# 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:
  o State Assessment Results in reading and mathematics
  o State Assessment Results in science, social studies and writing
  o Achievement Gap
  o English Learner Progress
  o Quality of School Climate and Safety

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

**76% of students with disabilities scored novice in reading**
**79% of students with disabilities scored novice in math**
**53% of African American students scored novice in math**
**44% of White students and economically disadvantaged students scored novice in reading**

### 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 & Deploy Standards:** PLC meetings, BILT, Curriculum documents, team planning,

Standards deconstruction, HQIR, peer & formal observations

Standards mastery check
**KCWP 2 – Design & Deliver Instruction:** PLC meetings, BILT, observations

Unpack standards, success criteria, learning targets, assignment review, formative assessment, Standards deconstruction, HQIR, peer & formal observations, Standards mastery check

Ensure congruency is present between standards, learning target, & assessment measures

Ongoing professional development in the area of best practices/high yield instructional strategies
**KCWP 3- Design & Deliver Assessment Literacy:** PLC Meetings

Ensure that assessments are designed to best evaluate student learning.

Use classroom assessments to inform teacher's instructional decisions.
**KCWP 4 – Review, Analyze, Apply Data Results:** Ensure that all assessments evolve from high quality content standards.
Monitor & evaluate the validity of assessments, standards, & learning targets.

Use assessment data to help students assess and adjust their own learning

## Indicator Scores

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

| Indicator | Status | Change |
|---|---|---|
| State Assessment Results in reading and mathematics | 44.3/ORANGE | -3.0 |
| State Assessment Results in science, social studies and writing | 43.9/ORANGE | -0.2 |
| English Learner Progress | | |
| Quality of School Climate and Safety | 54.1 | -0.8 |
| Postsecondary Readiness (high schools and districts only) | | |
| Graduation Rate (high schools and districts only) | | |

## 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 |
|---|---|---|---|---|---|
| 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. | 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. *Six Sigma, Shipley, Baldridge, etc.*). | Describe the actionable steps the school will take to deploy the chosen strategy. There can be multiple activities for each strategy. | 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. | 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. | 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. |

# 1: State Assessment Results in Reading and Mathematics

Goal 1 (State your reading and math goal.): Goal 1: Hopkinsville Middle School will increase the number of students scoring proficient or above by 10% in reading and math by Spring 2027 as determined by the Kentucky Summative Assessment (KSA). Reading proficiency will increase from 38% to 48% and Math proficiency will increase from 28% to 38%

| Objective | Strategy | Activities | Measure of Success | Progress Monitoring | Funding |
|---|---|---|---|---|---|
| Objective 1<br>Increase the number of 7th and 8th grade students scoring proficient or above in reading on the May 2024 KSA by 5% from 38% to 43% | KCWP 1: Design and Deploy Standards<br>KCWP 2: Design and Deliver Instruction<br>KCWP 3: Design and Deliver Assessment Literacy KCWP 4: Review, Analyze, and Apply data | Use of Learning Continuum to support differentiated instruction PLC meetings, Curriculum documents, team planning, Standards deconstruction, HQIR, peer & formal observations, Standards mastery check Ensure curricular alignment reviews are an ongoing action of the PLC's planning process. Ensure that curricular delivery and assessment measures provide for all pertinent information needs for students.<br><br>Support high leverage instructional and assessment practices in all content areas through regular support of the PDSA model for PLCs and teacher coaching.<br><br>Behavior and Mental Health systems are in place to protect the learning environment.<br><br>Attendance protocols are implemented, reviewed, and monitored to ensure students are in school to receive services.<br>● New teacher induction program to build capacity in newer staff. Agendas | ● Monitor all student data with an additional emphasis on Mastery Connect<br>● Weekly feedback from Instructional Supervisor<br>● Feedback from Instructional Reviews<br>● Bi-Weekly Leadership Meetings to review short and long term teacher supports<br>● Employee Experience Survey<br>● Pulse Survey using Google Forms (Staff & Students)<br><br>Differentiation through content, process, and product occurring within the classroom and through pull out programs.<br>-Cluster leaders provide assistance with identification and coaching teachers in providing | ● Prioritize time for classroom observations<br>● Increase feedback to teachers<br>● Monitor instruction in Intervention classes<br>● Implement ESS plans (recruit tutors, identify students & schedule dates)<br>● MTSS: small groups (behavior)<br><br>● Continue with coaching and new teacher mentor model<br>● Review Employee Experience survey with leadership team and identify<br><br>● Communicate events to all stakeholders<br>● Review Annual Title I Parent Experience Survey results and revise Action Plan based on survey responses<br><br>Monitor reading and math Mastery Connect growth, fall to winter, winter to spring, fall to spring Adhoc report for missing assignments (bi-weekly)-Advisory teachers will conference with students KSA Prediction Calculator Teacher Coaching Use of early warning report in IC Tableau – Behavior Analysis CCPS District Pacing Guide HMS Scorecard Weekly PLC meetings with feedback Observations/Instructional Reviews CANVAS Lesson Plans Rounding with Staff<br><br>Schedules of GT enrichment specialists Professional learning sign in sheets from staff trainings led by cluster | District Title I ESS Budge SAFE Grant |

