

Comprehensive School Improvement Plan (CSIP)

Rationale

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

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

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

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

Requirements for Building an Improvement Plan

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

Alignment to Needs:

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

Priorities/Concerns from Needs Assessment for Schools

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

Only, twenty-eight percent of students in the achievement gap scored on or above grade on the iReady Diagnostic Assessment in reading.
Only, twenty-five percent of students in the achievement gap scored on or above grade on the iReady Diagnostic Assessment in math.
On average, only fifty percent of students are scoring on grade level in reading on the iReady Diagnostic Assessment at the end of the school year.
On average, only fifty-five percent of students are scoring on grade level in math on the iReady Diagnostic Assessment at the end of the school year.
On average, only sixty-five percent of students are making typical growth in both math and reading each year.

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

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

- What strategies and programs are implemented in classrooms/schools and how do you measure their effectiveness on student achievement?
- How do you monitor the validity of assessments (formative and summative) to ensure congruency to the standards/targets?
- How do school/district leadership monitor and evaluate achievement as related to the learning target and standards?

Indicator Scores

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

Indicator	Status	Change
State Assessment Results in reading and mathematics	58.70	4.45
State Assessment Results in science, social studies and writing	62.34	6.37
English Learner Progress	NA	NA
Quality of School Climate and Safety	75.3	0.3
Postsecondary Readiness (high schools and districts only)	NA	NA
Graduation Rate (high schools and districts only)	NA	NA

Explanations/Directions

Goal: Schools should determine long-term goals that are three- to five-year targets for each required school level indicator. Elementary/middle schools must address state assessment results in reading and mathematics, state assessment results in science, social studies and writing, achievement gap, English learner progress, and quality of school climate and safety. High schools must address state assessment results in reading and mathematics, state assessment results in science, social studies and writing, achievement gap, English learner progress, quality of school climate and safety, postsecondary readiness, and graduation rate. Long-term goals should be informed by The Needs Assessment for Schools.

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. Objectives should address state assessment results and/or aligned formative assessments. There can be multiple objectives for each goal.</p>	<p>Describe your approach to systematically address a process, practice, or condition that was identified as a priority during the Needs Assessment for Schools. There can be multiple strategies for each objective. The strategy can be based upon Kentucky's six (6) Key Core Work Processes or another established improvement approach (i.e. <i>Six Sigma, Shipley, Baldrige, etc.</i>).</p>	<p>Describe the actionable steps the school will take to deploy the chosen strategy. There can be multiple activities for each strategy.</p>	<p>List the criteria that will gauge the impact of your work. The measures may be quantitative or qualitative but are observable in some way. Consider measures of input as well as outcomes for both staff and students.</p>	<p>Describe the process used to assess the implementation of the plan, the rate of improvement, and the effectiveness of the plan. Your description should include the artifacts to be reviewed, specific timelines, and responsible individuals.</p>	<p>List the specific federal, state, or local funding source(s) used to support each improvement initiative. If your school is a recipient of Title I, Part A funds, your CSIP serves as your annual plan and must indicate how Title I funds are utilized to carry out the planned activities.</p>

1: State Assessment Results in Reading and Mathematics

Goal 1 (State your reading and math goal.): By May of 2026, MCES in collaboration with MCIS, will increase the percentage of students scoring at or above proficiency in Reading and Math by at least 20%, and reduce the percentage of students scoring novice in reading and math by 15%.

Objective	Strategy	Activities	Measure of Success	Progress Monitoring	Funding
<p>Objective 1</p> <p>Spring 2024, each grade level will have at least 65% of students scoring at or above grade level on the end of year iReady diagnostic assessment in Reading.</p>	<p>Learning targets are clear to teachers.</p>	<p>Teachers will collaborate in deconstructing standards and developing congruent learning targets that are student friendly. Teachers will create daily formative assessments to match targets. Formative assessment data will be monitored and discussed weekly in PLCs.</p>	<p>Students can orally communicate to others what they are learning.</p> <p>Students can show and write about what they learned as shown on formative assessments.</p>	<p>Assessment Data- formative and summative Walkthrough Data- weekly</p>	<p>NA</p>
	<p>Learning targets are student friendly and clearly communicated to students.</p>	<p>Teachers will clearly communicate the learning target before, during, and after the lesson. Teachers will ensure daily formative assessments match targets. Formative Assessments will provide opportunities for students to show and write what they learned. Formative assessment data will be monitored and discussed weekly in PLCs.</p>			
	<p>(The Gradual Release of Responsibility Model will be used during instruction.)</p> <p><u>Focus- You Do together- collaborative learning opportunities.</u></p>	<p>I DO- where the teacher explicitly models the lesson objective in a focus lesson, while students watch, WE DO- guided instruction with both input from the teacher and the students, YOU DO TOGETHER: Collaborative learning in small groups or partners <u>Teachers- acting as facilitators will engage students in discussions about stories, key concepts, and related personal experiences. knowledge and understanding.</u> YOU DO ALONE- Students have independent practice</p>	<p>Students understand what they need to know in order to be successful at the end of each lesson.</p>	<p>Walkthrough Data</p>	<p>Collaborative Learning Training- Title 1 Funds</p>

