2022-23 SY Christian County High School

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**.

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 proficiency, separate academic indicator, achievement gap, and growth. High schools must address proficiency, separate academic indicator, achievement gap, graduation rate, and transition readiness. Long-term targets 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. 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 that will occur 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.):

Increase the number of students scoring proficient or above in KSA Reading from 47% to 52% and KSA Math from 30% to 37% by 2026.

2021-22 Kentucky State Assessment Results Presentation

Objective	Strategy	Activities	Measure of Success	Progress Monitoring	Funding
Objective 1 Increase the percentage of students scoring proficient or above in Reading (47%) by 3% by May 2023.	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 KCWP 6: Establishing Learning Culture and Environment	**Revamp PLC Process / Meetings to focus solely on instruction:** - Standard Alignment for instruction and tasks - Utilize the standards rubrics designed by KDE - Start Small Group PLCs to provide individualized / differentiated feedback and support to teachers - Add Peer Observations to Unit Cycle **CCHS MTSS Plan for Reading:** - Identification of Tier 2 & 3 via Strategic MAP testing - Utilize KDE Novice Reduction Strategies - Intentional FLEX plan for SpEd Students - School-wide Integration of Tier 1 Strategies - Name and Claim Students (15% - 20% MAP; Students who are 5 points away from Apprentice on KSA) **CCHS Priority Plan (Scorecard):** - Building leaders meet once a month to monitor current systems with action plans, to review the current reality, to goal-set, and to progress monitor and adjust school-wide accountability priority areas. - Curriculum Leadership Team Meeting (Monthly)	Scrimmage Assessments via Mastery Connect Fall / Winter / Spring Benchmark Scores Mastery Prep ACT Practice Scores Common Assessment Results Analysis Classroom Observations via the PGES Walk Through Tool	MTSS Tier 2 and 3 Identification Spreadsheet Grade Level Post-Secondary Readiness Spreadsheets 2022-23 SY CCHS PGES Walk Through Observation Tool w. Differentiated Outcomes for Teachers Utilize the KSA Calculator and Data Tracking Sheet to monitor student progress Track Benchmark Growth throughout the school year; share growth with teachers, parents, and students Weekly Failure Report / Grade Checks Vetting of Formative and Summative Assessments in PLCs Individual KyCL Teacher Learning Logs PLC Documentation	Title 1 ESSER SBDM Funds District Funding of Platform Programs General School Funding / Allocations Grant Funding

Goal 1 (State your reading and math goal.):

Increase the number of students scoring proficient or above in KSA Reading from 47% to 52% and KSA Math from 30% to 37% by 2026.

2021-22 Kentucky State Assessment Results Presentation

Objective	Strategy	Activities	Measure of Success	Progress Monitoring	Funding
		Refine universal lesson plan template and review Daily Learning Targets: - Integrate informational reading as part of weekly Advisory Work - Universal Language of School-wide Literacy - 2022-23 CCHS Writing Plan			
Objective 2 Increase the percentage of students scoring proficient or above in Mathematics (30%) by 3% by May 2023.	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 KCWP 6: Establishing Learning Culture and Environment	**Revamp PLC Process / Meetings to focus solely on instruction:** - Standard Alignment for instruction and tasks - Utilize the standards rubrics designed by KDE - Start Small Group PLCs to provide individualized / differentiated feedback and support to teachers - Add Peer Observations to Unit Cycle **CCHS MTSS Plan for Math:** - Identification of Tier 2 & 3 via Strategic MAP testing - Utilize KDE Novice Reduction Strategies - Intentional FLEX plan for SpEd Students - School-wide Integration of Tier 1 Strategies - Name and Claim Students (15% - 20% MAP; Students who are 5 points away from Apprentice on KSA) - Resource math classes utilize KSA BluePrint to structure geometry courses to include the spiraling of other mathematical	Scrimmage Assessments via Mastery Connect Fall / Winter / Spring MAP Scores Mastery Prep ACT Practice Scores Common Assessment Results Analysis Classroom Observations via the PGES Walk Through Tool	MTSS Tier 2 and 3 Identification Spreadsheet Grade Level Post-Secondary Readiness Spreadsheets 2022-23 SY CCHS PGES Walk Through Observation Tool w. Differentiated Outcomes for Teachers Utilize the KSA Calculator and Data Tracking Sheet to monitor student progress Track Benchmark Growth throughout the school year; share growth with teachers, parents, and students Weekly Failure Report / Grade Checks Vetting of Formative and Summative Assessments in PLCs	Title 1 ESSER SBDM Funds District Funding of Platform Programs General School Funding / Allocations Grant Funding

Goal 1 (State your reading and math goal.):

Increase the number of students scoring proficient or above in KSA Reading from 47% to 52% and KSA Math from 30% to 37% by 2026.

