

Millbrooke CSIP

SCHOOL YEAR 2023-2024

Comprehensive School Improvement Plan
(CSIP)

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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.

- **32.6% of students with disabilities scored at proficiency in Reading and Math on KSA Spring 2023 test.**
- **Reading Proficiency Rate: 45.75%**
- **Science Proficiency Rate: 30%**
- **Social Studies Proficiency Rate: 40%**

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.

KCWP 1: Design and Deploy Standards:

Millbrooke holds weekly PLC meetings to discuss Standards, lesson plans, and assessments to ensure curricular alignment. Teachers will be a part of looking at priority standards to ensure delivery and assessment measures provide for all pertinent information needs for students. We are checking lesson plans weekly to ensure they are aligned with state standards as well as the district pacing and identify high-quality instructional resources (HQIR). Intentional conversations are taking place during PLCs to ensure that standards are being taught at the correct pace with a focus on Priority Standards. Teachers discuss student progress and maintain accurate records to review skills as needed. The Plan-Do-Study-Act model is followed during PLC. Teachers reflect on where they currently are in the plan and where their next steps are. Time is given to reflect on formative, summative, and interim assessments given to students. Teachers need to look a little closer at assessments during PLC time to understand where they are going, where they currently are, and how they can close the gap. Teachers are a part of teaching cycles where they work with the Curriculum specialist to ensure that they are checking for student attainment of knowledge as indicated by the Kentucky Academic Standards. Teachers also monitor reading levels by administering the MAP assessment in order to determine which students would be identified as needing a Reading Improvement Plan. In addition, teachers monitor student reading levels by using the HMH Growth Measure Assessment. Vertical PLCs allow teachers to review skills and curricula that build upon one another in order to close gaps in certain areas. Time is given to content teachers across grade levels to compare strategies and data. After these conversations, we will ensure effective communication guides instructional planning and student grouping. Provide the students opportunities to unpack standards.

KCWP 2: Design and Deliver Instruction:

The instructional leadership team has scheduled to follow to “push” into classrooms weekly and provide feedback. While using the “push” schedule leadership looks for things that have been targeted as areas that need work as indicated by district feedback. The district will also conduct instructional walkthroughs of our classrooms and provide feedback. The instructional leadership team takes time each week to review classrooms visited and collaborate to discuss what is seen in the classroom with standards, learning targets, and assessment measures in their design and delivery. There is a need for some teachers to improve in this area. Feedback is shared with those teachers using the Danielson Framework. Monitoring measures are in place through the RTI system and specially designed instruction. This includes our special education population and how they are serviced as well as monitored. Data is shared through our MTSS meetings and within the special education department. Students who show a continued need for help are also offered tutoring through Extended School Services (ESS).

Each month all teachers are given a high-yield instructional practice to implement in their classroom and are then asked to share out those strategies and how the instruction impacted learning during weekly PLCs. The school implements the CCPS Instructional Framework making sure that the following are used in lesson planning; authentic learning, differentiated learning, student engagement, technology, 21st century learning techniques, authentic learning experiences, and supportive learning environments. A lesson plan checklist is utilized to check for highly effective planning. During the PLC meeting both vertically and grade level-wise, item analysis methods will be in place in order to evaluate instructional effectiveness and determine if instructional adjustments need to be made.

The principal meets monthly with the student voice group to discuss any strategies and areas of improvement to receive student feedback.

Indicator Scores

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

Indicator	Status	Change
State Assessment Results in reading and mathematics	63.5	0.3
State Assessment Results in science, social studies and writing	63.4	0.3
English Learner Progress	N/A	N/A
Quality of School Climate and Safety	68.9	-0.8
Postsecondary Readiness (high schools and districts only)	N/A	N/A
Graduation Rate (high schools and districts only)	N/A	N/A

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: By May 2026 and evidenced through state summative assessment results, Millbrooke Elementary School will increase the percentage of students scoring proficient/distinguished in reading and mathematics, across the school’s grade spans, as follows:
Reading- Increase the number of students scoring proficient or above in reading from 45% to 61.5%.
Math- Increase the number of students scoring proficient or above in Math from 47% to 66%:

Objective	Strategy	Activities	Measure of Success	Progress Monitoring	Funding
<p>Objective 1 2024 Increase the percentage of 3rd-6th grade students scoring proficient or above in Reading from 45% to 50.5% as measured by state testing.</p>	<p>KCWP 1: Design and Deploy Standards</p>	<p>Teacher active participation in weekly content-focused PLCs following the PDSA model.</p>	<p>All students at Millbrooke Elementary will be able to successfully complete classwork on or above grade level.</p>	<p>MAP data(3Xs a year), data tracker review of data tracker monthly at PLC meetings</p>	<p>Grant Funded; KDE Supported(Title I) Instructional Budget Title II General Fund KYCL Grant</p>
	<p>KCWP 2: Design and Deliver Instruction</p>	<p>Monthly Vertical PLCs will serve as a formative analysis of student work allowing teachers to discuss levels of student work, identify possible explanations for student performance, and determine options for adjusting and strengthening instruction.</p>			
	<p>KCWP 3: Design and Deliver Assessment</p>	<p>Implementation of the District Response to Intervention Plan to identify Reading and Math Tier 2 and 3 students and to provide academic support through intentional scheduling.</p> <p>MTS: Intervention and Enrichment opportunities are provided during SURGE time through 6-week RTI/Data chats with teachers. A Lesson Plan Checklist will be utilized each week to monitor and provide feedback to teachers on standards-aligned, differentiated, and RTI instruction. Ongoing training that centers around the Into Reading Program.</p>			
		<p>Teachers to discuss levels of student work, identify possible explanations for student performance, and determine options for adjusting and strengthening instruction. Implementation of the District Response to Intervention Plan</p>			

Goal 1: By May 2026 and evidenced through state summative assessment results, Millbrooke Elementary School will increase the percentage of students scoring proficient/distinguished in reading and mathematics, across the school’s grade spans, as follows:

Reading- Increase the number of students scoring proficient or above in reading from 45% to 61.5%.

Math- Increase the number of students scoring proficient or above in Math from 47% to 66%:

Objective	Strategy	Activities	Measure of Success	Progress Monitoring	Funding
<p>Objective 2 Math from 47% to 53.3% as measured by state testing.</p>		<p>to identify Reading and Math Tier 2 and 3 students and to provide academic support through intentional scheduling.</p>	<p>All students at Millbrooke Elementary will be able to successfully complete classwork on and above grade level.</p>	<p>MAP data(3Xs a year), data tracker review of data tracker monthly at PLC meetings</p>	<p>Grant Funded; KDE Supported(Title I) Instructional Budget Title II General Fund KYCL Grant</p>

Goal 1: By May 2026 and evidenced through state summative assessment results, Millbrooke Elementary School will increase the percentage of students scoring proficient/distinguished in reading and mathematics, across the school's grade spans, as follows:
Reading- Increase the number of students scoring proficient or above in reading from 45% to 61.5%.
Math- Increase the number of students scoring proficient or above in Math from 47% to 66%:

Objective	Strategy	Activities	Measure of Success	Progress Monitoring	Funding
		MTSS: Intervention and Enrichment opportunities are provided during SURGE through 6-week RTI/Data chats with teachers. A Lesson Plan Checklist will be utilized each week to monitor and provide feedback to teachers on standards-aligned, differentiated, and instruction through RTI			