	Teachers will create high quality Formative Assessments that are aligned to standards and produce accurate data.	In PLCs teachers will create assessments that are aligned to standards.	Teachers will take and discuss assessments and make adjustments if necessary.	Assessment Data	Title 1 Funds- pay teachers for vertical alignment work.
	Vertical Alignment Teams will check assessments for alignment to standards. Vertical Alignment Teams will create assessments based on standards for each grade level.	Teachers will monitor and track the mastery of standards for each student.	Formative and summative assessments.	Weekly PLC reports submitted to the instructional team.	
	Evidence-based practices will be used during the delivery of instruction.	Teacher will provide explicit instruction of vocabulary.	Students can orally communicate to others what they are learning. Students can show and write about what they learned as shown on formative assessments.	Walkthroughs Assessment Data	Professional Development- Vocabulary Instruction

<p>Spring 2024, each grade level (K-2) will have less than 20% of students scoring below grade level on the end of the year iReady diagnostic assessment in Reading.</p>	Learning targets are clear to teachers. Learning targets are student friendly and clearly communicated to students.	Teachers will collaborate in deconstructing standards and developing congruent learning targets that are student friendly. Teachers will create daily formative assessments to match targets. Formative assessment data will be monitored and discussed weekly in PLCs.	Students can orally communicate to others what they are learning. Students can show and write about what they learned as shown on formative assessments.	Assessment Data- formative and summative Walkthrough Data- weekly	NA
		Teachers will clearly communicate the learning target before, during, and after the lesson. Teachers will ensure daily formative assessments match targets. Formative Assessments will provide opportunities for students to show and write what they learned.			

		Formative assessment data will be monitored and discussed weekly in PLCs.			
	(The Gradual Release of Responsibility Model will be used during instruction.) <u>Focus- You Do together- collaborative learning opportunities.</u> Teachers will create high quality Formative and Assessments that are aligned to standards and produce accurate data. Vertical Alignment Teams will check assessments for alignment to standards. Vertical Alignment Teams will create assessments based on standards for each grade level.	I DO- where the teacher explicitly models the lesson objective in a focus lesson, while students watch, WE DO- guided instruction with both input from the teacher and the students, YOU DO TOGETHER: Collaborative learning in small groups or partners <u>Teachers- acting as facilitators will engage students in discussions about stories, key concepts, and related personal experiences, knowledge and understanding.</u> YOU DO ALONE- Students have independent practice	Students understand what they need to know in order to be successful at the end of each lesson.	Walkthrough Data	Collaborative Learning Training- Title 1 Funds
		In PLCs teachers will create assessments that are aligned to standards.	Teachers will take and discuss assessments and make adjustments if necessary.	Assessment Data	Title 1 Funds- pay teachers for vertical alignment work.
		Teachers will monitor and track the mastery of standards for each student.	Formative and summative assessments.	Weekly PLC reports submitted to the instructional team.	
	Evidence-based practices will be used during the delivery of instruction.	Teacher will provide explicit instruction of vocabulary.	Students can orally communicate to others what they are learning. Students can show and write about what they learned as shown on formative assessments.	Walkthroughs Assessment Data	Professional Development- Vocabulary Instruction
Spring 2024, each grade level (K-2) will have at least 65% of students scoring at or above grade level on the end of year iReady diagnostic assessment in Math.	Learning targets are clear to teachers. Learning targets are student friendly and clearly communicated to students.	Teachers will collaborate in deconstructing standards and developing congruent learning targets that are student friendly. Teachers will create daily formative assessments to match targets. Formative assessment data will be monitored and discussed weekly in PLCs.	Students can orally communicate to others what they are learning. Students can show and write about what they learned as shown on formative assessments.	Assessment Data- formative and summative Walkthrough Data- weekly	NA

