

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.

- **Maintain and improve reading and math scores overall**
- **Improve all of our separate academic indicators**
- **Improve our scores for our students with disabilities in all areas**

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

- **Review and conduct cyclic curriculum reviews / checks within PL**
- **Determine if assignments / activities / assessments reflect the learning targets students have had the opportunity to learn**
- **Increase collaboration in deconstructing standards and developing congruent learning targets**

KCWP 2 – Design and Deliver Instruction

- **Ensures congruency is present between standards, learning targets, and assessment measures**
- **Use formative and summative evidence to inform what comes next for individual students and groups of students**

KCWP 3 – Design and Deliver Assessment Literacy -

- **Ensure that all assessments evolve from high-quality content standards and best evaluate student learning**
- **Ensure formative assessment practices allow students to understand where they are going, where they are currently are, and how they can close the gap**
- **Create intentional opportunities for students to receive and offer effective feedback during learning**

Indicator Scores

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

Indicator	Status	Change
State Assessment Results in reading and mathematics	65.4	8.2
State Assessment Results in science, social studies and writing	58.3	7.4
English Learner Progress	suppressed	suppressed
Quality of School Climate and Safety	72.5	1.5
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

<p>Goal 1 (State your reading and math goal.): Pembroke Elementary will increase the percentage of students scoring proficient or better to 57.8% in reading by spring of 2026. Pembroke Elementary will increase the percentage of students scoring proficient or better to 57.2% in math by spring of 2026.</p>					
Objective	Strategy	Activities	Measure of Success	Progress Monitoring	Funding
<p>Objective 1: Pembroke Elementary will increase the percentage of proficient or above in reading from 49% to 52.8% as measured by KSA by May 2024.</p>	<p>Teacher Capacity KCWP 1: Design and Deploy standards KCWP 2: Design and Deliver Instruction</p>	<ul style="list-style-type: none"> • Create, communicate and use the KY Framework for Teaching walkthrough with both admin and teachers using the instrument. It will first be done only by admin and then also be used in PLCs by teachers. • Continue to implement and monitor an evidence based reading program (Into Reading) in grades K-5 that includes instruction in phonemic awareness, phonics, fluency, vocabulary, comprehension and writing. • Plan vertical opportunities for teachers to learn from and support each other across content areas. • Continue to provide strong models and coaching support to build teacher capacity through CS, district coaches, admin support and PLC work. 	<ul style="list-style-type: none"> • Improved student achievement due to teachers teaching to the rigor of standards better and having more strategies to engage students in the standards. • Student achievement will improve based upon teachers utilizing a balanced literacy curriculum across grade levels. 	<ul style="list-style-type: none"> • All teachers every 2 to 3 weeks will be observed using the Ky Framework for Teaching instrument to increase indicator scores. • Analyzation from observations will be used for individual teacher coaching on select indicators, to drive PLC conversations, and whole staff PD around needs. • PLC agendas • Lesson Plans • Observation instruments 	<ul style="list-style-type: none"> • Title I funds • KYCL Grant • General
	<p>Professional Development KCWP 2- Design and Deliver Instruction</p>	<ul style="list-style-type: none"> • Professional development at the beginning of the year and through the year around IEP implementation and accommodations • Through PLC work and instructional planning, continue with KAGAN structures and 	<ul style="list-style-type: none"> • Teachers will have a better understanding of strategies to use in the classroom for our students with disabilities therefore increasing their 	<ul style="list-style-type: none"> • Agendas (PD / PLC) • Lesson Plans • KYCL Learning Logs • Observation Instruments 	<ul style="list-style-type: none"> • Title I funds • KYCL Grant • General

Goal 1 (State your reading and math goal.):
 Pembroke Elementary will increase the percentage of students scoring proficient or better to 57.8% in reading by spring of 2026.
 Pembroke Elementary will increase the percentage of students scoring proficient or better to 57.2% in math by spring of 2026.

Objective	Strategy	Activities	Measure of Success	Progress Monitoring	Funding
		<p>questioning routines as well as success criteria from Clarity for Learning to further develop student ownership of learning.</p> <ul style="list-style-type: none"> ● All certified teachers participate in KYCL professional learning opportunities around literacy in all content areas ● Build capacity of teachers from multiple grade levels and content areas around the 50+ strategies for cognitive engagement by Rebecca Stobaugh in order to create a train-the-trainer model for engagement 	<p>engagement in the classroom</p> <ul style="list-style-type: none"> ● Teachers will have more engagement and questioning strategies to pull from in planning therefore increasing student engagement in the classroom ● Teachers will have a better understanding of the rigor of the standards and therefore be taught with a high level of fidelity. ● Students will be able to track and monitor their progress toward the standards by using the success criteria. ● Student achievement will improve based upon teachers utilizing a balanced literacy curriculum across grade levels 		

Goal 1 (State your reading and math goal.):
 Pembroke Elementary will increase the percentage of students scoring proficient or better to 57.8% in reading by spring of 2026.
 Pembroke Elementary will increase the percentage of students scoring proficient or better to 57.2% in math by spring of 2026.

