MLK 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

1: State Assessment Results in reading and mathematics

Goal 1 (State your reading and math goal.):The percentage of students scoring proficient or higher in math and reading will increase from 27.5% in 2022 to 42.85% in 2025 as measured by KSA.

Objective	Strategy	Activities	Measure of Success	Progress Monitoring	Funding
Objective 1 The percentage of students scoring proficient or distinguished in reading on KSA will increase from 28% in 2022 to 33.6% in 2023.	KCWP 1: Design and Deploy Standards	Teachers meet weekly with instructional coaches to determine focus standards for instruction.	100% of Lesson Plans 3rd-6th grade will be aligned to KAS	• Weekly LESSON PLAN CHECKLIST (ADMINISTRATION TEAM) • WEEKLY INSTRUCTIONAL COACH FEEDBACK/SCHEDULING FORM (INSTRUCTIONAL COACHES & CURRICULUM SPECIALIST)	No Funding
		Through the PLC process teachers will receive training on how to read, annotate AND DELIVER STANDARDS-BASED INSTRUCTION to students.	100% of Classrooms will have a KAS aligned learning target posted and referred to during the lesson as measured through classroom observations 100% of Lesson Plans 3rd-6th grade will be aligned to KAS.	• Weekly CLASSROOM OBSERVATION SCHEDULE (ADMINISTRATIVE TEAM) • WEEKLY CLASSROOM MONITORING TOOL (ADMINISTRATIVE TEAM)	No Funding
	KCWP 2: Design and Deliver Instruction	Gifted and Talented Students: Students who are identified as gifted and talented will be provided services in alignment with their Gifted Student Services Plan (GSSP).	-Differentiation through content, process, and product occurring within the classroom and through pull out programs. -Cluster leaders provide assistance with identification and coaching teachers in	Schedules of GT enrichment specialists Professional learning sign in sheets from staff trainings led by cluster leaders Cluster leader trainings Progress reports for individual students Assessment data for students who are gifted and talented	GT state grant GT district match

Goal 1 (State your reading and math goal.):The percentage of students scoring proficient or higher in math and reading will increase from 27.5% in 2022 to 42.85% in 2025 as measured by KSA.

Objective	Strategy	Activities	Measure of Success	Progress Monitoring	Funding
			providing individualized services. -Opportunities for students to participate in extracurricular activities or clubs.		
	● KCWP 1: Design and Deploy Standards ● KCWP 2: Design and Deliver Instruction ● KCWP 3: Design and Deliver Assessment Literacy	Implement Into Reading which is a comprehensive evidenced based reading program that includes instruction in phonemic awareness, phonics, fluency, vocabulary, comprehension and writing	-All certified reading teachers and special education teachers receive training in the Into Reading program (beginning of the year, ongoing support from HMH, Friday Tidbits, and virtual professional learning sessions.) -Building leaders receive support through Building Instructional Leadership Team meetings and bi-weekly Into Reading Q & A sessions. -Monitor implementation through classroom observations. -Coaching provided to individual teachers through the school coaching model.	-Universal Screener (MAP)-3x a year -Into Reading Screeners-3x a year -Into Reading Diagnostic Assessments-ongoing (based on screening data) -Into Reading Progress Monitoring Assessments-Weekly/Bi-Weekly -Growth Measure Assessment-3x a year -Weekly and Module Assessments -Benchmark Assessments-2x a year -Kentucky Summative Assessments -District Instructional Reviews	General Fund (Instruction) Title I funds ESSER funds

Goal 1 (State your reading and math goal.):The percentage of students scoring proficient or higher in math and reading will increase from 27.5% in 2022 to 42.85% in 2025 as measured by KSA.

