

## Dr. Martin Luther King, Jr. Elementary - 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.

- 79% of African American students are performing below proficiency in Reading.
- 79% of African American students are performing below proficiency in Mathematics.
- 85% of students with disabilities are performing below proficiency in Reading
- 92% of students with disabilities are performing below proficiency in Math.

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.

<b>KCWP 2: Design and Deliver Instruction</b>	Christian County Public Schools has adopted Into Reading, a comprehensive reading program that includes phonemic awareness, phonics, vocabulary, comprehension, and fluency instruction. MLK is implementing Into Reading with fidelity in grades K-6th. MLK’s math teachers are implementing Eureka Math. Eureka math is a holistic curriculum that carefully sequences mathematical progression. At MLK, we would like to ensure ongoing professional development in the area of best practice/high yield instructional strategies to aid in curricular adjustments when students fail to meet mastery. Reading teachers tend to receive more ongoing professional development than other subject areas. MLK would like to ensure that students understand the success criteria within each learning target. (Our learning target for today is _____, and we will know we are successful when we)_____.”) MLK would like to increase collaboration in deconstructing standards and developing congruent learning targets.
<b>KCWP 4: Review, Analyze and Apply Data</b>	MLK follows the PDSA PLC protocol for analyzing data. Teachers have data meetings with the principal and curriculum specialist to discuss current data. Also, there are RTI meetings with the interventionist to discuss student progress or additional supports needed. In regards to the Special Education students, we would like to ensure assessment results are developmentally appropriate to meet the needs of the students. We would also like to ensure assessment data used benefit student learning

Indicator Scores

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

Indicator	Status	Change
State Assessment Results in reading and mathematics	45.7	0.3
State Assessment Results in science, social studies and writing	39.4	-0.2
English Learner Progress	N/A	N/A
Quality of School Climate and Safety	75.8	8.9
Postsecondary Readiness (high schools and districts only)	N/A	N/A
Graduation Rate (high schools and districts only)	N/A	N/A

Explanations/Directions

<b>Goal:</b> 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 <a href="#">Kentucky's six (6) Key Core Work Processes</a> or another established improvement approach (i.e. <i>Six Sigma, Shipley, Baldridge, etc.</i> ).	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

Goal 1 (State your reading goal.): **MLK, Jr Elementary will increase the number of students scoring proficient or above in Reading from 28% as measured on Spring 2023 KSA to 39% by Spring 2024 as determined by Kentucky Standards Assessment.**

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 2023 to 39% in 2024.	<b>KCWP 2: Design and Deliver Instruction</b>	<p>Establish a schoolwide process for using Plan, Do, Study, Act (PDSA) within Professional Learning Communities (PLCs) to ensure:</p> <ul style="list-style-type: none"> <li>Alignment between standards, learning targets, success criteria, tasks, and assessments with fidelity in instructional delivery</li> <li>Collaborative learning/planning to ensure curricular alignment</li> <li>Data analysis of student work and progress monitoring to evaluate instructional effectiveness</li> </ul> <p>Implement guaranteed viable reading curriculum through the use of a HQIR aligned to Kentucky Academic Standards.</p> <ul style="list-style-type: none"> <li>Standards deconstruction including daily learning targets</li> <li>Aligned and rigorous instruction, including Tier 2-3 instruction</li> <li>Aligned formative and summative assessments</li> <li>Paced with accuracy using HMH Into Reading</li> </ul> <p>Ensure ongoing professional learning and coaching in the areas of high yield instructional strategies to aid in differentiated learning when students fail to reach mastery:</p>	<p>Progress toward annual objective monitored through disaggregated student data</p> <p>Curriculum documents for reading</p> <p>Professional Learning Plan includes targeted learning opportunities for KAS, Into Reading, MAP Fluency</p> <p>Materials to ensure adequate, reliable resources for reading and math instruction.</p> <p>PLC protocols to ensure analysis of student mastery of KAS</p> <p>Classroom learning walk thru data and feedback to ensure expectations and fidelity</p> <p>MAP Growth &amp; MAP Fluency Scores</p> <p>Progress Monitoring Scores</p>	<p>Teacher Coaching Plan PDSA (weekly by School Leadership Team) <b>updated bi-weekly through observations.</b></p> <p>MLK 23-24 Scorecard will be monitored and updated (monthly by School Leadership Team) <b>revisited weekly during leadership meetings.</b></p> <p>PLC Agendas &amp; Minutes (weekly by School Leadership Team) <b>(sent out weekly prior to PLCs)</b></p> <p>Professional Learning Session Agendas (as needed by School Leadership Team)</p> <p>Content Area Vertical Planning Agendas &amp; Minutes (monthly by School Leadership Team) <b>(agenda items based on the needs in the classroom observation)</b></p> <p>Students with reading goals will be progress monitored weekly to determine if they are making progress towards meeting their goal. <b>(monitored weekly; a majority of the students are meeting their goals; revise intervention to focus on additional skills needed in order to meet grade-level goals)</b></p> <p>MAP Growth data will be reviewed 3 times each year to determine students that need reading plan goals. <b>(MAP Growth data was reviewed after the fall</b></p>	No funding