Objective	Strategy	Activities	Measure of Success	Progress Monitoring	Funding
	<p>PLC / Instruction & Assessment Design</p> <p>KCWP 1: Design and Deploy standards</p> <p>KCWP 2: Design and Deliver Instruction</p>	<ul style="list-style-type: none"> • Planning of intentional and rigorous standards-based instruction and assessments using the district pacing documents, assignment review protocol, following the Plan, Do, Study, Act model with a focus on standards alignment of the assessment and high quality instructional resources. • Students will receive differentiated instruction based on level of need. • 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). 	<ul style="list-style-type: none"> • Improved student achievement due to teachers teaching to the rigor of standards better and having more strategies to engage students in the standards. • 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 providing individualized services. 	<ul style="list-style-type: none"> • PLC agendas and minutes • Lesson plans • Observation instruments • Student work samples • Schedules of GT enrichment specialists • Assessment data for students who are gifted and talented 	<ul style="list-style-type: none"> • General • Title 1
	<p>KCWP 3: Design and Deliver Assessment Literacy</p> <p>KCWP 4: Review, Analyze, and Apply data results.</p>	<ul style="list-style-type: none"> • Train teachers on how to best use the district benchmark assessment system for both benchmarks and creating daily formative assessments. • Administer the district benchmark assessment and use the KSA calculator to track and monitor progress toward goals • Implement and monitor Reading Improvement Plans for K-3 students performing 	<ul style="list-style-type: none"> • Teachers will be able to have a better prediction of how students will perform on the KSA assessment and their progress toward proficiency on standards 	<ul style="list-style-type: none"> • Assessments • Tracking Documents • Calculators • Reading Improvement Plans 	<ul style="list-style-type: none"> • General • Title 1

Goal 1 (State your reading and math goal.): Pembroke Elementary will increase the percentage of students scoring proficient or better to 57.8% in reading by spring of 2026. Pembroke Elementary will increase the percentage of students scoring proficient or better to 57.2% in math by spring of 2026.					
Objective	Strategy	Activities	Measure of Success	Progress Monitoring	Funding
		below the 30th percentile on our Universal Screener (MAP)			
Objective 2: Pembroke Elementary will increase the percentage of proficient or above in math from 44.8% to 52.2% as measured by KSA by May 2024.	Teacher Capacity KCWP 1: Design and Deploy standards KCWP 2: Design and Deliver Instruction	<ul style="list-style-type: none"> • Create, communicate and use the KY Framework for Teaching walkthrough with both admin and teachers using the instrument. It will first be done only by admin and then also be used in PLCs by teachers. • Plan vertical opportunities for teachers to learn from and support each other across content areas. • Continue to provide strong models and coaching support to build teacher capacity through CS, district coaches, admin support and PLC work. 	<ul style="list-style-type: none"> • Improved student achievement due to teachers teaching to the rigor of standards better and having more strategies to engage students in the standards. 	<ul style="list-style-type: none"> • All teachers every 2 to 3 weeks will be observed using the Ky Framework for Teaching instrument to increase indicator scores. • Analyzation from observations will be used for individual teacher coaching on select indicators, to drive PLC conversations, and whole staff PD around needs. • PLC agendas • Lesson Plans • Observation instruments 	<ul style="list-style-type: none"> • Title I funds • General
	Professional Development KCWP 2- Design and Deliver Instruction	<ul style="list-style-type: none"> • Professional development at the beginning of the year and through the year around IEP implementation and accommodations • Through PLC work and instructional planning, continue with KAGAN structures and questioning routines as well as success criteria from Clarity for Learning to further develop student ownership of learning. • All certified teachers participate in KYCL professional learning 	<ul style="list-style-type: none"> • Teachers will have a better understanding of strategies to use in the classroom for our students with disabilities therefore increasing their engagement in the classroom • Teachers will have more engagement and questioning strategies to pull from in planning therefore 	<ul style="list-style-type: none"> • Agendas (PD and PLC) • Lesson Plans • KYCL Learning logs • Observation Instruments 	<ul style="list-style-type: none"> • Title I funds • General

Goal 1 (State your reading and math goal.):
 Pembroke Elementary will increase the percentage of students scoring proficient or better to 57.8% in reading by spring of 2026.
 Pembroke Elementary will increase the percentage of students scoring proficient or better to 57.2% in math by spring of 2026.

