7 in 2023 to 49.2 as measured by KSA by 2024 (3.2 point gain).</p> <p>2022: 35.4 2023: 46.7 (+11.3) 2024: 2025:</p>	KCWP 1: Design and Deploy Standards	Teachers will deconstruct standards using the <i>Teacher Clarity</i> process and utilizing the <i>Success Criteria Playbook</i>	100% of teachers will utilize the PDSA tool to document learning intentions and success criteria.	Weekly admin review of PDSA tool				ESSER II funds for <i>Success Criteria Playbook</i>
		Teachers will implement the Continuous Classroom Improvement model	100% of teachers will have the 8 CCI steps posted in classrooms and used in daily instruction	Weekly meetings with CCI coaches. Bi-monthly admin walkthroughs				SEC6 funds for CCI training and materials
		Teachers will utilize the PDSA tool to document standard alignment and instruction	100% of teachers will utilize the PDSA tool to document learning intentions and success criteria.	Weekly admin review of PDSA tool				N/A
	KCWP 2: Design and Deliver Instruction	Teachers will receive close reading strategies during release days to incorporate in instruction	100% of teachers will participate in release day training conducted by district instructional coach	Bi-monthly admin walkthroughs				N/A
		Teachers will implement the Continuous Classroom Improvement model, which includes utilizing high yield strategies in daily instruction, receiving feedback from students on the strategies, setting a class goal, and sharing progress on reaching the goal with students.	100% of teachers will have the 8 CCI steps posted in classrooms and used in daily instruction. Teachers will receive two days of training on CCI, followed by coaching on CCI from a coaching team, and ongoing training	Weekly meetings with CCI coaches. Bi-monthly admin walkthroughs				SEC6 funds for CCI training and materials
		identified co-teaching teams will receive co-teaching training from CKEC, focused on station teaching. In addition, the school will create a co-teaching coaching team who will meet weekly with co-teaching teams for strategy and instruction development.	100% of co-teaching teams will receive co-teaching training from CKEC, as well as weekly coaching from school personnel	Admin review of weekly PDSA tools to ensure co-teaching models are identified. Walkthrough data to ensure co-teaching models are executed				N/A
	KCWP 3: Design and Deliver Assessment Literacy	Teachers will administer a weekly formative assessment in order to collect data on student performance. Teachers will also use Plus/Delta feedback from students on instructional strategies	80% or higher of students will meet mastery on weekly formative assessments. 100% of students will provide Plus/Delta feedback	Weekly formative assessment data and Plus/Delta data posted in the PDSA				N/A
		Teachers will administer the district ADAM assessments to assess student performance on units of study	70% or higher of students will meet mastery on the district ADAM assessments per content area	Data analysis of the ADAM results				District assessment funds for ADAM platform
		Reading and math teachers will administer the MAP assessment three times each year to assess student progress on grade level content and skills	80% or higher of students will meet grade level achievement and growth on MAP	Data analysis of MAP results				District assessment funds for MAP platform
	Progress monitoring key:	Not started	In progress	Completed				

Goal 6: Quality of School Climate and Safety (3-year goal): The Climate Index will increase from **73.5 in 2022** to **79.5 in 2025** as measured by KSA (2 point annual increase). The Safety Index will increase from **68.3 in 2022** to **74.3 in 2025** as measured by KSA (2 point annual increase).