Goal 1 (State your reading goal.): <b>MLK, Jr Elementary will increase the number of students scoring proficient or above in Reading from 28% as measured on Spring 2023 KSA to 39% by Spring 2024 as determined by Kentucky Standards Assessment.</b>																								
Objective	Strategy	Activities	Measure of Success	Progress Monitoring	Funding																			
		<ul style="list-style-type: none"><li>• HMH Into Reading</li><li>• Formative Assessment</li><li>• MAP Fluency</li><li>• MLK New Teacher Coaching Plan</li><li>• Ensure that students who score below the 30th percentile on MAP Growth receive individualized instruction that matches the goals of their reading plan.</li></ul>		and winter assessment; reading plans were revised/created accordingly)																				
	KCWP 4: Review, Analyze and Apply Data	Implementation of a <b>Novice Reduction Plan</b> to include: <ul style="list-style-type: none"><li>• Name and Claim “Bubble Students”</li><li>• District KSA-like Scrimmages (Mastery Connect) in Fall &amp; Winter 2023 and Spring 2024</li><li>• Intentional PLCs to ensure standards-aligned lessons and assessments</li><li>• Targeted small group and spiral teaching opportunities</li><li>• ESS with a focus on Bubble Students</li><li>• KSA Testing Strategies (Blueprints, rubrics, school-wide response strategies, etc.)</li><li>• Ongoing teacher professional development based on assessments, walkthroughs, and other school-wide trend data.</li></ul>		<div>CCPS Growth Day Name and Claim data analysis 11/6/2023 (Teachers focused on how many students they needed to move to proficiency in grades 3-6)</div> <div>CCPS KSA-like Scrimmages (Fall/Winter/Spring) (Completed in the fall and winter; data conversations held with teachers a plan was developed)</div> <table><tr><td>3rd grade Reading</td><td>increased by 4.5</td></tr><tr><td>3rd grade Math</td><td>increased b y 11.5</td></tr><tr><td>4th grade Reading</td><td>increased 6.6</td></tr><tr><td>4th grade Math</td><td>decreased by 13.2</td></tr><tr><td>4th grade Science</td><td>decreased by 5</td></tr><tr><td>5th grade Reading</td><td>decreased by 6.6</td></tr><tr><td>5th grade Math</td><td>increased by 13.2</td></tr><tr><td>5th grade Social St</td><td>decreased by 10.4</td></tr><tr><td>6th grade Reading</td><td>decreased by 3.9</td></tr><tr><td>6th grade Math</td><td>increased by 6.7</td></tr></table>	3rd grade Reading	increased by 4.5	3rd grade Math	increased b y 11.5	4th grade Reading	increased 6.6	4th grade Math	decreased by 13.2	4th grade Science	decreased by 5	5th grade Reading	decreased by 6.6	5th grade Math	increased by 13.2	5th grade Social St	decreased by 10.4	6th grade Reading	decreased by 3.9	6th grade Math	increased by 6.7
3rd grade Reading	increased by 4.5																							
3rd grade Math	increased b y 11.5																							
4th grade Reading	increased 6.6																							
4th grade Math	decreased by 13.2																							
4th grade Science	decreased by 5																							
5th grade Reading	decreased by 6.6																							
5th grade Math	increased by 13.2																							
5th grade Social St	decreased by 10.4																							
6th grade Reading	decreased by 3.9																							
6th grade Math	increased by 6.7																							