2: State Assessment Results in Science, Social Studies and Writing

<p>Goal 2 Goal 2:By May 2026 and evidenced through state summative assessment results, Millbrooke Elementary School will increase the percentage of students scoring proficient/distinguished in Science, Social Studies, and Writing, across the school’s grade spans, as follows:</p> <p>Science: Increase the number of students scoring proficient or above in Science from 30% to 33.5%</p> <p>Writing: Increase the number of students scoring proficient or above in writing from 59.0% to 63.7%</p> <p>Social Studies: Increase the number of students scoring proficient or above in Social Studies from 41% to 65.3%</p>					
Objective	Strategy	Activities	Measure of Success	Progress Monitoring	Funding
<p>Objective 1: By Spring 2024, Millbrooke Elementary will increase the number of students scoring proficient /distinguished in Science from 30% to 32%.</p>	KCWP 1: Design and Deploy Standards	Teacher active participation in weekly content-focused PLCs following the PDSA model.	<p>All students at Millbrooke Elementary will be able to successfully complete classwork on or above grade level.</p>	<p>MAP data(3Xs a year), data tracker review of data tracker monthly at PLC meetings</p>	<p>Grant Funded; KDE Supported(Title I) Instructional Budget Title II General Fund KYCL Grant</p>
	KCWP 2: Design and Deliver Instruction	Monthly Vertical PLCs will serve as a formative analysis of student work allowing teachers to discuss levels of student work, identify possible explanations for student performance, and determine options for adjusting and strengthening instruction.			
	KCWP 4: Review, Analyze, and Interpret Data	<p>Implementation of the District Response to Intervention Plan to identify Reading and Math Tier 2 and 3 students and to provide academic support through intentional scheduling.</p> <p>MTSS: Intervention and Enrichment opportunities are provided during SURGE time through 6-week RTI/Data chats with teachers.</p> <p>A Lesson Plan Checklist will be utilized each week to monitor and provide feedback to teachers on standards-aligned, differentiated, and RTI instruction.</p>			
<p>Objective 2: By Spring 2024, Millbrooke Elementary will increase the number of students scoring proficient /distinguished in Writing from 30% to 35%.</p>	KCWP 1: Design and Deploy Standards	Teacher active participation in weekly content-focused PLCs following the PDSA model.	<p>All students at Millbrooke Elementary will be able to successfully complete classwork on or above grade</p>	<p>Common assessments, data tracker review of data tracker monthly at PLC meetings</p>	<p>Grant Funded; KDE Supported(Title I) Instructional Budget Title II General Fund</p>
	KCWP 2: Design and Deliver Instruction	Monthly Vertical PLCs will serve as a formative analysis of student work allowing teachers to discuss levels of student work, identify possible explanations for student performance, and determine options			

Goal 2 Goal 2:By May 2026 and evidenced through state summative assessment results, Millbrooke Elementary School will increase the percentage of students scoring proficient/distinguished in Science, Social Studies, and Writing, across the school’s grade spans, as follows:

Science: Increase the number of students scoring proficient or above in Science from 30% to 33.5%

Writing: Increase the number of students scoring proficient or above in writing from 59.0% to 63.7%

Social Studies: Increase the number of students scoring proficient or above in Social Studies from 41% to 65.3%

Objective	Strategy	Activities	Measure of Success	Progress Monitoring	Funding
	<p>KCWP 4: Review, Analyze, and Interpret Data</p>	<p>for adjusting and strengthening instruction.</p> <p>Implementation of the District Response to Intervention Plan to identify Reading and Math Tier 2 and 3 students and to provide academic support through intentional scheduling.</p> <p>MTSS: Intervention and Enrichment opportunities are provided during SURGE time through 6 week RTI/Data chats with teachers.</p> <p>A Lesson Plan Checklist will be utilized each week to monitor and provide feedback to teachers on standards-aligned, differentiated, and RTI instruction.</p>	level.		
<p>Objective 3: By Spring 2024, Millbrooke Elementary will increase the number of students scoring proficient /distinguished in Social Studies from 41% to 49.1%.</p>	<p>KCWP 1: Design and Deploy Standards</p> <p>KCWP 2: Design and Deliver Instruction</p> <p>KCWP 4: Review, Analyze, and Interpret Data</p>	<p>Teacher active participation in weekly content-focused PLCs following the PDSA model.</p> <p>Monthly Vertical PLCs will serve as a formative analysis of student work allowing teachers to discuss levels of student work, identify possible explanations for student performance, and determine options for adjusting and strengthening instruction.</p> <p>Implementation of the District Response to Intervention Plan to identify Reading and Math Tier 2 and 3 students and to provide academic support through intentional scheduling.</p> <p>MTSS: Intervention and Enrichment opportunities are provided during SURGE time through 6-week RTI/Data chats with</p>	All students at Millbrooke Elementary will be able to successfully complete classwork on or above grade level.	Common assessments, data tracker review of data tracker monthly at PLC meetings	Grant Funded; KDE Supported(Title I) Instructional Budget Title II General Fund KYCL Grant

Goal 2 Goal 2:By May 2026 and evidenced through state summative assessment results, Millbrooke Elementary School will increase the percentage of students scoring proficient/distinguished in Science, Social Studies, and Writing, across the school’s grade spans, as follows:

Science: Increase the number of students scoring proficient or above in Science from 30% to 33.5%

Writing: Increase the number of students scoring proficient or above in writing from 59.0% to 63.7%

Social Studies: Increase the number of students scoring proficient or above in Social Studies from 41% to 65.3%

Objective	Strategy	Activities	Measure of Success	Progress Monitoring	Funding
		teachers. A Lesson Plan Checklist will be utilized each week to monitor and provide feedback to teachers on standards-aligned, differentiated, and RTI instruction.			