Objective	Strategy	Activities	Measure of Success	Progress Monitoring	Progress Monitoring Report			Funding
					MAR	JUN	SEP	
<p>Objective 1: The Climate Index will increase from 72.6 in 2022 to 77.5 in 2023 as measured by KSA. (4.9-point annual increase). <i>Must make up for .9 decrease in 2023.</i></p> <p>2022: 73.5 2023: 72.6 (-.9) 2024: 2025:</p>	KCWP 5: Design, Align and Deliver Support	Selected students will participate in peer mediation training and provide mediation services as part of the school's restorative practices.	Decrease in repeat conflicts after mediation	Daily office referrals, eOS infractions				N/A
		The school will offer after school clubs to promote belonging and inclusion. Clubs will be based on student interest.	Student voice surveys indicate 80% or higher 6th grade satisfaction	Student voice surveys				N/A
		The school will embed MTSS/PBIS into the daily schedule by offering Tier 2 and Tier 3 services in reading, math, and behavior. The schedule will be structured so students will still have access to exploratory content.	Percentage of students who exit tiered services	Tier 2 and Tier 3 in class data from Reading Plus and iReady				N/A
	KCWP 6: Establishing Learning Culture and Environment	The school will implement the Where Everybody Belongs (WEB program) transition program by selecting and training 8th graders to serve as WEB leaders (mentors) to incoming 6th graders. The school will embed monthly programming to assist with the 6th grade transition.	Student voice surveys indicate 80% or higher 6th grade satisfaction	Student voice surveys				N/A
		The school will offer a pre-teaching program for students to serve as teaching assistants in the classroom. Students will receive training at the beginning of the year and will provide in-class instructional assistance.	Student voice survey indicate 80% or higher student satisfaction with the program experience	Student voice surveys				N/A
		Teachers will identify students to participate in affinity groups (Panther Men of Quality, Real Girls Stand Strong, Somos Panteras, Legacy Equine Academy) for additional educational support, culture inclusion, and exposure	Identified students will increase achievement	Formative assessment data, summative assessment data, benchmark data				N/A
Progress monitoring key:	Not started	In progress	Completed					
Objective	Strategy	Activities	Measure of Success	Progress Monitoring	Progress Monitoring Report			Funding
					MAR	JUN	SEP	
<p>Objective 2: The Safety Index will increase from 67.2 in 2022 to 72.3 in 2024 as measured by KSA (5.1-point increase). <i>Must make up for 1.1 decrease in 2023.</i></p> <p>2022: 68.3 2023: 67.2 (-1.1) 2024: 2025:</p>	KCWP 5: Design, Align and Deliver Support	Selected students will participate in peer mediation training and provide mediation services as part of the school's restorative practices.	Decrease in repeat conflicts after mediation	Daily office referrals, eOS infractions				N/A
		The school will offer after school clubs to promote belonging and inclusion. Clubs will be based on student interest.	Student voice surveys indicate 80% or higher 6th grade satisfaction	Student voice surveys				N/A
		The school will embed MTSS/PBIS into the daily schedule by offering Tier 2 and Tier 3 services in reading, math, and behavior. The schedule will be structured so students will still have access to exploratory content.	Percentage of students who exit tiered services	Tier 2 and Tier 3 in class data from Reading Plus and iReady				N/A
	KCWP 6: Establishing Learning Culture and Environment	The school will implement the Where Everybody Belongs (WEB program) transition program by selecting and training 8th graders to serve as WEB leaders (mentors) to incoming 6th graders. The school will embed monthly programming to assist with the 6th grade transition.	Student voice surveys indicate 80% or higher 6th grade satisfaction	Student voice surveys				N/A
		The school will offer a pre-teaching program for students to serve as teaching assistants in the classroom. Students will receive training at the beginning of the year and will provide in-class instructional assistance.	Student voice survey indicate 80% or higher student satisfaction with the program experience	Student voice surveys				N/A
		Teachers will identify students to participate in affinity groups (Panther Men of Quality, Real Girls Stand Strong, Somos Panteras, Legacy Equine Academy) for additional educational support, culture inclusion, and exposure	Identified students will increase achievement	Formative assessment data, summative assessment data, benchmark data				N/A
Progress monitoring key:	Not started	In progress	Completed					

Goal 7: Workplace Conditions (4-year goal): The School Climate section of the Kentucky Impact Working Conditions survey will increase from **47% favorable** in 2021 to **80% favorable** in 2025. (8.3-point annual gain)

Objective	Strategy	Activities	Measure of Success	Progress Monitoring	Progress Monitoring Report			Funding
					MAR	JUN	SEP	
<p>Objective 1: The School Climate Section of the Kentucky Impact Working Conditions Survey will increase from 47% in 2021 to 55.3% in 2023 as measured by the Impact survey.. (16.6-point 2-year gain). <i>This goal will be updated in January after we receive survey results.</i></p> <p>2021: 47% 2023: 2025:</p>	KCWP 6: Establishing Learning Culture and Environment	Staff will attend Enneagram training with Dr. Lynn Buckles	Foundations survey data, Plus/Delta feedback	Training will be completed August 4, 2022				ESSER II funding- \$1200
		Staff will attend follow up sessions focused on using Enneagram results to improve communication and collaboration	Foundations survey data, Plus/Delta feedback	Trainings will be held in September, November, February, and April				ESSER II funding, \$1200
	KCWP 5: Design, Align, and Deliver Support Processes	Teachers with three or less years experience will be provided an administrator, an in-school mentor and an out-of-school advisor (retired teacher) who will conduct three observation and feedback sessions per year. The three observers will meet as a committee with the teacher three times per year.	Observation feedback Walkthrough data Observation data Temperature check surveys	Three observations per year per observer Three committee meetings per year				N/A
		Teachers with more than three years experience but new to Hayes will receive an in-house mentor to meet and provide support	Observation feedback Walkthrough data Observation data Temperature check surveys	Weekly meeting with mentor				N/A
		The onboarding committee will develop activities and structures for new hires throughout the year	Temperature check surveys	Quarterly activities				N/A
	KCWP 6: Establishing Learning Culture and Environment	Analyze data from MAP, KSA, Foundations, TELL, etc. to determine committee inception and charges.	Committee creation and assignment	Annually through May 31, 2022				N/A
		Teachers and staff participate in committees in which they choose, based on interest and need.	Member signup	Annually through May 31, 2022				N/A
		Committees will meet monthly to develop initiatives and structures to target committee charges.	Monthly Meeting Minutes	Monthly through May 31, 2022				N/A
	Progress monitoring key:	Not started	In progress	Completed				

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

NOTE: WE ARE ELECTING TO KEEP THIS SECTION, SINCE STUDENTS WITH SPECIAL NEEDS IS STILL A PRIORITY FOR OUR SCHOOL. IN ADDITION, THE ACTIVITIES LISTED BELOW ARE STILL BEING MONITORED IN OUR SCHOOL.