Objective	Strategy	Activities	Measure of Success	Progress Monitoring	Funding
			-Plan/Do/Study/Act PLC -Data Disaggregation		
	KCWP 4: Review, Analyze and Apply Data	Teachers will complete the PDSA tool to analyze student assessment data.	Implementation of PDSA tool	● COMPLETION OF WEEK 1,2,6 OF PDSA PROTOCOL CYCLE DOCUMENTATION (ADMINISTRATION & CURRICULUM SPECIALIST)	Title II
		Teachers will determine remediation and enrichment strategies to use based upon data analysis.	Implementation of PDSA tool	● COMPLETION OF WEEK 1,2,6 OF PDSA PROTOCOL CYCLE DOCUMENTATION (ADMINISTRATION & CURRICULUM SPECIALIST)	No Funding
		MTSS Committee will use data to determine tiered intervention needs	Full implementation of MTSS protocol	● Every six weeks COMPLETION OF TIER 2 & 3 READING AND MATH PROGRESS MONITORING DOCUMENTATION (ADMINISTRATION & DISTRICT INTERVENTION COACH)	ESS Title I Title II
			Full implementation of MTSS protocol	● 3x year, TEACHERS UPDATE DATA TRACKERS TO INCLUDE CLASS MEAN AND INDIVIDUAL STUDENT GROWTH (ADMINISTRATION & CURRICULUM SPECIALIST)	No Funding

Goal 1 (State your reading and math goal.):The percentage of students scoring proficient or higher in math and reading will increase from 27.5% in 2022 to 42.85% in 2025 as measured by KSA.

Objective	Strategy	Activities	Measure of Success	Progress Monitoring	Funding
Objective 2: The percentage of students scoring proficient or distinguished in math on KSA will increase from 27% in 2022 to 32.4% in 2023.	KCWP 1: Design and Deploy Standards	Through the PLC process teachers will receive training on how to read, annotate and deliver the standard to students.	Classroom Observation Lesson Plans	• Weekly CLASSROOM OBSERVATION SCHEDULE (ADMINISTRATIVE TEAM) • WEEKLY CLASSROOM MONITORING TOOL (ADMINISTRATIVE TEAM)	Title II
		Teachers meet weekly with instructional coaches to determine focus standards for instruction.	Lesson Plans	• Weekly LESSON PLAN CHECKLIST (ADMINISTRATION TEAM) • WEEKLY INSTRUCTIONAL COACH FEEDBACK/SCHEDULING FORM (INSTRUCTIONAL COACHES & CURRICULUM SPECIALIST)	No Funding
	KCWP 2: Design and Deliver Instruction	Teachers will implement Eureka Math with fidelity.	Classroom Observation Lesson Plans	• Weekly LESSON PLAN CHECKLIST (ADMINISTRATION TEAM) • WEEKLY EUREKA CLASSROOM OBSERVATION FEEDBACK FROM DISTRICT COACH	No Funding
		Teachers will implement PBIS & Class Dojo to monitor and report classroom behavior.	Classroom Observation	• Weekly CLASSROOM OBSERVATION SCHEDULE (ADMINISTRATIVE TEAM) • DAILY ELECTRONIC MINOR BEHAVIOR FORM (ADMINISTRATION) • BI-MONTLY CLASS DOJO REPORTS (ADMINISTRATION)	No Funding

Goal 1 (State your reading and math goal.):The percentage of students scoring proficient or higher in math and reading will increase from 27.5% in 2022 to 42.85% in 2025 as measured by KSA.

Objective	Strategy	Activities	Measure of Success	Progress Monitoring	Funding
				● WEEKLY TABLEAU BEHAVIOR REPORT (ADMINISTRATION)	
	KCWP 4: Review, Analyze and Apply Data	Math teachers will complete MAP data analysis after the FALL, winter and spring assessment to determine instructional adjustments and determine students who require MTSS interventions.	Full implementation of MTSS protocol	● 3x year, TEACHERS UPDATE DATA TRACKERS TO INCLUDE CLASS MEAN AND INDIVIDUAL STUDENT GROWTH (ADMINISTRATION & CURRICULUM SPECIALIST	No Funding
		Teachers will complete the PDSA tool to analyze student assessment data.	Implementation of PDSA tool	● COMPLETION OF WEEK 1,2,6 OF PDSA PROTOCOL CYCLE DOCUMENTATION (ADMINISTRATION & CURRICULUM SPECIALIST)	No Funding
		Math teachers will disaggregate each unit test from Eureka Math to determine instructional adjustments and determine students for reteach.	Implementation of PDSA tool	● COMPLETION OF WEEK 1,2,6 OF PDSA PROTOCOL CYCLE DOCUMENTATION (ADMINISTRATION & CURRICULUM SPECIALIST)	No Funding