		Teachers will clearly communicate the learning target before, during, and after the lesson. Teachers will ensure daily formative assessments match targets. Formative Assessments will provide opportunities for students to show and write what they learned. Formative assessment data will be monitored and discussed weekly in PLCs.			
	(The Gradual Release of Responsibility Model will be used during instruction.) <u>Focus- You Do together- collaborative learning opportunities.</u> Teachers will create high quality Formative and Assessments that are aligned to standards and produce accurate data. Vertical Alignment Teams will check assessments for alignment to standards. Vertical Alignment Teams will create assessments based on standards for each grade level.	I DO- where the teacher explicitly models the lesson objective in a focus lesson, while students watch, WE DO- guided instruction with both input from the teacher and the students, YOU DO TOGETHER: Collaborative learning in small groups or partners <u>Teachers- acting as facilitators will engage students in discussions about stories, key concepts, and related personal experiences, knowledge and understanding.</u> YOU DO ALONE- Students have independent practice	Students understand what they need to know in order to be successful at the end of each lesson.	Walkthrough Data	Collaborative Learning Training- Title 1 Funds
		In PLCs teachers will create assessments that are aligned to standards.	Teachers will take and discuss assessments and make adjustments if necessary.	Assessment Data	Title 1 Funds- pay teachers for vertical alignment work.
		Teachers will monitor and track the mastery of standards for each student.	Formative and summative assessments.	Weekly PLC reports submitted to the instructional team.	NA
	Evidence-based practices will be used during the delivery of instruction.	Teacher will provide explicit instruction of vocabulary.	Students can orally communicate to others what they are learning. Students can show and write about what they learned as shown on formative assessments.	Walkthroughs Assessment Data	Professional Development- Vocabulary Instruction
Spring 2024, each grade level (K-2) will have less than 20% of students scoring below grade	Learning targets are clear to teachers.	Teachers will collaborate in deconstructing standards and developing congruent learning targets that are student friendly.	Students can orally communicate to others what they are learning.	Assessment Data- formative and summative Walkthrough Data- weekly	NA

<p>level on the end of the year iReady diagnostic assessment in Math.</p>	<p>Learning targets are student friendly and clearly communicated to students.</p>	<p>Teachers will create daily formative assessments to match targets. Formative assessment data will be monitored and discussed weekly in PLCs.</p>	<p>Students can show and write about what they learned as shown on formative assessments.</p>		
		<p>Teachers will clearly communicate the learning target before, during, and after the lesson. Teachers will ensure daily formative assessments match targets. Formative Assessments will provide opportunities for students to show and write what they learned. Formative assessment data will be monitored and discussed weekly in PLCs.</p>			
	<p>(The Gradual Release of Responsibility Model will be used during instruction.)</p> <p><u>Focus- You Do together- collaborative learning opportunities.</u> Teachers will create high quality Formative and Assessments that are aligned to standards and produce accurate data.</p> <p>Vertical Alignment Teams will check assessments for alignment to standards.</p> <p>Vertical Alignment Teams will create assessments based on standards for each grade level.</p>	<p>I DO- where the teacher explicitly models the lesson objective in a focus lesson, while students watch, WE DO- guided instruction with both input from the teacher and the students, YOU DO TOGETHER: Collaborative learning in small groups or partners <u>Teachers- acting as facilitators will engage students in discussions about stories, key concepts, and related personal experiences, knowledge and understanding.</u> YOU DO ALONE- Students have independent practice</p>	<p>Students understand what they need to know in order to be successful at the end of each lesson.</p>	<p>Walkthrough Data</p>	<p>Collaborative Learning Training- Title 1 Funds</p>
		<p>In PLCs teachers will create assessments that are aligned to standards.</p>	<p>Teachers will take and discuss assessments and make adjustments if necessary.</p>	<p>Assessment Data</p>	<p>Title 1 Funds- pay teachers for vertical alignment work.</p>
		<p>Teachers will monitor and track the mastery of standards for each student.</p>	<p>Formative and summative assessments.</p>	<p>Weekly PLC reports submitted to the instructional team.</p>	
	<p>Evidence-based practices will be used during the delivery of instruction.</p>	<p>Teacher will provide explicit instruction of vocabulary.</p>	<p>Students can orally communicate to others what they are learning.</p>	<p>Walkthroughs Assessment Data</p>	<p>Professional Development- Vocabulary Instruction</p>