Goal 1 (State your reading and math goal.): Goal 1: Hopkinsville Middle School will increase the number of students scoring proficient or above by 10% in reading and math by Spring 2027 as determined by the Kentucky Summative Assessment (KSA). Reading proficiency will increase from 38% to 48% and Math proficiency will increase from 28% to 38%

| Objective | Strategy | Activities | Measure of Success | Progress Monitoring | Funding |
|---|---|---|---|---|---|
| | | ● District Teacher Coach model to be implemented at HMS for all teachers in order to provide specific, regular, and timely feedback. **Teacher Coaching Tracking**<br>● Develop and implement a recognition system for employees<br>RTI classes in reading-Reading Interventionist<br>Student Mastery Connect goal setting sheets<br>Data chats with bubble students<br>Extended School Services (ESS)-Tiger Challenge<br>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). | individualized services.<br>-Opportunities for students to participate in extracurricular activities or clubs. | leaders Cluster leader trainings<br>Progress reports for individual students<br>Assessment data for students who are gifted and talented | GT State Grant<br>GT District Match |
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| Objective 2<br>Increase the number of 7th and 8th grade students scoring proficient or above in Math on the May 2024 KSA by 5% from 28% to 33% | KCWP 1: Design and Deploy Standards<br> KCWP 2: Design and Deliver Instruction<br>KCWP 3: Design and Deliver Assessment Literacy KCWP 4: Review, Analyze, and Apply data | Use of Learning Continuum to support differentiated instruction<br>PLC meetings, Curriculum documents, team planning, Standards deconstruction, HQIR, peer & formal observations,<br>Standards mastery check<br>Ensure curricular alignment reviews are an ongoing action of the PLC's planning process. | ● Monitor all student data with an additional emphasis on Mastery Connect<br>● Weekly feedback from Instructional Supervisor<br>● Feedback from Instructional Reviews<br>● Bi-Weekly Leadership Meetings to review short and | ● Prioritize time for classroom observations<br>● Increase feedback to teachers<br>● Monitor instruction in Intervention classes<br>● Implement ESS plans (recruit tutors, identify students & schedule dates)<br>● MTSS: small groups (behavior)<br><br>● Continue with coaching and new teacher mentor model<br>● Review Employee Experience survey with leadership team and identify | District<br>Title I<br>ESS Budge<br>SAFE Grant |

Goal 1 (State your reading and math goal.): Goal 1: Hopkinsville Middle School will increase the number of students scoring proficient or above by 10% in reading and math by Spring 2027 as determined by the Kentucky Summative Assessment (KSA). Reading proficiency will increase from 38% to 48% and Math proficiency will increase from 28% to 38%

| Objective | Strategy | Activities | Measure of Success | Progress Monitoring | Funding |
|---|---|---|---|---|---|
| | | Ensure that curricular delivery and assessment measures provide for all pertinent information needs for students.<br><br>Support high leverage instructional and assessment practices in all content areas through regular support of the PDSA model for PLCs and teacher coaching.<br><br>Behavior and Mental Health systems are in place to protect the learning environment.<br><br>Attendance protocols are implemented, reviewed, and monitored to ensure students are in school to receive services.<br>● New teacher induction program to build capacity in newer staff. Agendas<br>● District Teacher Coach model to be implemented at HMS for all teachers in order to provide specific, regular, and timely feedback. **Teacher Coaching Tracking**<br>● Develop and implement a recognition system for employees<br>RTI classes in reading-Reading Interventionist<br>Student Mastery Connect goal setting sheets | long term teacher supports<br>● Employee Experience Survey<br>● Pulse Survey using Google Forms (Staff & Students)<br>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. -Opportunities for students to participate in extracurricular activities or clubs. | ● Communicate events to all stakeholders<br>● Review Annual Title I Parent Experience Survey results and revise Action Plan based on survey responses<br><br>Monitor reading and math Mastery Connect growth, fall to winter, winter to spring, fall to spring Adhoc report for missing assignments (bi-weekly)-Advisory teachers will conference with students KSA Prediction Calculator Teacher Coaching Use of early warning report in IC Tableau – Behavior Analysis CCPS District Pacing Guide HMS Scorecard Weekly PLC meetings with feedback Observations/Instructional Reviews CANVAS Lesson Plans Rounding with Staff<br><br>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<br>GT District Match |