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

Goal 2 (State your science, social studies, and writing goal.): By May 2025 and evidenced through state summative assessment results, Dr. Martin Luther King Jr. 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 8% to 9.6% in May 2025.
Social Studies: Increase the number of students scoring proficient or above in Social Studies from 20% to 24% in May 2025.
Writing: Increase the number of students scoring proficient or above in Writing from 14% to 16.8% in May 2025.

Objective	Strategy	Activities	Measure of Success	Progress Monitoring	Funding
Objective 1 The percent of students scoring proficient or higher in science will increase from 8% in 2022 to 9.6% in 2023 as measured by KSA.	KCWP 1: Design and Deploy Standards	Through the PLC process teachers will receive training on how to read, annotate and deliver the standard to students.	Classroom Observation Lesson Plans	• Weekly CLASSROOM OBSERVATION SCHEDULE (ADMINISTRATIVE TEAM) • WEEKLY CLASSROOM MONITORING TOOL (ADMINISTRATIVE TEAM)	No Funding
		Teachers meet weekly with instructional coaches to determine focus standards for instruction.	Lesson Plans	• Weekly LESSON PLAN CHECKLIST (ADMINISTRATION TEAM) • WEEKLY INSTRUCTIONAL COACH FEEDBACK/SCHEDULING FORM (INSTRUCTIONAL COACHES & CURRICULUM SPECIALIST)	Title I District Title
	KCWP 2: Design and Deliver Instruction	Amplify Implementation: Science teachers will implement the Amplify curriculum as the new curriculum.	Lesson Plans Classroom Observations	• WEEKLY AMPLIFY CLASSROOM OBSERVATION CHECKLIST/FEEDBACK FORM (CURRICULUM SPECIALIST)	General Fund Title I
		All science teachers will receive training from an Amplify representative, as well as online support from Amplify as needed.	After science teachers receive training, teachers will fully implement the curriculum using the online Amplify	• WEEKLY EUREKA CLASSROOM OBSERVATION CHECKLIST/FEEDBACK FORM (CURRICULUM SPECIALIST	General Fund

Goal 2 (State your science, social studies, and writing goal.): By May 2025 and evidenced through state summative assessment results, Dr. Martin Luther King Jr. 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 8% to 9.6% in May 2025.
Social Studies: Increase the number of students scoring proficient or above in Social Studies from 20% to 24% in May 2025.
Writing: Increase the number of students scoring proficient or above in Writing from 14% to 16.8% in May 2025.

Objective	Strategy	Activities	Measure of Success	Progress Monitoring	Funding
		materials and Amplify kits.			
		Teachers will implement PBIS & Class Dojo to monitor and report classroom behavior.	Behavior Reports Class Dojo Reports	• Weekly CLASSROOM OBSERVATION SCHEDULE (ADMINISTRATIVE TEAM) • DAILY ELECTRONIC MINOR BEHAVIOR FORM (ADMINISTRATION) • BI-MONTLY CLASS DOJO REPORTS (ADMINISTRATION) • WEEKLY TABLEAU BEHAVIOR REPORT (ADMINISTRATION)	Title IV
	KCWP 4: Review, Analyze and Apply Data	Science teachers will use assessments from Amplify with fidelity	PDSA Tool	• COMPLETION OF WEEK 1,2,6 OF PDSA PROTOCOL CYCLE DOCUMENTATION (ADMINISTRATION & CURRICULUM SPECIALIST)	No Funding
		Science teachers will analyze data and determine adjustments for instruction.	PDSA Tool	• COMPLETION OF WEEK 1,2,6 OF PDSA PROTOCOL CYCLE DOCUMENTATION (ADMINISTRATION & CURRICULUM SPECIALIST)	No Funding
Objective 2 The percent of students scoring proficient or higher in writing will increase	KCWP 1: Design and Deploy Standards	Through the PLC process teachers will receive training on how to read, annotate and deliver the standard to students.	Classroom Observation Lesson Plans	• Weekly CLASSROOM OBSERVATION SCHEDULE (ADMINISTRATIVE TEAM)	Title II