3: Achievement Gap

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

Objective	Strategy	Activities	Measure of Success	Progress Monitoring	Funding
<p>Objective 1 By Spring 2024 Millbrooke Elementary will reduce the percentage of students with disabilities scoring novice in Reading from 49% to 44%.</p>	<p>KCWP 1: Design and Deploy Standards KCWP 2: Design and Deliver Instruction KCWP 4: Review, Analyze, and Interpret Data</p>	<p>Teacher active participation in weekly content-focused PLCs following the PDSA model. Monthly Vertical PLCs will serve as a formative analysis of student work allowing teachers to discuss levels of student work, identify possible explanations for student performance, and determine options for adjusting and strengthening instruction. Implementation of the District Response to Intervention Plan to identify Reading and Math Tier 2 and 3 students and to provide academic support through intentional scheduling. MTSS: Intervention and Enrichment opportunities are provided during SURGE time through 6-week RTI/Data chats with teachers. A Lesson Plan Checklist will be utilized each week to monitor and provide feedback to teachers on standards-aligned, differentiated, and RTI instruction. Monthly meetings with the Special Education department and district</p>	<p>All students at Millbrooke Elementary will be able to complete classwork on or above grade level.</p>	<p>MAP data(at least 2Xs a year), data tracker review of data tracker monthly at PLC meetings</p>	<p>Grant Funded; KDE Supported(Title I) Instructional Budget Title II General Fund KYCL Grant</p>

Objective	Strategy	Activities	Measure of Success	Progress Monitoring	Funding
<p>Objective 2 By Spring 2024 Millbrooke Elementary will reduce the percentage of students with disabilities scoring novice in Math from 68% to 63%.</p>	<p>KCWP 1: Design and Deploy Standards KCWP 2: Design and Deliver Instruction KCWP 4: Review, Analyze, and Interpret Data</p>	<p>consultant.</p> <p>Teacher active participation in weekly content-focused PLCs following the PDSA model. Monthly Vertical PLCs will serve as a formative analysis of student work allowing teachers to discuss levels of student work, identify possible explanations for student performance, and determine options for adjusting and strengthening instruction. Implementation of the District Response to Intervention Plan to identify Reading and Math Tier 2 and 3 students and to provide academic support through intentional scheduling. MTSS: Intervention and Enrichment opportunities are provided during SURGE time through 6-week RTI/Data chats with teachers. A Lesson Plan Checklist will be utilized each week to monitor and provide feedback to teachers on standards-aligned, differentiated, and RTI instruction. Monthly meetings with the Special Education department and district consultant.</p>	<p>All students at Millbrooke Elementary will be able to complete classwork on or above grade level.</p>	<p>MAP data(at least 2Xs a year), data tracker review of data tracker monthly at PLC meetings</p>	<p>Grant Funded; KDE Supported(Title I) Instructional Budget Title II General Fund KYCL Grant</p>

4: English Learner Progress

Goal 4 (State your English Learner goal.): 4: By May 2026 and evidenced through state summative assessment results, Millbrooke Elementary School will increase the percentage of students scoring proficient/distinguished with our English learners in Reading from 31% to 59.7%

Objective	Strategy	Activities	Measure of Success	Progress Monitoring	Funding
<p>Objective 1 By Spring 2024, Millbrooke Elementary will increase the percentage of English Learners scoring proficient/distinguished in Reading from 31 % to 35 %.</p>	<p>KCWP 1: Design and Deploy Standards KCWP 2: Design and Deliver Instruction KCWP 4: Review, Analyze, and Interpret Data</p>	<p>Teacher active participation in weekly content-focused PLCs following the PDSA model. Monthly Vertical PLCs will serve as a formative analysis of student work allowing teachers to discuss levels of student work, and identify possible explanations for student performance, and determine options for adjusting and strengthening instruction. Implementation of the District Response to Intervention Plan to identify Reading and Math Tier 2 and 3 students and to provide academic support through intentional scheduling. MTSS: Intervention and Enrichment opportunities are provided during SURGE time through 6-week RTI/Data chats with teachers. A Lesson Plan Checklist will be utilized each week to monitor and provide feedback to teachers on standards-aligned, differentiated, and RTI instruction. Weekly work with the ESL teacher</p>	<p>All EL students at Millbrooke Elementary will be able to successfully score a 4.5 or higher on the yearly ACCESS test.</p>	<p>MAP data(at least 2Xs a year), data tracker review of data tracker monthly at PLC meetings</p>	<p>Title III General Fund KYCL Grant</p>