2021-22 Kentucky State Assessment Results Presentation

Objective	Strategy	Activities	Measure of Success	Progress Monitoring	Funding
		conceptual categories in conjunction with Gen Ed			
		CCHS Priority Plan (Scorecard): - Building leaders meet once a month to monitor current systems with action plans, to review the current reality, to goal-set, and to progress monitor and adjust school-wide accountability priority areas. - Curriculum Leadership Team Meeting (Monthly)			
		Utilize the KSA BluePrint to structure geometry courses to include the spiraling of other mathematical conceptual categories: - Create guided planning documents for the following areas based on the following concepts outlined in the KSA BluePrint. - Algebra - Functions - Number & Quantity - Statistics and Probability (Insert Algebra Bootcamp after CA) - Review KSA / Common Cores 8 Mathematical Practice Standards			

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

Goal 2 (State your science, social studies, and writing goal.):
Increase the percentage of students scoring proficient or above in science, social studies, and writing by 5% each year through May 2026.

Objective	Strategy	Activities	Measure of Success	Progress Monitoring	Funding
Objective 1 Increase the percentage of students scoring proficient or above in Science (12%) by 4% by 2023.	KCWP 1: Design and Deploy Standards KCWP 2: Design and Deliver Instruction KCWP 3: Design and Deliver Assessment Literacy	**CCHS Priority Plan (Scorecard):** - Building leaders meet once a month to monitor current systems with action plans, to review the current reality, to goal-set, and to progress monitor and adjust school-wide accountability priority areas. - Curriculum Leadership Team Meeting (Monthly) **Revamp PLC Process / Meetings to focus solely on instruction:** - Standard Alignment for instruction and tasks - Utilize the standards rubrics designed by KDE - Start Small Group PLCs to provide individualized / differentiated feedback and support to teachers - Add Peer Observations to Unit Cycle **Utilize the SSA Blueprint to draft formative / summative assessments:** - Cumulative Scrimmage Assessment in January and March - Utilize STEMScopes to support the NGSS - Utilize the KSA resources to unpack standards and craft assessments that are authentic and rigorous - Intentional FLEX plan for Apprentice Students	Scrimmage Assessments via Mastery Connect StemScopes Results from Modules Mastery Prep ACT Practice Scores Common Assessment Results Analysis Classroom Observations via the PGES Walk Through Tool	MTSS Tier 2 and 3 Identification Spreadsheet Grade Level Post-Secondary Readiness Spreadsheets 2022-23 SY CCHS PGES Walk Through Observation Tool w. Differentiated Outcomes for Teachers Utilize the KSA Calculator and Data Tracking Sheet to monitor student progress Track MAP Growth throughout the school year; share growth with teachers, parents, and students Weekly Failure Report / Grade Checks Vetting of Formative and Summative Assessments in PLCs	Title 1 ESSER SBDM Funds District Funding of Platform Programs General School Funding / Allocations Grant Funding

Goal 2 (State your science, social studies, and writing goal.):

Increase the percentage of students scoring proficient or above in science, social studies, and writing by 5% each year through May 2026.