Goal 2 (State your science, social studies, and writing goal.): By May 2025 and evidenced through state summative assessment results, Dr. Martin Luther King Jr. 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 8% to 9.6% in May 2025.
Social Studies: Increase the number of students scoring proficient or above in Social Studies from 20% to 24% in May 2025.
Writing: Increase the number of students scoring proficient or above in Writing from 14% to 16.8% in May 2025.

Objective	Strategy	Activities	Measure of Success	Progress Monitoring	Funding
from 14% in 2021 to 16.8% in 2022 as measured by KSA.				● WEEKLY CLASSROOM MONITORING TOOL (ADMINISTRATIVE TEAM)	
		Teachers meet weekly with instructional coaches to determine focus standards for instruction.	Lesson Plans	● Weekly LESSON PLAN CHECKLIST (ADMINISTRATION TEAM) ● WEEKLY INSTRUCTIONAL COACH FEEDBACK/SCHEDULING FORM (INSTRUCTIONAL COACHES & CURRICULUM SPECIALIST)	Title II
		Teachers meet weekly with instructional coaches to determine focus standards for instruction.	Lesson Plans	● Weekly LESSON PLAN CHECKLIST (ADMINISTRATION TEAM) ● WEEKLY INSTRUCTIONAL COACH FEEDBACK/SCHEDULING FORM (INSTRUCTIONAL COACHES & CURRICULUM SPECIALIST)	Title II
	KCWP 2: Design and Deliver Instruction	Teachers will implement PBIS & Class Dojo to monitor and report classroom behavior.	Behavior Reports Class Dojo Reports	● Weekly CLASSROOM OBSERVATION SCHEDULE (ADMINISTRATIVE TEAM) ● DAILY ELECTRONIC MINOR BEHAVIOR FORM (ADMINISTRATION) ● BI-MONTLY CLASS DOJO REPORTS (ADMINISTRATION)	Title IV

Goal 2 (State your science, social studies, and writing goal.): By May 2025 and evidenced through state summative assessment results, Dr. Martin Luther King Jr. 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 8% to 9.6% in May 2025.
Social Studies: Increase the number of students scoring proficient or above in Social Studies from 20% to 24% in May 2025.
Writing: Increase the number of students scoring proficient or above in Writing from 14% to 16.8% in May 2025.

Objective	Strategy	Activities	Measure of Success	Progress Monitoring	Funding
				• WEEKLY TABLEAU BEHAVIOR REPORT (ADMINISTRATION)	
		Teachers will provide exemplary model of writing for student analysis	Upon completion of specified unit	• Weekly CLASSROOM OBSERVATION SCHEDULE (ADMINISTRATIVE TEAM) • WEEKLY CLASSROOM MONITORING TOOL (ADMINISTRATIVE TEAM)	No funding
		Teachers will provide individualized feedback during the writing process	on completion of specified unit	• Weekly CLASSROOM OBSERVATION SCHEDULE (ADMINISTRATIVE TEAM) • WEEKLY CLASSROOM MONITORING TOOL (ADMINISTRATIVE TEAM)	No funding
Objective 3 The percent of students scoring proficient or higher in social studies will increase from 20% in 2022 to 24% in 2023 as measured by KSA.	KCWP 1: Design and Deploy Standards	Through the PLC process teachers will receive training on how to read, annotate and deliver the standard to students.	Classroom Observation Lesson Plans	• Weekly CLASSROOM OBSERVATION SCHEDULE (ADMINISTRATIVE TEAM) • WEEKLY CLASSROOM MONITORING TOOL (ADMINISTRATIVE TEAM)	Title II
		Teachers meet weekly with instructional coaches to determine focus standards for instruction.	Lesson Plans	• Weekly LESSON PLAN CHECKLIST (ADMINISTRATION TEAM) • WEEKLY INSTRUCTIONAL COACH FEEDBACK/SCHEDULING FORM	Title II