Goal 1 (State your reading and math goal.): Goal 1: Hopkinsville Middle School will increase the number of students scoring proficient or above by 10% in reading and math by Spring 2027 as determined by the Kentucky Summative Assessment (KSA). Reading proficiency will increase from 38% to 48% and Math proficiency will increase from 28% to 38%

| Objective | Strategy | Activities | Measure of Success | Progress Monitoring | Funding |
|---|---|---|---|---|---|
| | | Data chats with bubble students Extended School Services (ESS)- Tiger Challenge 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). | | | |
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## 2: State Assessment Results in Science, Social Studies and Writing

Goal 2 (State your science, social studies, and writing goal.):
Hopkinsville Middle School will increase the number of students scoring proficient or above in the separate academic indicators of Writing, Science, and Social Studies by Spring 2027 as determined by the Kentucky Summative Assessment. Writing proficiency will increase from 35% to 45%, Science proficiency will increase from 12% to 22%, Social Studies proficiency will increase from 26% to 36%

| Objective | Strategy | Activities | Measure of Success | Progress Monitoring | Funding |
|---|---|---|---|---|---|
| Objective 1<br><br>Increase the number of students scoring proficient or above on the KSA in Writing from 35% to 40% by May of 2024. | KCWP 1: Design and Deploy Standards<br> KCWP 2: Design and Deliver Instruction<br>KCWP 3: Design and Deliver Assessment Literacy KCWP 4: Review, Analyze, and Apply data | Writing Scrimmage (Winter & Spring) Increase writing opportunities in all content areas in grades 7th and 8th Writing Plan | CANVAS-Lesson Plans Observations/Instructional Reviews Student Writing Samples Writing Plan | Student Writing samples with feedback Lesson Plans Monitor Writing Plan | District Title I Instructional Budget |
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| Objective 2<br><br>Increase the number of students scoring proficient or above on the KSA in Science from 12% to 17% by May of 2024. | KCWP 1: Design and Deploy Standards<br> KCWP 2: Design and Deliver Instruction<br>KCWP 3: Design and Deliver Assessment Literacy KCWP 4: Review, Analyze, and Apply data | Stem Scopes Professional Learning – Additional professional development support for Science Growth days for curriculum and unit planning Professional Learning on Vocabulary through Kentucky Literacy Intervention Project (KLIP) teachers will train HMS staff of effective literacy practices using strong vocabulary strategies and writing implementation. | Participation Logs PLC meetings Visible evidence of literacy work through vocabulary and writing practices in the science classroom. | PLC's process with data and instructional planning in science Task review during growth days. Reflection and revision of task | District Title I Instructional Budget |
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| Objective 3<br>Increase the number of students scoring proficient or above on the KSA in Social | KCWP 1: Design and Deploy Standards<br> KCWP 2: Design and Deliver Instruction | DBQ Growth days for curriculum and unit planning | Participation Logs PLC meetings Visible evidence of literacy work through vocabulary and writing | PLC's process with data and instructional planning in science Task review during growth days. Reflection and revision of tasks. | District Title I Instructional Budget |

Goal 2 (State your science, social studies, and writing goal.):
Hopkinsville Middle School will increase the number of students scoring proficient or above in the separate academic indicators of Writing, Science, and Social Studies by Spring 2027 as determined by the Kentucky Summative Assessment. Writing proficiency will increase from 35% to 45%, Science proficiency will increase from 12% to 22%, Social Studies proficiency will increase from 26% to 36%

| Objective | Strategy | Activities | Measure of Success | Progress Monitoring | Funding |
|---|---|---|---|---|---|
| Studies from 26% to 31% by May 2024. | KCWP 3: Design and Deliver Assessment Literacy KCWP 4: Review, Analyze, and Apply data | | practices in the social studies classrooms. | | |
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## 3: Achievement Gap