Objective	Strategy	Activities	Measure of Success	Progress Monitoring	Funding
Objective 2 Increase the percentage of students scoring proficient or above in Social Studies (30%) by 4% by 2023.	KCWP 1: Design and Deploy Standards KCWP 2: Design and Deliver Instruction KCWP 3: Design and Deliver Assessment Literacy	**CCHS Priority Plan (Scorecard):** - Building leaders meet once a month to monitor current systems with action plans, to review the current reality, to goal-set, and to progress monitor and adjust school-wide accountability priority areas. - Curriculum Leadership Team Meeting (Monthly) **Revamp PLC Process / Meetings to focus solely on instruction:** - Standard Alignment for instruction and tasks - Utilize the standards rubrics designed by KDE - Start Small Group PLCs to provide individualized / differentiated feedback and support to teachers - Add Peer Observations to Unit Cycle **Utilize the Social Studies Blueprint to draft formative / summative assessments:** - Cumulative Scrimmage Assessment in January and March - Utilize DBQ Resource - Utilize the KSA resources to unpack standards and craft assessments that are authentic and rigorous - Intentional FLEX plan for Apprentice Students **Refine universal lesson plan template and review Daily Learning Targets:** - Integrate informational reading as part of weekly Advisory Work - Universal Language of School-wide Literacy	Scrimmage Assessments via Mastery Connect DBQ Results from Modules Mastery Prep ACT Practice Scores Common Assessment Results Analysis Classroom Observations via the PGES Walk Through Tool	MTSS Tier 2 and 3 Identification Spreadsheet Grade Level Post-Secondary Readiness Spreadsheets 2022-23 SY CCHS PGES Walk Through Observation Tool w. Differentiated Outcomes for Teachers Utilize the KSA Calculator and Data Tracking Sheet to monitor student progress Track Benchmark Growth throughout the school year; share growth with teachers, parents, and students Weekly Failure Report / Grade Checks Vetting of Formative and Summative Assessments in PLCs	Title 1 ESSER SBDM Funds District Funding of Platform Programs General School Funding / Allocations Grant Funding

Goal 2 (State your science, social studies, and writing goal.):					
Increase the percentage of students scoring proficient or above in science, social studies, and writing by 5% each year through May 2026.					
Objective	**Strategy**	**Activities**	**Measure of Success**	**Progress Monitoring**	**Funding**
		- 2022-23 CCHS Writing Plan			
Objective 3 Increase the percentage of students scoring proficient or above in Writing (49%) by 4% by 2023.	KCWP 1: Design and Deploy Standards KCWP 2: Design and Deliver Instruction KCWP 3: Design and Deliver Assessment Literacy	**CCHS Priority Plan (Scorecard):** - Building leaders meet once a month to monitor current systems with action plans, to review the current reality, to goal-set, and to progress monitor and adjust school-wide accountability priority areas. - Curriculum Leadership Team Meeting (Monthly) **Revamp PLC Process / Meetings to focus solely on instruction:** - Standard Alignment for instruction and tasks - Utilize the standards rubrics designed by KDE - Start Small Group PLCs to provide individualized / differentiated feedback and support to teachers - Add Peer Observations to Unit Cycle **Refine universal lesson plan template and review Daily Learning Targets:** - Integrate informational reading as part of weekly Advisory Work - Universal Language of School-wide Literacy - 2022-23 CCHS Writing Plan	In house On-Demand Scrimmage (Fall / Spring) with Individualized Feedback from District Writing Interventionist Mastery Prep ACT Practice Scores Common Assessment Results Analysis Classroom Observations via the PGES Walk Through Tool	MTSS Tier 2 and 3 Identification Spreadsheet 2022-23 SY CCHS PGES Walk Through Observation Tool w. Differentiated Outcomes for Teachers Utilize the KSA Calculator and Data Tracking Sheet to monitor student progress Track MAP Growth throughout the school year; share growth with teachers, parents, and students Weekly Failure Report / Grade Checks Vetting of Formative and Summative Assessments in PLCs	Title 1 ESSER SBDM Funds District Funding of Platform Programs General School Funding / Allocations Grant Funding

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 TSI Area: Increase the number of SpEd students scoring proficient or above in KSA Reading from 47% to 51% by 2023 and KSA Math from 22% to 26% by 2023.	KCWP 2: Design and Deliver Instruction KCWP 5: Design, Align and Deliver Support	**CCHS Priority Plan (Scorecard):** - Building leaders meet once a month to monitor current systems with action plans, to review the current reality, to goal-set, and to progress monitor and adjust school-wide accountability priority areas. - Curriculum Leadership Team Meeting (Monthly) **Engaged Learners:** - Engaging students in challenging academic content that is constant, integrated across disciplines and designed for use beyond the classroom. - Conferencing / Name & Claim - Utilize the FLEX period to provide services for students in need of intervention and enrichment - Utilize OverTime to help students mastery concepts outside of the standard classroom time	Scrimmage Assessments via Mastery Connect Fall / Winter / Spring Benchmark Scores Mastery Prep ACT Practice Scores Common Assessment Results Analysis Classroom Observations via the PGES Walk Through Tool	MTSS Tier 2 and 3 Identification Spreadsheet Grade Level Post-Secondary Readiness Spreadsheets 2022-23 SY CCHS PGES Walk Through Observation Tool w. Differentiated Outcomes for Teachers Utilize the KSA Calculator and Data Tracking Sheet to monitor student progress Track Benchmark Growth throughout the school year; share growth with teachers, parents, and students Weekly Failure Report / Grade Checks Vetting of Formative and Summative Assessments in PLCs	Title 1 ESSER SBDM Funds District Funding of Platform Programs General School Funding / Allocations Grant Funding