Goal 2 (State your science, social studies, and writing goal.): By May 2025 and evidenced through state summative assessment results, Dr. Martin Luther King Jr. 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 8% to 9.6% in May 2025.
Social Studies: Increase the number of students scoring proficient or above in Social Studies from 20% to 24% in May 2025.
Writing: Increase the number of students scoring proficient or above in Writing from 14% to 16.8% in May 2025.

Objective	Strategy	Activities	Measure of Success	Progress Monitoring	Funding
				(INSTRUCTIONAL COACHES & CURRICULUM SPECIALIST)	
		Teachers meet weekly with instructional coaches to determine focus standards for instruction.	Lesson Plans	● Weekly LESSON PLAN CHECKLIST (ADMINISTRATION TEAM) ● WEEKLY INSTRUCTIONAL COACH FEEDBACK/SCHEDULING FORM (INSTRUCTIONAL COACHES & CURRICULUM SPECIALIST)	Title II

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 Identify GAP students and monitor their progress towards proficiency using formative assessments. Combined Reading and Math increase from 8% in 2022 to 9.6% by 2023.	KCWP3: Design and Deliver Deliver Assessment Literacy	Math MAP/Reading MAP - The teachers will learn how to use all the resources and reports from Math MAP and Reading MAP data to plan instruction for differentiation and to monitor growth.	Growth in Math Domains and Lexile Scores Data Tracking Document	Ongoing	No Funding Required
		Create formative and summative assessments that are aligned to KAS standards.			
	KCWP4: Review, Analyze and Apply Data	Develop and clearly defined MTSS school wide process with checklists, and documentation tools, including such information as service frequency, intervention programs/strategies, SMART goal measurement, and progress monitoring checks.	Increase in percentile measured by progress monitoring data collected bi-monthly for tier 2 and weekly for tier 3 students	Ongoing	No funding required
		Develop and deploy a PLC protocol with an effective cyclical process for standards deconstruction, designing of assessment measures, resources sharing and	PLC Documents	Weekly PLC Cycle	No funding required

Objective	Strategy	Activities	Measure of Success	Progress Monitoring	Funding
		collaborative lesson creation, and analysis of data.			
	KCWP6: Establishing Learning Culture and Environment	Ensure the expectations of students are clearly defined, and that group norms have been established in the classroom.	Reduction of behavioral referrals	Monthly Discipline Data	No Funding Required

4: English Learner Progress

Goal 4 (State your English Learner goal.): **Each EL student will progress at least two levels on the ACCESS assessment by May 2023.**

Objective	Strategy	Activities	Measure of Success	Progress Monitoring	Funding
Objective 1 Identify EL students and monitor their progress towards proficiency using formative assessments.	KCWP3: Design and Deliver Deliver Assessment Literacy	Math MAP/Reading MAP - The teachers will learn how to use all the resources and reports from Math MAP and Reading MAP data to plan instruction for differentiation and to monitor growth.	Growth in Math Domains and Lexile Scores Data Tracking Document	Ongoing	No funding required
		Create formative and summative assessments that are aligned to KAS standards.			
		Explicitly connecting learning to prior knowledge and experience.			
		Utilize graphic organizers.			
	KCWP4: Review, Analyze and Apply Data	Develop and clearly defined MTSS school wide process with checklists, and documentation tools, including such information as service frequency, intervention programs/strategies, SMART goal measurement, and progress monitoring checks.	Increase in percentile measured by progress monitoring data collected bi-monthly for tier 2 and weekly for tier 3 students	Ongoing	No funding required
		Develop and deploy a PLC protocol with an effective cyclical process for standards deconstruction, designing of assessment measures, resources sharing and collaborative lesson creation, and analysis of data.	PLC Documents	Weekly PLC Cycle	No funding required