<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? Response: We will implement a learning cycle workshop that begins with PD and moves to the implementation and impact review. This will ensure administration is embedded in the work with the teachers as we systematically review student achievement data both formatively and summatively.</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. Response: Annually, department chairs work with their departments to construct budget requests to submit to the SBDM council. The council works with the principal to develop a final budget from these requests. Department chairs may choose to make specific requests to change requests. Based on assessment data, we use other funds, such as ESS, to provide additional resources to underperforming subgroups or programs. For example, we used a Day Time Waiver to provide additional MTSS support.</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. Response: Annually, we administer the Foundations survey to parents, students, and staff to measure our culture and climate. The administration team then aligns this data with district family survey data and the Impact Kentucky survey data to see trends. We use this data to develop goals for our school based on culture and climate.</p>
<p>Targeted Subgroups and Evidence-Based Interventions:</p> <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: We have identified our Special Needs and African American populations as areas of need. Below is a list of evidence based practices we will use.</p> <p>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.</p>

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
Teachers will use the PDSA process	A Primer for Continuous Improvement in Schools and District: White Paper	<input checked="" type="checkbox"/>
Teachers will be trained on the Continuous Classroom Improvement model	Shipley, J. (2020). Continuous Classroom Improvement. 3rd Edition. First steps in using a systems approach to improve learning results.	<input type="checkbox"/>
Teachers will embed engagement strategies into daily instruction	Kagan, S. <i>Effect Size Reveals the Impact of Kagan Structures and Cooperative Learning</i> . San Clemente, CA: Kagan Publishing. Kagan Online Magazine , Winter 2014. www.KaganOnline.com Gradone, D. <i>Increasing Student Participation, Interest, and Communication with Cooperative Learning Structures</i> . San Clemente, CA: Kagan Publishing. Kagan Online Magazine , Issue #53.	<input type="checkbox"/>
Reading Plus will be used as an intervention reading program for Tiers 2 and 3	Reading Plus. (2008). Reading improvement report: Miami-Dade regions II and III. Huntington Station, NY: Taylor Associates/ Communications, Inc. Habler, B., Major, L. & Hennessy, S. (2015). Tablet use in schools: A critical review of the evidence for learning outcomes. <i>Journal of Computer Assisted Learning</i> . Retrieved April 24, 2019, from https://onlinelibrary.wiley.com/journal/13652729 .	<input type="checkbox"/>
Orton Gillingham will be used an intervention reading program for Tier 3	Orton Gillingham and Orton Gillingham-Based Reading Instruction: A Review of the Literature Bhat, P., Rapport, M.J., & Griffin, C.C. (2000). A legal perspective on the use of specific reading methods for students with learning disabilities. <i>Learning Disability Quarterly</i> , 23, 283—297. Biasotto, V.L. (1993). Project ASSIST Institute: An Orton-Gillingham/ Spalding based curriculum for teachers and volunteers. <i>Annals of Dyslexia</i> , 43, 260—270. Brown, V., Hammill, D.D., & Wiederholt, J. (1978). <i>The Test of Reading Comprehension</i> . Austin, TX: PRO-ED.	<input type="checkbox"/>
iReady will be used an intervention math program for Tiers 2 and 3	Impact Evaluation Mathematics i-Ready iReady Reading K-3 Diagnostic Approved by KDE iReady Commissioned Report	<input type="checkbox"/>
MDIS Black Box will be used an intervention math program for Tiers 2 and 3	https://www.bakeru.edu/images/pdf/SOE/EdD_Theses/Heinauer_Stephen.pdf	<input type="checkbox"/>
Teacher Clarity	Kennedy, J. J., Cruickshank, D. R., Bush, A. J., & Myers, B. (1978). Additional Investigations into the Nature of Teacher Clarity. <i>Journal of Educational Research</i> , 72(1), 3–10. https://doi.org/10.1080/00220671.1978.10885109 Hattie, John & Donoghue, Greg. (2016). Learning strategies: a synthesis and conceptual model. <i>npj Science of Learning</i> . 1. 16013. 10.1038/npjscilearn.2016.13. https://www.researchgate.net/publication/306020931_Learning_strategies_a_synthesis_and_conceptual_model	<input type="checkbox"/>
Affinity groups in education	Sharrica Miller, Stephanie Vaughn, Evidence-Based Guidelines for Creating Affinity Groups in Nursing Programs, <i>Teaching and Learning in Nursing</i> , Volume 18, Issue 4, 2023, Pages 503-507,	<input type="checkbox"/>