Objective	Strategy	Activities	Measure of Success	Progress Monitoring	Funding
		opportunities around literacy in all content areas <ul style="list-style-type: none"> Send a math group to KCM training Build capacity of teachers from multiple grade levels and content areas around the 50+ strategies for cognitive engagement by Rebecca Stobaugh in order to create a train-the-trainer model for engagement 	increasing student engagement in the classroom <ul style="list-style-type: none"> Teachers will have a better understanding of the rigor of the standards and therefore be taught with a high level of fidelity. Students will be able to track and monitor their progress toward the standards by using the success criteria. Student achievement will improve 		
	PLC / Instruction & Assessment Design KCWP 1: Design and Deploy standards KCWP 2: Design and Deliver Instruction	<ul style="list-style-type: none"> Planning of intentional and rigorous standards-based instruction and assessments using the district pacing documents, assignment review protocol, following the Plan, Do, Study, Act model with a focus on standards alignment of the assessment and high quality instructional resources. Students will receive differentiated instruction based on level of need. 	<ul style="list-style-type: none"> Improved student achievement due to teachers teaching to the rigor of standards better and having more strategies to engage students in the standards. Differentiation through content, process, and product occurring within the 	<ul style="list-style-type: none"> PLC agendas and minutes Lesson plans Observation instruments Fact Fluency tests and tracking of progress Student work samples Schedules of GT enrichment specialists Assessment data for students who are gifted and talented 	<ul style="list-style-type: none"> General Title 1

Goal 1 (State your reading and math goal.):
 Pembroke Elementary will increase the percentage of students scoring proficient or better to 57.8% in reading by spring of 2026.
 Pembroke Elementary will increase the percentage of students scoring proficient or better to 57.2% in math by spring of 2026.

Objective	Strategy	Activities	Measure of Success	Progress Monitoring	Funding
		<ul style="list-style-type: none"> Implement fluency strategies and competitions across grade levels (addition / subtraction - 1st/2nd; multiplication / division - 3rd to 6th) 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). 	classroom and through pull out programs. <ul style="list-style-type: none"> Cluster leaders provide assistance with identification and coaching teachers in providing individualized services. 		
	KCWP 3: Design and Deliver Assessment Literacy KCWP 4: Review, Analyze, and Apply data results.	<ul style="list-style-type: none"> Train teachers on how to best use the district benchmark assessment system for both benchmarks and creating daily formative assessments. Administer the district benchmark assessment and use the KSA calculator to track and monitor progress toward goals 	<ul style="list-style-type: none"> Teachers will be able to have a better prediction of how students will perform on the KSA assessment and their progress toward proficiency on standards. 	<ul style="list-style-type: none"> Assessments Tracking Documents Calculators 	<ul style="list-style-type: none"> General Title 1

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

Goal 2 (State your science, social studies, and writing goal.): Pembroke Elementary will increase the percentage of students scoring proficient or better to 46.6% in science by spring of 2026. Pembroke Elementary will increase the percentage of students scoring proficient or better to 54.2% in social studies by spring of 2026. Pembroke Elementary will increase the percentage of students scoring proficient or better to 55% in writing by spring of 2026.					
Objective	Strategy	Activities	Measure of Success	Progress Monitoring	Funding
Objective 1: Pembroke Elementary will increase the percentage of proficient or above in science from 28% to 40.3% as measured by KSA by May 2024.	KCWP1: Design and Deploy Standards KCWP3: Design and Deliver Assessment Literacy	<ul style="list-style-type: none"> See activities listed in the reading/math area. In order to help achieve the activities listed, our teachers utilize Amplify Science in grades K-5 and Stemsopes in grade 6. These high quality instructional resources are engaging to students and meet the rigor of the standards. All certified teachers participate in KYCL professional learning opportunities around literacy in all content areas 	<ul style="list-style-type: none"> See measures of success in reading and math area. 	<ul style="list-style-type: none"> See progress monitoring in reading and math area. 	<ul style="list-style-type: none"> See funding in reading and math area.
Objective 2: Pembroke Elementary will increase the percentage of proficient or above in social studies from 30% to 48.8% as measured by KSA by May 2024.	KCWP1: Design and Deploy Standards KCWP3: Design and Deliver Assessment Literacy	<ul style="list-style-type: none"> See activities listed in the reading/math area. Teachers will participate in Social Studies specific PD and build on that work throughout the year through weekly PLC and vertical PLC work to meet the rigor of the Social Studies standards through inquiry lessons, compelling questions, and supporting questions. 	<ul style="list-style-type: none"> See measures of success in reading and math area. 	<ul style="list-style-type: none"> See progress monitoring in reading and math area. 	<ul style="list-style-type: none"> See funding in reading and math area.