5: Quality of School Climate and Safety

Goal 5 (State your climate and safety goal.): MLK Quality of School Climate and Safety indicator will increase from 66.9 in 2022 to 88 in 2026.

Objective	Strategy	Activities	Measure of Success	Progress Monitoring	Funding
Objective 1 The percentage of students that say "students being mean or hurtful to other students is NOT a problem for this school" will increase from 33.4 to 40.08.	KCWP 6: Establishing Learning Culture and Environment	Consistent implementation of PBIS and CHAMPs throughout whole/small group instruction, common areas, and transitions to ensure positive behavior.	BRTI Plan	Major/Minor Referrals	No Funding Required
Objective 2 The percentage of students that say "Adults from my school stay calm when dealing with bad behavior" will increase from 44.3 to 53.16		The Student Advisory Council will meet bi-monthly with the principal to discuss the three objectives and share ways to improve in each area.	Meeting Agendas		
Objective 3 The percentage of students that say "Students being mean or hurtful to other students online is NOT a problem for my school" will increase from 49.2 to 59.04.		During PE, 3rd - 6th grade students will discuss the Quality of School Climate and Safety Survey questions with the teacher to ensure that all students are aware of the meaning and intent of each question. Students will practice taking the survey each month.	Tentative survey results	Practice survey data	

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

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

Components of Turnaround Leadership Development and Support:
Consider: How will you ensure that school leadership has or develops the skills and disposition to achieve accelerated, meaningful, and sustainable increases in student achievement for underperforming subgroups?
Response:
School leadership will develop the skills and dispositions to achieve accelerated meaningful and sustainable increases in underperforming subgroups by:

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.
4. SPED Strategic Plan.docx

Identification of Critical Resources Inequities:
Consider: Describe the process used to review the allocation and use of resources (people, time, and money), any resource inequities that were identified that may contribute to underperformance, and how identified resource inequities will be addressed.
Response:
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 on 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 on a weekly basis. During this time together, the Consultant will coach, monitor and observe and provide classroom support to Special Education teachers related to evidence-based practices for students with disabilities.
After conducting an instructional resource audit of reading and math instructional materials, it was determined that some teachers of students with disabilities were not utilizing high quality instructional materials during resource instruction. Additionally, SPED teachers demonstrated professional learning needs related to the implementation of the HQIRs used in the regular education setting. To address this instructional inequity, the HQIRs will be provided to all SPED staff along with implementation professional learning and support.

Additional Actions That Address the Causes of Consistently Underperforming Subgroups of Students
Consider: Describe the process used to review the learning culture related to your targeted subgroup(s) and any additional actions that were determined to address the causes of underperformance.
Response:
The process used to review the learning culture related to 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:

Engage Special Education teachers in PLCs and other professional learning to develop their capacity to teach and assess grade-level standards

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

Implement standards-based benchmark 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 (possible EBP's)EBP for CDIP …… This will be monitored through weekly PLC meetings, through data analysis following each round of MAP/Benchmark testing 3 times per year, and through classroom observations.