5: Quality of School Climate and Safety

Goal 5 (State your climate and safety goal.):

Increase the Quality of School Climate and Safety Survey Score from 57.6 to 70 by 2026.

Objective	Strategy	Activities	Measure of Success	Progress Monitoring	Funding
Objective 1 Increase the Quality of School Climate and Safety Score from 57.6 to 62 by 2023.	KCWP 5: Design, Align and Deliver Support KCWP 6: Establishing Learning Culture and Environment	**Advisory Time:** - High Schools will offer advisory time within the Master Schedule for students to work with an advisor to ensure work is completed and turned in in a timely manner; to provide academic and career counseling and opportunities; to ensure students are remaining on-track in their coursework; and to assist students with long-term planning for career pathways and academic courses leading to graduation. - Strategically deliver content to address misconceptions and trends in the 2020-21 SY Quality of School Climate and Safety Score **PBIS Initiative:** - School-wide ROCKS Expectations - Colonel Cash Program to Reward Positive Behavior	Classroom Observations via the PGES Walk Through Tool Subsequent Student Surveys Throughout the School Year Principal's Advisory Board Feedback	Subsequent Student Surveys Throughout the School Year Principal's Advisory Board Feedback	ESSER SBDM Funds General School Funding / Allocations

6: Postsecondary Readiness (high school only)

Goal 6 (State your postsecondary goal.):
Increase the Post-Secondary Readiness Score from 68.2 to 80 by 2026.

Objective	Strategy	Activities	Measure of Success	Progress Monitoring	Funding
Objective 1 Increase the Post-Secondary Readiness Score from 68.2 to 72 by 2023.	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 KCWP 5: Design, Align and Deliver Support KCWP 6: Establishing Learning Culture and Environment	**CCHS Priority Plan (Scorecard):** - Building leaders meet once a month to monitor current systems with action plans, to review the current reality, to goal-set, and to progress monitor and adjust school-wide accountability priority areas. - Curriculum Leadership Team Meeting (Monthly) **Student Tracking:** - Utilizing assessment scores, dual credit grades, career pathways, and AP exam scores to monitor student progress toward graduation - CTE Pathways - Explore provided pathways and industry certifications that are responsive to workforce needs - Advanced Placement and Dual Credit Opportunities - Provide opportunities for students to participate in AP courses - CTE Collaboration for Career Readiness - EOPA Benchmark / Industry Certification Plans and Data Reviewed develop formative/interim assessments for each CTE program **Weekly ACT expectations in math, English, Social Studies (reading), and Science courses :** - Outline most often missed topics; develop plan to incorporate / spiral into core content classes - *Master Prep Classroom Implementation - 30 minutes per week* - *Test Nav Work* - School-wide focus on literacy	KYOTE Test / Industry Certifications / EOPA Testing Fall / Winter / Spring Benchmark Scores Mastery Prep ACT Practice Scores Common Assessment Results Analysis Classroom Observations via the PGES Walk Through Tool	Grade Level Post-Secondary Readiness Spreadsheets 2022-23 SY CCHS PGES Walk Through Observation Tool w. Differentiated Outcomes for Teachers Utilize the Data Tracking Sheet to monitor student progress Track Benchmark Growth throughout the school year; share growth with teachers, parents, and students Weekly Failure Report / Grade Checks Vetting of Formative and Summative Assessments in PLCs	Title 1 ESSER SBDM Funds District Funding of Platform Programs General School Funding / Allocations Grant Funding

7: Graduation Rate (high school only)