Goal 1 (State your reading goal.): <b>MLK, Jr Elementary will increase the number of students scoring proficient or above in Reading from 28% as measured on Spring 2023 KSA to 39% by Spring 2024 as determined by Kentucky Standards Assessment.</b>					
Objective	Strategy	Activities	Measure of Success	Progress Monitoring	Funding
				<p>Mastery Connect data analysis <a href="#">Mastery Connect Benchmark Data Desegregation</a></p> <p><a href="#">Mastery Connect Weekly/Module Assessment Data Desegregation</a></p> <p>Scorecard will be monitored and updated (monthly by Instructional Leadership Team) (updated weekly during the leadership meetings)</p> <p>PLC Agendas &amp; Minutes (3x per year by School Leadership Team) (takes places weekly)</p> <p>Content Area Vertical Planning Agendas &amp; Minutes (takes places weekly)</p>	

2. State Assessment Results in Mathematics

Goal 2 (State your math goal.): <b>MLK, Jr Elementary will increase the number of students scoring proficient or above in Math from 26% as measured on Spring 2023 KSA to 40.4% by Spring 2024 as determined by Kentucky Standards Assessment.</b>					
Objective	Strategy	Activities	Measure of Success	Progress Monitoring	Funding
Objective 1: The percentage of students scoring proficient or distinguished in math on KSA will increase from 26% in 2023 to 40.4% in 2024.	KCWP 2: Design and Deliver Instruction	<p>Establish a schoolwide process for using Plan, Do, Study, Act (PDSA) within Professional Learning Communities (PLCs) to ensure:</p> <ul style="list-style-type: none"><li>Congruence between standards, learning targets, tasks, and assessments with fidelity in instructional delivery</li></ul>	<p>Progress toward annual objective monitored through disaggregated student data</p> <p>Curriculum documents for math</p> <p>Professional Learning Plan includes targeted learning</p>	<p>Teacher Coaching Plan PDSA (weekly by School Leadership Team) updated bi-weekly through observations.</p> <p>MLK 23-24 Scorecard will be monitored and updated (monthly by School Leadership Team) revisited weekly during leadership meetings.</p>	No funding

Goal 2 (State your math goal.): **MLK, Jr Elementary will increase the number of students scoring proficient or above in Math from 26% as measured on Spring 2023 KSA to 40.4% by Spring 2024 as determined by Kentucky Standards Assessment.**

Objective	Strategy	Activities	Measure of Success	Progress Monitoring	Funding
		<ul style="list-style-type: none"> <li>Collaborative learning/planning to ensure curricular alignment</li> <li>Data analysis of student work and progress monitoring to evaluate instructional effectiveness</li> </ul> <p>Implement guaranteed viable math curriculum through the use of a HQIR aligned to Kentucky Academic Standards.</p> <ul style="list-style-type: none"> <li>Standards deconstruction including daily learning targets and success criteria</li> <li>Aligned and rigorous instruction, including Tier 2-3 instruction</li> <li>Aligned formative and summative assessments</li> <li>Use of Hattie's Direct Instruction model</li> <li>Paced with accuracy using Eureka Math</li> </ul> <p>Ensure ongoing professional learning and coaching in the areas of high yield instructional strategies to aid in differentiated learning when students fail to reach mastery:</p> <ul style="list-style-type: none"> <li>Eureka Math</li> <li>Formative Assessment</li> <li>Manipulatives</li> <li>MAP Learning Continuum</li> <li>Direct Instruction</li> <li>MLK New Teacher Coaching Plan</li> </ul>	<p>opportunities for KAS, Direct Instruction, Eureka Math</p> <p>Materials to ensure adequate, reliable resources for reading and math instruction.</p> <p>PLC protocols to ensure analysis of student mastery of KAS</p> <p>Classroom learning walk thru data and feedback to ensure expectations and fidelity</p>	<p>PLC Agendas &amp; Minutes (weekly by School Leadership Team) (sent out weekly prior to PLCs)</p> <p>Professional Learning Session Agendas (as needed by School Leadership Team)</p> <p>Content Area Vertical Planning Agendas &amp; Minutes (monthly by School Leadership Team) (agenda items based on the needs in the classroom observation)</p>	



Goal 2 (State your math goal.): **MLK, Jr Elementary will increase the number of students scoring proficient or above in Math from 26% as measured on Spring 2023 KSA to 40.4% by Spring 2024 as determined by Kentucky Standards Assessment.**