			Students can show and write about what they learned as shown on formative assessments.		
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2: State Assessment Results in Science, Social Studies and Writing

Goal 2 (State your science, social studies, and writing goal.): **By May of 2026, MCES in collaboration with MCIS, will increase the percentage of students scoring at or above proficiency in Science, Social Studies, and Writing by at least 20%, and reduce the percentage of students scoring novice in Science, Social Studies, and Writing by 30%.**

Objective	Strategy	Activities	Measure of Success	Progress Monitoring	Funding
Objective 1 In science, the percentage of students scoring at proficiency or above will increase by 5%.	Students will read, write, and be given hands on opportunities to increase their knowledge in science.	Teachers will incorporate additional opportunities for exposure to nonfictional texts that align with grade level science standards.	Writing Samples Assessments Teacher Observation	Walkthroughs Assessment Data	Title 1
Objective 2 In science, the percentage of students scoring novice will reduce by 5%		Students will discuss and write about science topics.			
		Students will be given hands on activities that foster inquiry.			
Objective 3 In social studies, the percentage of students scoring at proficiency or above will increase by 5%.	Students will read, write, and be given hands on opportunities to increase their knowledge in social studies.	Teachers will incorporate additional opportunities for exposure to nonfictional texts that align with grade level social studies standards.	Writing Samples Assessments Teacher Observation	Walkthroughs Assessment Data	Title 1
Objective 4 In social studies, the percentage of students scoring novice will reduce by 5%		Students will discuss and write about social studies topics.			
Objective 5 In writing the percentage of students scoring at proficiency or above will increase by 5%.	Students will receive explicit writing instruction through the Gradual Release of Responsibility Model.	I DO- where the teacher explicitly models the lesson objective in a focus lesson, while students watch, WE DO- guided instruction with both input from the teacher and the students, YOU DO TOGETHER: Collaborative learning in small groups or partners YOU DO ALONE- Students have independent practice	Writing Samples from all content areas	Comparing student writing Samples throughout the year Teacher Observation Rubric Data	NA

Objective 6 In writing, the percentage of students scoring novice will reduce by 5%.	Students will write in all content areas for a variety of purposes.	Students will respond to writing in reading, math, science, and social studies.			
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3: Achievement Gap

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

Objective	Strategy	Activities	Measure of Success	Progress Monitoring	Funding
Objective 1 MCES will reduce the students performing below grade level within our disability subgroup by 10% in Reading and Math based on the end of the year iReady data.	Learning targets are clear to teachers.	Teachers will collaborate in deconstructing standards and developing congruent learning targets that are student friendly.	Students can communicate to others what they are learning.	Assessment Data- formative and summative Walkthrough Data- weekly	NA
	Learning targets are student friendly and clearly communicated to students.	Teachers will clearly communicate the learning target before, during, and after the lesson.			
	The Gradual Release of Responsibility Model will be used during instruction. Teachers will create high quality Formative and Summative Assessments that are aligned to standards and produce accurate data.	I DO- where the teacher explicitly models the lesson objective in a focus lesson, while students watch. WE DO- guided instruction with both input from the teacher and the students, YOU DO TOGETHER: Collaborative learning in small groups or partners YOU DO ALONE- Students have independent practice	Students understand what they need to know in order to be successful at the end of each lesson.	Walkthrough Data	NA
		In PLCs teachers will create assessments that are aligned to standards. These assessments will be given to all students without modifications.	Teachers will take and discuss assessments and make adjustments if necessary.	Assessment Data	NA
	Evidence based practices/Curriculum will be used to deliver Specially Designed Instruction to students with IEPs.	Teachers will monitor and track the mastery of standards for each student.	Formative and summative assessments.	Weekly PLC reports submitted to the instructional team.	
		Special Education Teachers will use evidence based curriculum/practices when delivering Specially Designed Instruction	Progress Monitoring Tools	Progress Monitoring Data	Title 1
	Flex grouping and/or station teaching will occur.	Special education and general education teachers will co-plan and co-teach in classrooms with students who have disabilities.	Students can communicate to others what they are learning.	Assessment Data- formative and summative Walkthrough Data- weekly Progress Monitoring Data	Title 1- training for teachers- co-teach and station teaching