5: Quality of School Climate and Safety

Goal 5 By May 2026 and evidenced through state summative assessment results, Millbrooke Elementary School will increase the overall index of the Quality of School Climate and Safety from 68.9(Low Orange Status) to 89 (Very High Blue Status):					
Objective	Strategy	Activities	Measure of Success	Progress Monitoring	Funding
Objective 1 By May 2024, Millbrooke Elementary School will increase the overall index from 68.1(Low Orange Status) to 77.0 (Blue status)	KCWP 6: Establish Learning Culture and Environment	Monthly meetings with the student advisory committee. Monthly surveys pushed out and reviewed with students in January, February, and March. Data rollout to faculty and staff to ensure necessary adjustments are made after review of survey data. Monthly safety drills are conducted. Work with FRC to hold assemblies to promote safety and kindness to other.	All students at Millbrooke Elementary feel that the climate and safety is acceptable.	Monthly surveys to be pushed out and reviewed with students in January, February, and March.	General Fund Safe Schools Grants School Security Grant Funds

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:</p> <ol style="list-style-type: none"> 1. Attending monthly Instructional Leadership Team Meetings (ILT). Instructional Leadership Team meetings will feature a dedicated workspace and time for the Special Education department to work with principals and leadership teams around new and/or existing strategies and methods to ensure our students with disabilities receive the latest evidence-based instruction. In addition, work time and collaboration time will be provided each month during ILT meetings. 2. Monthly meetings with the administration and the assigned special education consultant and/or DoSE will be held to discuss building-level concerns, education on issues, and or specialized information about students with disabilities will be shared. 3. Attending monthly CCPS Equity Committee meetings to learn and apply equity practices for students with disabilities.
<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:</p> <p>Through an examination of resource inequities, it was discovered that there was not enough support for evidence-based practices for our Special Education teachers. As a result, it could be that our special education population underperformed in KSA and did not meet performance expectations. To remedy this situation, special education staff will have more access to the Special Education Consultants. The Consultant will be available to special education staff weekly. During this time together, the Consultant will coach, monitor observe, and provide classroom support to Special Education teachers related to evidence-based practices for students with disabilities.</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:</p> <p>The process used to review the learning culture related to Special Education was an examination of observations, resources, and student work. As a result, it was found that students in resource settings were less likely to have access to standards-based instruction and assessments, which could have been a contributing factor to the special education student's underperformance on KSA. As a result, the following actions will be implemented to ensure students with disabilities have access to grade level standards instruction and are assessed used assessments aligned to grade-level assessments:</p> <p>Engage Special Education teachers in PLCs and other professional learning to develop their capacity to teach and assess grade-level standards</p> <p>Conduct observations of students with disabilities will include analysis of instructional and assessment tasks, with an expectation there should be a balance of IEP skills and grade-level work</p>

Implement standards-based benchmark/MAP assessments 3x per year to monitor and inform student learning
Establish and regularly utilize “assessment buddies” to ensure approved assessment accommodations are provided for each student

Targeted Subgroups and Evidence-Based Interventions:

Consider: Identify the areas of need revealed by the analysis of academic and non-academic data that will be addressed through CSIP activities for your targeted subgroup(s). What evidence-based practice(s) will the school incorporate that specifically targets the subgroup(s) achievement that contributed to the TSI identification? How will we monitor the evidence-based practice to ensure it is implemented with fidelity?

Response:
The area of need revealed by the analysis of academic and non-academic data that is addressed through CSIP activities is reading proficiency for our Special Education population. The evidence-based practice that will target reading for our students with disabilities is

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

TSI/ATSI Evidence-based Practices

The Every Student Succeeds Act (2015) created new expectations for evidence-based decision making at school and district levels. More specific information regarding evidence-based practices (EBP) and requirements can be found on the Kentucky Department of Education’s [Evidence-based Practices website](#). 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
Train staff to implement inductive teaching strategies.	Hattie, J. (2009). Visible Learning: a synthesis of over 800 meta-analyses relating to achievement. Routledge: New York, NY.	<input checked="" type="checkbox"/>
Evidence-based instructor practices: Train staff on teaching self-efficacy to students	Fisher, et al., 2016; Mathisen & Bronnick, 2009; Silver & Stafford, 2017	<input type="checkbox"/>
		<input type="checkbox"/>
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