Objective	Strategy	Activities	Measure of Success	Progress Monitoring	Funding								
	KCWP 4: Review, Analyze and Apply Data	Implementation of a <b>Novice Reduction Plan</b> to include: <ul style="list-style-type: none"><li>Name and Claim “Bubble Students”</li><li>District KSA-like Scrimmages (Mastery Connect) in Fall &amp; Winter 2023 and Spring 2024</li><li>Intentional PLCs to ensure standards-aligned lessons and assessments</li><li>Targeted small group and spiral teaching opportunities</li><li>ESS with a focus on Bubble Students</li><li>KSA Testing Strategies (Blueprints, rubrics, school-wide response strategies, etc.)</li><li>Ongoing teacher professional development based on assessments, walkthroughs, and other school-wide trend data.</li></ul>	MAP Goal Setting (2nd-6th Grade using Linking Study for Project)  CCPS KSA Calculator to monitor monthly module assessments & Scrimmages  ESS attendance  PLC agendas and minutes  Mastery Connect Data Analysis	CCPS Growth Day Name and Claim data analysis (11/6/23) (Teachers focused on how many students they needed to move to proficiency in grades 3-6) CCPS KSA-like Scrimmages (Fall/Winter/Spring) (Completed in the fall and winter; data conversations held with teachers a plan was developed) <table><tr><td>3rd grade Reading 3rd grade Math</td><td>increased by 4.5 increased by 11.5</td></tr><tr><td>4th grade Reading 4th grade Math 4th grade Science</td><td>increased 6.6 decreased by 13.2 decreased by 5</td></tr><tr><td>5th grade Reading 5th grade Math 5th grade Social St</td><td>decreased by 6.6 increased by 13.2 decreased by 10.4</td></tr><tr><td>6th grade Reading 6th grade Math</td><td>decreased by 3.9 increased by 6.7</td></tr></table>  Mastery Connect data analysis <a href="#">Mastery Connect Data Desegregation</a>  Scorecard will be monitored and updated (monthly by Instructional Leadership Team) (updated weekly during the leadership meetings)  PLC Agendas & Minutes (3x per year by School Leadership Team) (sent out weekly prior to PLCs)	3rd grade Reading 3rd grade Math	increased by 4.5 increased by 11.5	4th grade Reading 4th grade Math 4th grade Science	increased 6.6 decreased by 13.2 decreased by 5	5th grade Reading 5th grade Math 5th grade Social St	decreased by 6.6 increased by 13.2 decreased by 10.4	6th grade Reading 6th grade Math	decreased by 3.9 increased by 6.7	No funding
3rd grade Reading 3rd grade Math	increased by 4.5 increased by 11.5												
4th grade Reading 4th grade Math 4th grade Science	increased 6.6 decreased by 13.2 decreased by 5												
5th grade Reading 5th grade Math 5th grade Social St	decreased by 6.6 increased by 13.2 decreased by 10.4												
6th grade Reading 6th grade Math	decreased by 3.9 increased by 6.7												

Goal 2 (State your math goal.): **MLK, Jr Elementary will increase the number of students scoring proficient or above in Math from 26% as measured on Spring 2023 KSA to 40.4% by Spring 2024 as determined by Kentucky Standards Assessment.**

Objective	Strategy	Activities	Measure of Success	Progress Monitoring	Funding
				Content Area Vertical Planning Agendas & Minutes (agenda items based on the needs in the classroom observation)	

### 3: State Assessment Results in Science, Social Studies and Writing

Goal 3 (State your science, social studies, and writing goal.): **MLK, Jr Elementary will increase the number of students scoring proficient or above in Science from 17% as measured on Spring 2023 KSA to 23%, SS from 23% to 46%, and On Demand from 15% to 22% by Spring 2024 as determined by Kentucky Standards Assessment.**

Objective	Strategy	Activities	Measure of Success	Progress Monitoring	Funding
Objective 1 The percent of students scoring proficient or higher in science will increase from 17% in 2023 to 23% in 2024 as measured by KSA.	<b>KCWP 2: Design and Deliver Instruction</b>  <b>KCWP 4: Review, Analyze and Apply Data</b>	Through the PLC process teachers will receive training on how to read, annotate and deliver the standard to students.	Classroom Observation Lesson Plans	<ul style="list-style-type: none"> <li>Weekly classroom observation schedule (administrative team) updated weekly</li> <li>Weekly classroom monitoring tool (administration team)</li> </ul>	Title I
		Teachers meet weekly with instructional coaches to determine focus standards for instruction.	Lesson Plans	<ul style="list-style-type: none"> <li>Weekly instructional feedback/scheduling form (instructional coaches and curriculum specialist)</li> </ul>	Title I District Title
		Amplify Implementation: Science teachers will implement the Amplify curriculum as the new curriculum.	Lesson Plans Classroom Observations	<ul style="list-style-type: none"> <li>Weekly Amplify classroom observation checklist/feedback form (curriculum specialist)</li> </ul>	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 materials and Amplify kits.	<ul style="list-style-type: none"> <li>Weekly Eureka classroom observation checklist/feedback form (district instructional coach and administration team)</li> </ul>	General Fund
Objective 2 The percent of students scoring proficient or higher in writing will increase		School Writing Coach will collaborate with the District Writing	Classroom Observation Lesson Plans	<ul style="list-style-type: none"> <li>Weekly classroom observation schedule (administration team) (completed weekly)</li> </ul>	District Funding (Becky Ginn)