Objective	Strategy	Activities	Measure of Success	Progress Monitoring	Funding
Objective 2 All students will make growth. 80% of the student population will make at least a year's growth according to the end of the year iReady data in Reading and Math.	Learning targets are clear to teachers. Learning targets are student friendly and clearly communicated to students.	Teachers will collaborate in deconstructing standards and developing congruent learning targets that are student friendly. Teachers will clearly communicate the learning target before, during, and after the lesson.	Students can communicate to others what they are learning.	Assessment Data- formative and summative Walkthrough Data- weekly	NA
	The Gradual Release of Responsibility Model will be used during instruction. Teachers will create high quality Formative and Summative Assessments that are aligned to standards and produce accurate data.	I DO- where the teacher explicitly models the lesson objective in a focus lesson, while students watch. WE DO- guided instruction with both input from the teacher and the students, YOU DO TOGETHER: Collaborative learning in small groups or partners YOU DO ALONE- Students have independent practice	Students understand what they need to know in order to be successful at the end of each lesson.	Walkthrough Data	NA
		In PLCs teachers will create assessments that are aligned to standards.	Teachers will take and discuss assessments and make adjustments if necessary.	Assessment Data	
	Learning targets are clear to teachers. Learning targets are student friendly and clearly communicated to students.	Teachers will monitor and track the mastery of standards for each student.	Formative and summative assessments.	Weekly PLC reports submitted to the instructional team.	NA
		Teachers will collaborate in deconstructing standards and developing congruent learning targets that are student friendly.	Students can communicate to others what they are learning.	Assessment Data- formative and summative Walkthrough Data- weekly	NA
	Objective 3 Each grade level will have at least 65% of students scoring proficient/distinguished on the end of year iReady diagnostic assessment in Reading and Math.	The Gradual Release of Responsibility Model will be used during instruction. Teachers will create high quality Formative and Summative Assessments that are aligned to standards and produce accurate data.	Teachers will clearly communicate the learning target before, during, and after the lesson.		
		I DO- where the teacher explicitly models the lesson objective in a focus lesson, while students watch. WE DO- guided instruction with both input from the teacher and the students, YOU DO TOGETHER: Collaborative learning in small groups or partners YOU DO ALONE- Students have independent practice	Students understand what they need to know in order to be successful at the end of each lesson.	Walkthrough Data	NA
		In PLCs teachers will create assessments that are aligned to standards.	Teachers will take and discuss assessments and	Assessment Data	

Objective	Strategy	Activities	Measure of Success	Progress Monitoring	Funding
			make adjustments if necessary.		
		Teachers will monitor and track the mastery of standards for each student.	Formative and summative assessment data.	Weekly PLC reports submitted to the instructional team.	NA

4: English Learner Progress

Goal 4 (State your English Learner goal.): By May 2026, MCES in collaboration with MCIS, will reduce the percentage of English Language Learners scoring novice by 15%, and increase the percentage of English Language Learners scoring proficient/distinguished by 10%.					
Objective	Strategy	Activities	Measure of Success	Progress Monitoring	Funding
Objective 1 All EL students will make growth in Reading and Math based on the end of year iReady data.	Evidence based strategies will be used for instruction with ELL students	When new content is introduced students will be taught small sets of academic vocabulary in small groups or one on one over several days.	Formative and Summative Assessments. Writing Samples	Assessment Data	NA
		Students will be provided visuals in order to make connections.			
Writing assignments will be done with opportunities for students to work and talk through the assignment, in small groups or pairs.					
Small group instruction will be provided for each content area					
Objective 2 Less than 10% of EL students will score Novice in Reading and Math based on the end of the year iReady data.					

5: Quality of School Climate and Safety

Goal 5 (State your climate and safety goal.): By 2026, MCES will implement with fidelity, PBIS and the social emotional learning curriculum in every classroom.