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

| Objective | Strategy | Activities | Measure of Success | Progress Monitoring | Funding |
|---|---|---|---|---|---|
| Objective 1 Decrease the achievement gap in Reading and Math for Students with Disabilities by reducing novice scores by 5% as measured by KSA 2024. | KCWP 1: Design and Deploy Standards KCWP 2: Design and Deliver Instruction KCWP 3: Design and Deliver Assessment Literacy KCWP 4: Review, Analyze, and Apply data | Remove Barriers: Provide resources and support to address barriers to learning, including but not limited to transience, healthcare, and social workers in collaboration Involve FRYSC Equity: Teacher quality is the school factor that makes the greatest impact on student achievement. Consistent exposure to effective teachers can overcome obstacles to learning and close achievement gap with stakeholders Co-teaching – Special education teachers collaborating with general education teachers. Priority Scheduling – refine the process for priority scheduling for students with disabilities to ensure the master schedule meets the individual needs identified in a student's Individual Education Plan (IEP) Reading and Math Intervention classes Professional Learning and Coaching Support Tiger Challenge (ESS) MTSS – Tier I – Instructional strategies for all students, Tier II & III differentiated instructional strategies | Increase access to support structures Equitable distribution of effective teachers. SPED teachers are becoming more involved in general education instruction co-teaching classes. Schedule changes are fluid and move based on the needs of the student Improve in test scores (MAP & Mastery Connect) Number of missing assignments decreases or students have no missing assignments | Teacher Coaching Tracking Monitor reading and math MAP growth – fall to winter, winter to spring, fall to spring AdHoc reports for missing assignments (bi-weekly) KSA Prediction Calculator HMS SPED testing data tracker Teacher Coaching Use of early warning report in IC Tableau – Behavior Analysis CCPS District Pacing Guide HMS Scorecard Weekly PLC meetings-review of data Observations/Instructional Reviews CANVAS Lesson Plans | General Funding Title I Title III Homeless, Migrant IDEA-B District IC funding |

| Objective | Strategy | Activities | Measure of Success | Progress Monitoring | Funding |
|---|---|---|---|---|---|
| | | CCPS Special Education Strategic Plan CCPS Equity Plan | | | |
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| Objective 2 | | | | | |
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| Objective 3 | | | | | |
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## 4: English Learner Progress

Goal 4 (State your English Learner goal.):Hopkinsville Middle School will increase two levels on ACCESS by 2027.

| Objective | Strategy | Activities | Measure of Success | Progress Monitoring | Funding |
|---|---|---|---|---|---|
| Objective 1 Hopkinsville Middle will increase by one level on ACCESS by 2024. | KCWP 1: Design and Deploy Standards KCWP 2: Design and Deliver Instruction KCWP 3: Design and Deliver Assessment Literacy KCWP 4: Review, Analyze, and Apply data | Support and Strategies from district assigned ESS teacher Remove Barriers: Provide resources and support to address barriers to learning, including but not limited to transience, healthcare, and social workers in collaboration Involve FRYSC Equity: Teacher quality is the school factor that makes the greatest impact on student achievement. Consistent exposure to effective teachers can overcome obstacles to learning and close the achievement gap with stakeholders. Priority Scheduling -: Refine the process for priority scheduling for students receive ESL accommodations | Increased access to support structures Equitable distribution of effective teachers SPED teachers are becoming more involved in general education instruction co-teaching classes Schedule changes are fluid and move based on the needs of the student. Improve in Lexile scores Number of missing assignments decreases or students have no missing assignments. IC Gradebook | Teacher Coaching Tracking Monitor reading and math MAP growth – fall to winter, winter to spring, fall to spring AdHoc reports for missing assignments (bi-weekly) KSA Prediction Calculator Teacher Coaching Use of early warning report in IC Tableau – Behavior Analysis CCPS District Pacing Guide HMS Scorecard Weekly PLC meetings-review of data Observations/Instructional Reviews CANVAS Lesson Plans | General Funding Title I Title III Homeless, Migrant District IC funding |
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| Objective 2 | | | | | |
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## 5: Quality of School Climate and Safety

| Goal 5 (State your climate and safety goal.):Hopkinsville Middle School will increase the score on the Quality of School Climate and Safety Survey by 10% on the Kentucky Summative Assessment by 2027 |
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| Objective | Strategy | Activities | Measure of Success | Progress Monitoring | Funding |
|---|---|---|---|---|---|
| Objective 1<br>Increase by one level, moving from very low to low as determined by the May 2024 KSA | KCWP 2: Design & Deliver Instruction | Review survey questions with students during Advisory – Google Announcements<br>Monthly Q & A with Student Advisory Council | During the 2nd semester, administer survey questions using Google form to all students, twice a month during Advisory | Analyze data from surveys and provide feedback. | N/A |
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| Objective 2 | | | | | |
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## 6: Postsecondary Readiness (High School Only)