Goal 3 (State your science, social studies, and writing goal.): <b>MLK, Jr Elementary will increase the number of students scoring proficient or above in Science from 17% as measured on Spring 2023 KSA to 23%, SS from 23% to 46%, and On Demand from 15% to 22% by Spring 2024 as determined by Kentucky Standards Assessment.</b>					
Objective	Strategy	Activities	Measure of Success	Progress Monitoring	Funding
from 15% in 2023 to 22% in 2024 as measured by KSA.		Coach to deliver On Demand Writing lessons.  School Writing Coach will follow a monthly schedule to work with 5th Grade students to complete On Demand writing tasks.	Mastery Connect Data  MAP Editing and Mechanics data	<ul style="list-style-type: none"><li>Weekly classroom monitoring tool (administrative team)</li></ul>	
Objective 3 The percent of students scoring proficient or higher in social studies will increase from 23% in 2023 to 46% in 2024 as measured by KSA.		Through the PLC process teachers will receive training on how to read, annotate and deliver the standard to students.  Social Studies Coach will collaborate with 5th Grade SS teacher to deliver aligned and rigorous instruction and assessment.	Classroom Observation Lesson Plans	<ul style="list-style-type: none"><li>Weekly classroom observation schedule (administrative team)</li><li>Weekly classroom monitoring tool (administrative team)</li></ul>	Title 1 funding (Kim Mroch)

4. 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
Reading: African American students will reduce the percent scoring Novice on KSA reading from 41% Novice in 2022-23 to 35% Novice in 2023-24 as measured by the Kentucky Standards Assessment.  Math: African American students will reduce the percent scoring Novice on KSA math from 42% Novice in 2022–23 to 36% Novice in 2023–24 as measured by the Kentucky Standards Assessment..	KCWP 2: Design and Deliver Instruction  KCWP 4: Review, Analyze and Apply Data	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	Title I
		Create formative and summative assessments that are aligned to KAS standards.			
		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	Title I
		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	Title I

5: English Learner Progress

Goal 5 (State your English Learner goal.): <b>Each EL student will progress at least two levels on the ACCESS assessment by May 2024.</b>					
Objective	Strategy	Activities	Measure of Success	Progress Monitoring	Funding
Objective 1 Identify EL students and monitor their progress towards proficiency using formative assessments.	KCWP 2: Design and Deliver Instruction	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	Title I Title III
		Create formative and summative assessments that are aligned to KAS standards.			
	KCWP 4: Review, Analyze and Apply Data	Explicitly connecting learning to prior knowledge and experience.			
		Utilize graphic organizers.			
		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.	PLC Documents	Weekly PLC Cycle	
	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.				

6: Quality of School Climate and Safety

Goal 6 (State your climate and safety goal.): <b>MLK Quality of School Climate and Safety indicator will increase from 75.8 in 2023 to 88 in 2024</b>					
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% to 40%	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 36% to 43%		The Student Advisory Council will meet 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 43% to 52%.		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.	Tentative survey results		

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:
<p><b>Consider:</b> 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><b>Response:</b></p> <p>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"><li>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.</li><li>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.</li><li>3. Attending monthly CCPS Equity Committee meetings to learn and apply equity practices for students with disabilities.</li><li>4. <a href="#">23-24 SPED Strategic Action Plan</a></li></ol>
Identification of Critical Resources Inequities:
<p><b>Consider:</b> 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><b>Response:</b></p>

Through an examination of resource inequities, it was discovered that there was not enough support for evidence-based practices for our Special Education teachers. As a result, it could be that our special education population underperformed 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.



### *Grades 5-12*

***Repeated reading was found to have potentially positive effects on reading comprehension and no discernible effects on alphabetics, reading fluency, and general reading achievement for students with learning disabilities.***

Repeated reading is an academic practice that aims to increase oral reading fluency. Repeated reading can be used with students who have developed initial word reading skills but demonstrate inadequate reading fluency for their grade level. During repeated reading, a student sits in a quiet location with a teacher and reads a passage aloud at least three times. Typically, the teacher selects a passage of about 50 to 200 words in length. If the student misreads a word or hesitates for longer than 5 seconds, the teacher reads the word aloud, and the student repeats the word correctly. If the student requests help with a word, the teacher reads the word aloud or provides the definition. The student rereads the passage until he or she achieves a satisfactory fluency level.