Goal 2 (State your science, social studies, and writing goal.):
 Pembroke Elementary will increase the percentage of students scoring proficient or better to 46.6% in science by spring of 2026.
 Pembroke Elementary will increase the percentage of students scoring proficient or better to 54.2% in social studies by spring of 2026.
 Pembroke Elementary will increase the percentage of students scoring proficient or better to 55% in writing by spring of 2026.

Objective	Strategy	Activities	Measure of Success	Progress Monitoring	Funding
Objective 3: Pembroke Elementary will increase the percentage of proficient or above in combined writing from 48% to 51% as measured by KSA by May 2024	KCWP1: Design and Deploy Standards KCWP3: Design and Deliver Assessment Literacy	<ul style="list-style-type: none"> ● See activities listed in the reading/math area. ● Teachers will participate in Writing across content for various purposes and modes PD and build on that work throughout the year through weekly PLC and vertical PLC work to incorporate writing in all content areas. 	<ul style="list-style-type: none"> ● See measures of success in reading and math area. 	<ul style="list-style-type: none"> ● See progress monitoring in reading and math area. 	<ul style="list-style-type: none"> ● See funding in reading and math area.

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 Decrease the percentage of students with disabilities scoring novice in reading from 52% to 50% by May of 2024 as measured by KSA.</p>	<p>KCWP 5: Design, Align, Deliver, Support Processes</p>	<ul style="list-style-type: none"> Continue to provide IEP implementation and accommodations training with practice during the year to our staff that will help with accommodations through faculty meetings and sending special ed tips out in our weekly newsletter. 	<ul style="list-style-type: none"> We will move our students with disabilities and decrease our novice percentage. 	<ul style="list-style-type: none"> Faculty meeting agendas Weekly Pembroke Happenings 	<ul style="list-style-type: none"> General Title
		<ul style="list-style-type: none"> Intentional planning for RTI / MTSS instruction and the progress monitoring of the intervention 		<ul style="list-style-type: none"> RTI list and schedules Lesson plans PLC notes 	
		<ul style="list-style-type: none"> Resource teachers will collaborate with grade level teachers in weekly PLC meetings and monthly vertical PLC meetings with other resource teachers for scheduling, planning instruction and support around content and specific needs. 		<ul style="list-style-type: none"> PLC notes 	
		<ul style="list-style-type: none"> Identify / name and claim bubble students and students with disabilities, making sure to be intentional with 		<ul style="list-style-type: none"> Name and claim list Goal Monitoring 	

Objective	Strategy	Activities	Measure of Success	Progress Monitoring	Funding
		<p>intervention strategies and goal monitoring.</p> <ul style="list-style-type: none"> • During the scrimmage test making sure that our students with disabilities have the same accommodator as much as possible in order to build a relationship and work with each other on learning and implementing the accommodations. 		<ul style="list-style-type: none"> • Accommodator list and the schedule and for the scrimmage testing. 	

4: English Learner Progress

Goal 4 (State your English Learner goal.): Each EL student will progress at least 2 levels on the ACCESS assessment by May 2026.					
Objective	Strategy	Activities	Measure of Success	Progress Monitoring	Funding
Objective 1: Each EL student will progress at least 1 level on the ACCESS assessment by May 2024.	See Achievement Gap Goal as all those activities apply here as well except they are specific to ELL students	See Achievement Gap Goal as all those activities apply here as well except they are specific to ELL students	See Achievement Gap Goal as all those activities apply here as well except they are specific to ELL students	See Achievement Gap Goal as all those activities apply here as well except they are specific to ELL students	See Achievement Gap Goal as all those activities apply here as well except they are specific to ELL students