Goal 6 (State your postsecondary goal.):

| Objective | Strategy | Activities | Measure of Success | Progress Monitoring | Funding |
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| Objective 1 | | | | | |
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| Objective 2 | | | | | |
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## 7: Graduation Rate (High School Only)

Goal 7 (State your graduation goal.):

| Objective | Strategy | Activities | Measure of Success | Progress Monitoring | Funding |
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| Objective 1 | | | | | |
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| Objective 2 | | | | | |
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## 8: Other (Optional)

| Goal 8 (State your separate goal.): | | | | | |
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| **Objective** | **Strategy** | **Activities** | **Measure of Success** | **Progress Monitoring** | **Funding** |
| Objective 1 | | | | | |
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| Objective 2 | | | | | |
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## 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:

| 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? <br> **Response:** <br> Masteryconnect scores – 3 times a year, NWEA MAP RIT scores (GT students & students enrolled in reading or math intervention classes) for reading and math – 3 times a year Observations Instructional Reviews Common Assessment Data Formative Assessments HMS Data Tracking 23/24 Visible evidence of literacy work through vocabulary and writing practices LDC logs Multi-Tier Support Systems (Monthly PBIS meetings, Monthly MTSS Academic & Behavior meetings, Student Intervention Matching Form KSA Prediction Calculator Teacher Coaching Use of early warning report in IC Tableau – Behavior Analysis CCPS District Pacing Guide HMS Scorecard Weekly PLC meetings with feedback Observations/Instructional Reviews CANVAS Lesson Plans Rounding with Staff Principal Coaching |

| Identification of Critical Resources Inequities: |
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| **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. <br> **Response:** <br> My staffing allocation informs me of the number of general education certified teachers that are allocated to HMS based on student enrollment. Special education teachers are distributed by the Director of Special Education to each school based on the number of special education students. The following curriculum is used: Common Lit, Illustrative Mathematics, Stem Scope, and DBQ. Additional resources include MAP Accelerator IXL, Scholastic. We also have a reading and math interventionist teacher. Our intervention coach helps to disaggregate the data, provide interventions and monitors student progress. |

| Additional Actions That Address the Causes of Consistently Underperforming Subgroups of Students |
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| **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. <br> **Response:** <br> Students with Disabilities: Mentoring program, CCPS Equity Plan, Data tracking document, Behavior analysis in Tableau, use of early warning report in IC, progress monitoring from special education teachers for special education students on their caseload, observations |

| Targeted Subgroups and Evidence-Based Interventions: |
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**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:**

Remove Barriers: Provide resources and support to address barriers to learning, including but not limited to transience, healthcare, and social workers in collaboration Involve FRYSC Equity: Teacher quality is the school factor that makes the greatest impact on student achievement. Consistent exposure to effective teachers can overcome obstacles to learning and close the achievement gap with stakeholders. Co-teaching – Special education teachers collaborating with general education teachers Priority Scheduling -: Refine the process for priority scheduling for students with disabilities to ensure the master schedule meets the individual needs identified in a student's Individual Education Plan (IEP) It will be measured by the following: Monitor reading and math MAP growth, fall to winter, winter to spring, fall to spring Adhoc report for missing assignments (bi-weekly)-Advisory teachers will conference with students KSA Prediction Calculator Teacher Coaching Use of early warning report in IC Tableau – Behavior Analysis CCPS District Pacing Guide

HMS Scorecard Weekly PLC meetings with feedback Observations/Instructional Reviews CANVAS Lesson Plans Rounding with Staff Minute meetings & Groups –School Counselor

**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 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 |
|---|---|---|
| Clarifying Learning Goals<br><br>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) | ☒ |
| PLC and Teacher Coaching | 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 | ☐ |
| 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). X | ☐ |
| | | ☐ |

| Evidence-based Activity | Evidence Citation | Uploaded in CIP |
|---|---|---|
| | Teacher Coaching<br> Create a collaborative culture of continuous improvement that produces evidence, including measurable results of improving professional practice.<br>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.<br>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. | ☐ |

## 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: |
|---|
| **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<br>**Response:** |

| 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.<br>**Response:** |

## 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. | ☒ |
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