<https://ies.ed.gov/ncee/wwc/EvidenceSnapshot/576>

K-6

### **Peer-Assisted Learning Strategies**

Students with a Specific Learning Disability

***PALS was found to have potentially positive effects on reading fluency and reading comprehension and no discernible effects on mathematics for students with learning disabilities.***

Peer-Assisted Learning Strategies is a peer-tutoring program for grades K–6 that aims to improve student proficiency in several disciplines. During the 30-35 minute peer-tutoring sessions, students take turns acting as the tutor, coaching and correcting one another as they work through problems. The designation of tutoring pairs and skill assignment is based on teacher judgment of student needs and abilities, and teachers reassign tutoring pairs regularly.

<https://iris.peabody.vanderbilt.edu/module/pals26/#content> - Modules to learn more on PALS

TSI/ATSI Evidence-based Practices

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

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

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

Evidence-based Activity	Evidence Citation	Uploaded in CIP
Train staff to implement inductive teaching strategies.	Hattie, J. (2009). Visible Learning: a synthesis of over 800 meta-analyses relating to achievement. Routledge: New York, NY.	<input checked="" type="checkbox"/>
Clarifying Learning Goals  <a href="#">KDE EBIP Clarifying and Sharing Clear Learning Goals</a>	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)	<input type="checkbox"/>
		<input type="checkbox"/>

Evidence-based Activity	Evidence Citation	Uploaded in CIP
<b>Explicit Direct Instruction and Modeling</b>  <a href="#">KDE EBIP Explicit Direct Instruction and Modeling</a>	<p>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).</p> <p>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 &amp; Shanahan, 2006; Moore, 2010)</p>	<input type="checkbox"/>
<b>PLCs and Teacher Coaching</b>	<p>PLCs</p> <p>We will use PLCs to create a collaborative culture of continuous improvement that produces evidence, including measurable results of improving student learning.  <a href="https://ies.ed.gov/ncee/edlabs/regions/midatlantic/app/Docs/TechnicalAssistance/3_32_8_EE4_Creating_and_Sustaining_Professional_Learning_Communities.pdf">https://ies.ed.gov/ncee/edlabs/regions/midatlantic/app/Docs/TechnicalAssistance/3_32_8_EE4_Creating_and_Sustaining_Professional_Learning_Communities.pdf</a></p> <p>Professional Development Create a collaborative culture of continuous improvement that produces evidence, including measurable results of improving professional practice.  <a href="https://ies.ed.gov/ncee/edlabs/regions/southwest/pdf/rel_2007033.pdf">https://ies.ed.gov/ncee/edlabs/regions/southwest/pdf/rel_2007033.pdf</a></p> <p>Teacher Coaching</p> <p>Create a collaborative culture of continuous improvement that produces evidence, including measurable results of improving professional practice.  <a href="https://scholar.harvard.edu/files/mkraft/files/kraft_blazar_hogan_2016_teacher_coaching_meta-analysis_wp_w_appendix.pdf">https://scholar.harvard.edu/files/mkraft/files/kraft_blazar_hogan_2016_teacher_coaching_meta-analysis_wp_w_appendix.pdf</a></p> <p>Teacher Coaching</p> <p>Create a collaborative culture of continuous improvement that produces evidence, including measurable results of improving professional practice.  <a href="https://pdfs.semanticscholar.org/20df/fba41f9f32afaf0f2f75f15e2523317e3084.pdf?_ga=2.92918046.2057072060.1580493694-2106497335.1580493694">https://pdfs.semanticscholar.org/20df/fba41f9f32afaf0f2f75f15e2523317e3084.pdf?_ga=2.92918046.2057072060.1580493694-2106497335.1580493694</a></p>	<input type="checkbox"/>

Evidence-based Activity	Evidence Citation	Uploaded in CIP
	<p>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.”</p> <p>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).”</p> <p>“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.</p> <p>“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.”</p> <p>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.’</p> <p>Highlights teacher coaching as a “promising alternative” to “traditional” professional development.</p> <p>“Coaching, either alone or in conjunction with other forms of professional learning, has a significant effect on teaching practice and student achievement.”</p> <p>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.</p>	