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

TSI/ATSI Evidence-based Practices

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

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

Evidence-based Activity		Evidence Citation	Uploaded in eProve
Co-Teaching	☒	Miller, C., & Oh, K. (2013). The Effects of Professional Development on Co-Teaching for Special and General Education Teachers and Students. Journal of Special Education Apprenticeship, 2(1).	☒
	☐		☐

Evidence-based Activity	Evidence Citation	Uploaded in eProve
Clarifying Learning Goals KDE EBIP Clarifying and Sharing Clear Learning Goals	In order to improve student outcomes, the teacher needs to ensure that students have clarity in what they are learning. Research shows that when teachers help students understand what they are learning, why they are learning it and how they will know if they have learned, student achievement increases (Fisher, Frey, Amador, & Assof, 2019). Teachers help students gain this clarity by consistently clarifying and sharing the learning goals, relevance and success criteria as a part of ongoing instruction each day. In order for students to commit to learning, research shows they must first understand what they are supposed to learn and why they are being asked to learn it. Then, once students see the value in the learning, they must believe they can actually learn it and know what it looks like when they get there. Ultimately, to commit to learning, students need to tell themselves two things: (1) This is interesting and important, and (2) I believe I can learn/master it (Goodwin, 2020)	☐
Explicit Direct Instruction and Modeling KDE EBIP Explicit Direct Instruction and Modeling	Explicit teaching and modeling are two interrelated evidence-based instructional practices. (TNTP, 2018;Hattie, et al., 2021). Explicit teaching is a system of step-by-step instructional approaches in which teachers examine the individual elements they are planning to teach and continually check for student understanding. Two essential instructional approaches within the explicit teaching system are direct instruction and modeling (Ashman, 2021). Research studies support teaching learning strategies explicitly as a student-centered approach. One such study by the National Literacy Panel (2006) found that interactive approaches to student learning are more effective when combined with direct approaches which provide explicit and direct teaching of specific skills or knowledge (August & Shanahan, 2006; Moore, 2010)	☐

PLCs and Teacher Coaching	PLCs We will use PLCs to create a collaborative culture of continuous improvement that produces evidence, including measurable results of improving student learning. https://ies.ed.gov/ncee/edlabs/regions/midatlantic/app/Docs/TechnicalAssistance/3_32_8_EE4_Creating_and_Sustaining_Professional_Learning_Communities.pdf Professional Development Create a collaborative culture of continuous improvement that produces evidence, including measurable results of improving professional practice.https://ies.ed.gov/ncee/edlabs/regions/southwest/pdf/rel_2007033.pdf Teacher Coaching Create a collaborative culture of continuous improvement that produces evidence, including measurable results of improving professional practice. https://scholar.harvard.edu/files/mkraft/files/kraft_blazar_hogan_2016_teacher_coaching_meta-analysis_wp_w_appendix.pdf Teacher Coaching Create a collaborative culture of continuous improvement that produces evidence, including measurable results of improving professional practice. https://pdfs.semanticscholar.org/20df/fba41f9f32afaf0f2f75f15e2523317e3084.pdf?_ga=2.92918046.2057072060.1580493694-2106497335.1580493694 A correlation exists between efficient professional learning communities and teacher coaching. "The report finds that teachers who receive substantial professional development—an average of 49 hours in the nine studies—can boost their students' achievement by about 21 percentile points." PLCs influence positive culture amongst teachers. "....in schools with higher levels of collaborative activities [teachers] are more likely than others to have high levels of career satisfaction (68% vs. 54% very satisfied)." "More specific attention to the school's culture for collaboration and continuous improvement and necessary structures are likely to increase the effects of coaching." Thus, teacher coaching will impact instruction, student achievement, and at-large the culture of collaboration. "Overall finding was that the idea of a PLC is worth pursuing as a means of promoting school and system-wide capacity building for sustainable improvement and pupil learning."	☐

Evidence-based Activity	Evidence Citation	Uploaded in eProve
	The cited report "report finds that teachers who receive substantial professional development—an average of 49 hours in the nine studies— can boost their students' achievement by about 21 percentile points.' Highlights teacher coaching as a "promising alternative" to "traditional" professional development. "Coaching, either alone or in conjunction with other forms of professional learning, has a significant effect on teaching practice and student achievement." The Professional Learning Community and Teacher Coaching processes will promote and ensure congruence between learning targets, high yield instructional strategies, and assessment outcomes to improve student learning.	