Objective	Strategy	Activities	Measure of Success	Progress Monitoring	Funding
<p>Objective 1 80% of Students will follow school wide and classroom PBIS expectations.</p>	<p>The expectations of students are clearly defined, and group norms have been established within every classroom.</p>	<p>Professional Development will be provided for all staff.</p>	<p>Behavior Referrals decreased.</p>	<p>PBIS Data- Monthly (PBIS Team)</p>	<p>SBDM Funds</p>
		<p>Students will be taught, explicitly, the PBIS expectations.</p>	<p>The school and classrooms sustain an environment that fosters students' academic achievement as well as their social, emotional, and moral growth.</p>	<p>School and Classroom Climate-Walkthrough data-weekly Student and Staff Surveys-2 times/year</p>	
		<p>Students will be re-taught the expectations after each break and as needed.</p>		<p>PBIS Fidelity Checks- School and District Personnel</p>	
		<p>Teachers will establish classroom norms that align with school expectations and submit these expectations to the PBIS Team.</p>			
<p>Objective 2 80% of students will be successful in utilizing the lessons in the SEL Curriculum.</p>	<p>Staff will ensure the effective implementation and monitoring of the social emotional programs.</p>	<p>Professional Development will be provided for staff teaching the programs.</p>	<p>Behavior Referrals decreased.</p>	<p>Student Social Emotional Self Checks-Daily/Monitored by classroom teacher</p>	<p>FRC Grant</p>
		<p>Appropriate time will be designated in the master schedule for the SEL curriculum to be taught.</p>	<p>The school and classrooms sustain an environment that fosters students' academic achievement as well as their social, emotional, and moral growth.</p>	<p>Walkthroughs-Weekly</p>	

Addendum for Schools Identified for Targeted or Comprehensive Support

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

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

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

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

<p>Components of Turnaround Leadership Development and Support:</p> <p>Consider: How will you ensure that school leadership has or develops the skills and disposition to achieve accelerated, meaningful, and sustainable increases in student achievement for underperforming subgroups?</p> <p>Response: During PLCs professional development will focus on the areas in our CSIP. Additional professional development will also be required for school leaders.</p>
<p>Identification of Critical Resources Inequities:</p> <p>Consider: Describe the process used to review the allocation and use of resources (people, time, and money), any resource inequities that were identified that may contribute to underperformance, and how identified resource inequities will be addressed.</p> <p>Response: The SBDM council, school committees, and grade level groups reviewed the allocation of staff and the use of resources. Our Title 1 budget reflects the areas of need in our CSIP. Council will also determine if more funds are needed and adjust the budget if necessary.</p>
<p>Additional Actions That Address the Causes of Consistently Underperforming Subgroups of Students</p> <p>Consider: Describe the process used to review the learning culture related to your targeted subgroup(s) and any additional actions that were determined to address the causes of underperformance.</p> <p>Response: PLCs with special education teachers as well as general education teachers will ensure everyone understands the expectations. Regular meetings to discuss student progress and next steps will occur weekly.</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?</p> <p>Response: Explicit teaching and The Gradual Release Model will be used to support students with disabilities. We will look at progress monitoring data, formative and summative assessments, as well as, anecdotal records to monitor progress.</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 (EBP) 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 the CIP.

Specific directions regarding documentation requirements for each chosen EBP can be found in the “[Compliance Requirements](#)” resource available on KDE’s [Evidence-based Practices website](#). Marking the “Uploaded in CIP” box indicates that you have uploaded required documentation along with this goal template into the platform.

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

Evidence-based Activity	Evidence Citation	Uploaded in CIP
Instructional Conversations and Literature Logs	Institute of Education Sciences. (2006). Intervention Report: Improving Classroom Learning Environments by Cultivating Awareness and Resilience in Education (ICARE) Program (Publication No. WWC_ICLL_102606). Retrieved from https://ies.ed.gov/ncee/WWC/Docs/InterventionReports/WWC_ICLL_102606.pdf	☒
Ladders to Literacy	Institute of Education Sciences. (2013). Intervention Report: Ladders to Literacy (Publication No. WWC_LADDERS_031213). Retrieved from https://ies.ed.gov/ncee/wwc/Docs/InterventionReports/wwc_ladders_031213.pdf	☒
Teaching Academic Content and Literacy to English Learners in Elementary and Middle School	Institute of Education Sciences. (2014). Intervention Report: Teaching Academic Content and Literacy to English Learners in Elementary and Middle School. Retrieved from: https://ies.ed.gov/ncee/WWC/Docs/PracticeGuide/english_learners_pg_040114.pdf	☒