Goal 7 (State your graduation goal.):					
Increase the 4 year and 5 year average Graduation Rate from 91.6% to 95% by 2026.					
Objective	**Strategy**	**Activities**	**Measure of Success**	**Progress Monitoring**	**Funding**
Objective 1 Increase the 4 year and 5 year average Graduation Rate from 91.6% to 93% by 2023.	KCWP 2: Design and Deliver Instruction KCWP 4: Review, Analyze and Apply Data KCWP 5: Design, Align and Deliver Support KCWP 6: Establishing Learning Culture and Environment	**CCHS Priority Plan (Scorecard):** - Building leaders meet once a month to monitor current systems with action plans, to review the current reality, to goal-set, and to progress monitor and adjust school-wide accountability priority areas. - Curriculum Leadership Team Meeting (Monthly) **Progress Monitoring for On-target Graduation::** - Administrators and teachers will be trained in applying strategies and resources to use for providing services and programs aligned to students' identified needs and interests. - Administrators and teachers will gain an in-depth understanding of tools such as the Persistence to Graduation Report, Tableau data tools, Individual Learning Plan, transcript audits, and career pathways and how the tools can be utilized to monitor student's interests and at-risk factors; as a result, more students will be enrolled in courses leading toward a completed career pathway and fewer students will drop-out of school. **Advisory Time:** - High Schools will offer advisory time within the Master Schedule for students to work with an advisor to ensure work is completed and turned in in a timely manner; to provide academic and career counseling and opportunities; to ensure	KYOTE Test / Industry Certifications / EOPA Testing Mastery Prep ACT Practice Scores Classroom Observations via the PGES Walk Through Tool Attendance Data Behavior Intervention and Data	Grade Level Post-Secondary Readiness Spreadsheets 2022-23 SY CCHS PGES Walk Through Observation Tool w. Differentiated Outcomes for Teachers Utilize the Data Tracking Sheet to monitor student progress Track Benchmark testing throughout the school year; share growth with teachers, parents, and students Weekly Failure Report / Grade Checks Vetting of Formative and Summative Assessments in PLCs	Title 1 ESSER SBDM Funds District Funding of Platform Programs General School Funding / Allocations Grant Funding

Goal 7 (State your graduation goal.):

Increase the 4 year and 5 year average Graduation Rate from 91.6% to 95% by 2026.

Objective	Strategy	Activities	Measure of Success	Progress Monitoring	Funding
		students are remaining on-track in their coursework; and to assist students with long-term planning for career pathways and academic courses leading to graduation.			
		Focus and Finish: - Alternative pathways to graduation will be offered at both high schools. Work to eliminate barriers to graduation.			

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

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

Components of Turnaround Leadership Development and Support:
Consider: How will you ensure that school leadership has or develops the skills and disposition to achieve accelerated, meaningful, and sustainable increases in student achievement for underperforming subgroups?   **Response:**   **School leadership will develop the skills and dispositions to achieve accelerated meaningful and sustainable increases in underperforming subgroups by:**   1. Attending monthly Instructional Leadership Team Meetings (ILT). Instructional Leadership Team meetings will feature a dedicated workspace and time for the Special Education department to work with principals and leadership teams around new and/or existing strategies and methods to ensure our students with disabilities receive the latest evidence-based instruction. In addition, work time and collaboration time will be provided each month during ILT meetings.   2. Monthly meetings with the administration and the assigned special education consultant and/or DoSE will be held to discuss building level concerns, education on issues and or specialized information about students with disabilities will be shared.   3. Attending monthly CCPS Equity Committee meetings to learn and apply equity practices for students with disabilities.   4. SPED Strategic Plan.docx
Identification of Critical Resources Inequities:
Consider: Describe the process used to review the allocation and use of resources (people, time, and money), any resource inequities that were identified that may contribute to underperformance, and how identified resource inequities will be addressed.   **Response:**   Through an examination of resource inequities, it was discovered that there was not enough support for evidence-based practices for our Special Education teachers. As a result, it could be that our special education population underperformed on KSA and did not meet performance expectations. To remedy this situation, special education staff will have more access to the Special Education Consultant. 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 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.

Evidence-based Practices

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

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

Evidence-based Activity	Evidence Citation	Uploaded in eProve
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.	☒
Train faculty / staff to cultivate a community of learners; how to reach those who seem unreachable; how to ensure learners feel cared for and empowered	Casas, J. (2017). Culturize: Every Student. Every Day. Whatever It Takes. Dave Burgess Consulting, INC.: San Diego, CA.	☐
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