5: Quality of School Climate and Safety

Goal 5 (State your climate and safety goal.): Pembroke Elementary will have an index of 83 or higher, which will be a blue level by Spring of 2026.					
Objective	Strategy	Activities	Measure of Success	Progress Monitoring	Funding
<p>Objective 1: By spring of 2024, Pembroke Elementary will increase the index on the KSA student survey from an index of 74 to an index of 77.</p>	<p>KCWP3:Assessment Literacy KCWP 6:Establishing learning Culture and Environment</p>	<ul style="list-style-type: none"> ● We will embed the questions into our daily morning announcements to make sure to review and teach the language in the questions for clarity. ● We will create benchmark surveys that we will use to help monitor the progress and get feedback through the year on our progress toward these questions. ● We create and utilize our student advisory council made up of 4th to 6th graders to give a student voice and get ideas for how we can do things better. ● Our guidance counselors and/or teachers will create lessons to use with our students to help them understand what the survey questions are asking, how we support these questions, and how we can improve as a school. 	<ul style="list-style-type: none"> ● Students will have a better understanding of what the questions are asking and therefore score accurately ● Students will feel heard and feel our school is a safe and productive learning environment and therefore will score us higher on the survey and will perform better. 	<ul style="list-style-type: none"> ● Weekly morning slides ● The surveys created for the students and the data from them. ● Student advisory council agendas / notes 	<ul style="list-style-type: none"> ● General

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: School leadership will develop the skills and dispositions to achieve accelerated meaningful and sustainable increases in underperforming subgroups by:</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. 4. SPED Strategic Plan
<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: 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.</p> <p>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.</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: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 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:An area of need revealed is that there is a disconnect of what is happening in the regular education classrooms and the special education classrooms as the IEPs are more skills driven and the skills do not always match up with the standards. We also have discovered that our teachers need to make sure they are using better resources that align to the standards which will align with the skills in the IEPs. Having a better clarity of the standards will help teachers align the instructional resources better. In order to achieve this, we feel that our teachers need to have a further understanding of how to break down the standards and create success criteria for our students to be able to track their progress toward the standards. Therefore, we will build on our book study from the previous year, Clarity for Learning book, which is an evidence based instructional practice number two on the kystandards.org website. This book was chosen by the instructional leadership team based upon observations within the classroom and the need for students to commit to their learning. We feel that if both of our teachers and students have a clear understanding of the standards, goals and the success criteria to get to the standards, that our instruction will be more aligned to the standards and our students will have a better understanding of where they are in their learning and where they need to go to improve in their learning. This will empower our students to be more successful because they will have a better understanding and will be able to take more ownership of their learning. In addition, teachers will use explicit teaching as a system of instructional design. This student centered approach will help provide students with explicit strategies to organize and streamline their learning. With this system of design, teachers will continually check for student understanding. In order to stay motivated our students with disabilities need the small wins that success criteria allow them, as well as a menu of strategies to aid in their learning, therefore, allowing them to see success toward the overall standards. We will continue the work started previously through vertical and grade level PLCs and classroom observations. Based on our review of the study findings and data from our school, we believe these evidence based practices will best serve our school population in moving our students forward in their learning.

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
Continue with work to clarify and share clear learning goals and success criteria	Clarifying and sharing clear learning goals: Evidence-based instructional practices #2. (2022). Kystandards.org. https://education.ky.gov/curriculum/standards/kyacadstand/Documents/EBIP_2_Clarifying_and_Sharing_Clear_Learning_Goals.pdf	<input checked="" type="checkbox"/>
Design explicit teaching opportunities that continually check for student understanding	Explicit Teaching and Modeling: Evidence-based instructional practices #3. (2023). Kystandards.org. https://www.education.ky.gov/curriculum/standards/kyacadstand/Documents/EBIP_3_Explicit_Teaching_and_Modeling.pdf	<input checked="" type="checkbox"/>
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Special Considerations for Comprehensive Support and Improvement (CSI) Schools

Schools identified for Comprehensive Support and Improvement (CSI) must complete the CSIP process and meet all applicable deadlines while identified for Comprehensive Support and Improvement (CSI). Following the completion of the school audit, CSI schools must revise their CSIP to account for the improvement priorities identified by the audit team. The newly revised CSIP, referred to as a Turnaround Plan, must include the following items: (1) evidence-based interventions to be utilized to increase student performance and address the critical needs identified in the school audit, (2) a comprehensive list of persons and entities involved in the turnaround efforts and the specific roles each shall play in the school’s turnaround process, and (3) a review of resource inequities, which shall include an analysis of school level budgeting to ensure resources are adequately channeled towards school improvement (703 KAR 5:280). Each of the three aforementioned requirements must be embedded throughout the CSIP document. Once the CSIP has been revised, the turnaround plan must be submitted to the LEA for approval before it is submitted to the Commissioner of Education for final approval.

Provide narrative information regarding the additional requirements for CSI schools in the following chart:

Turnaround Team:
<p>Consider: Provide a comprehensive list of persons and entities involved in the turnaround efforts and the specific roles each shall play in the school’s turnaround process</p> <p>Response:</p>
Identification of Critical Resources Inequities:
<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>

CSI 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 Continuous Improvement Platform (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"/>
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