

Crofton Elementary School  
2022-2023  
Principal-Chris Guier

## 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

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
<p>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.</p>	<p>Describe your approach to systematically address a process, practice, or condition that was identified as a priority during the Needs Assessment for Schools. There can be multiple strategies for each objective. The strategy can be based upon <a href="#">Kentucky's six (6) Key Core Work Processes</a> or another established improvement approach (i.e. <i>Six Sigma, Shipley, Baldrige, etc.</i>).</p>	<p>Describe the actionable steps that will occur to deploy the chosen strategy. There can be multiple activities for each strategy.</p>	<p>List the criteria that will gauge the impact of your work. The measures may be quantitative or qualitative but are observable in some way. Consider measures of input as well as outcomes for both staff and students.</p>	<p>Describe the process used to assess the implementation of the plan, the rate of improvement, and the effectiveness of the plan. Your description should include the artifacts to be reviewed, specific timelines, and responsible individuals.</p>	<p>List the specific federal, state, or local funding source(s) used to support each improvement initiative. If your school is a recipient of Title I, Part A funds, your CSIP serves as your annual plan and must indicate how Title I funds are utilized to carry out the planned activities.</p>

1: State Assessment Results in reading and mathematics

Goal 1: Increase the percentage of students scoring proficient or above in reading from 48% to 63.5% and math from 40% to 65.8% by May 2026.					
Objective	Strategy	Activities	Measure of Success	Progress Monitoring	Funding
Objective 1: Increase the percentage of students scoring proficient or above in reading from 47% to 55% by 2023.	<p>KCWP 1: Design and Deploy Standards</p> <p>KCWP 2: Design and Deliver Instruction</p> <p>KCWP 4: Review, Analyze and Apply Data</p>	<p><b>Literacy Curriculum:</b> Implement Into Reading which is a comprehensive evidenced based reading program that includes instruction in phonemic awareness, phonics, fluency, vocabulary, comprehension and writing.</p>	<p>All certified reading teachers and special education teachers receive training in the Into Reading program (beginning of the year, ongoing support from HMH, Friday Tidbits, and virtual professional learning sessions.)</p> <p>Building leaders receive support through Building Instructional Leadership Team meetings and bi-weekly Into Reading Q &amp; A sessions.</p> <p>Monitor implementation through classroom observations.</p> <p>Coaching provided to individual teachers through the school coaching model.</p>	<p>Universal Screener (MAP)-3x a year</p> <p>Into Reading Screeners-2x a year</p> <p>Into Reading Diagnostic Assessments-ongoing (based on screening data)</p> <p>Into Reading Progress Monitoring Assessments-Weekly/Bi-Weekly</p> <p>Growth Measure Assessment-3x a year</p> <p>Weekly and Module Assessments</p> <p>Benchmark Assessments (Mastery Connect)-2x a year</p> <p>Kentucky Summative Assessments</p> <p>District Instructional Reviews</p>	<p>District</p> <p>ESSER</p> <p>Title 1</p>

			Plan/Do/Study/Act PLC Data Disaggregation		
		<b>K-2 Reading Literacy Meetings:</b> Provide content and pedagogical instruction for teachers to develop, implement and support the district-wide implementation of the <i>Into Reading</i> curriculum. Grade level sessions are scheduled during the school year for collaborative planning.	Classroom observations MAP Data HMH Screeners Scrimmage Assessments	Data monitoring will be reviewed and revised as needed.	District ESSER Title 1
		<b>3-6 Reading Literacy Meetings:</b> Provide content and pedagogical instruction for teachers to develop, implement and support the district-wide implementation of the <i>Into Reading</i> curriculum. Grade level sessions are scheduled during the school year for collaborative planning.	Classroom observations MAP Data HMH Screeners Scrimmage Assessments	Data monitoring will be reviewed and revised as needed.	District ESSER Title 1
		<b>MTSS Plan:</b> Intentional scheduling of RTI time in each grade level to meet the reading needs of students in each grade level. Interventionists assigned to each grade level to intentionally meet the needs of the students. Instruction will be scaffolded to meet the needs of students.	Interventionist Progress Monitoring Master Schedule	RTI data will be reviewed and monitored during the PLC process.	ESSER Title 1
		<b>PLCs:</b> A 6 week rotation is used with the Plan, Do, Study and Act structure. The work focuses on	Classroom Assessment Data	Review and monitor PLC products and teacher data tracking forms.	NA

		standards planning and pacing, creating rigorous and aligned assessments, formative assessments, quality instruction focused on feedback, RTI and Data Analysis.	Teacher Data Tracking Forms  Quarterly Vertical PLCs during faculty meetings		
		<b>Teaching Coaching:</b> Feedback will be provided to teachers to improve classroom instruction.	Improved instructional practices.	Coaching schedule to ensure that all teachers are receiving feedback and coaching.	NA
		<b>Gifted and Talented Students:</b> Students who are identified as gifted and talented will be provided services in alignment with their Gifted Student Services Plan (GSSP).	Differentiation through content, process, and product occurring within the classroom and through pull out programs.  Cluster leaders provide assistance with identification and coaching teachers in providing individualized services.  Opportunities for students to participate in extracurricular activities or clubs.	Schedules of GT enrichment specialists  Professional learning sign in sheets from staff trainings led by cluster leaders  Cluster leader trainings  Progress reports for individual students  Assessment data for students who are gifted and talented	GT state grant GT district match
Objective 2: Increase the percentage of students scoring proficient or above in math from 38% to 45% by 2023.	KCWP 1: Design and Deploy Standards  KCWP 2: Design and Deliver Instruction	<b>K-6 Math Literacy Meetings:</b> Provide content and pedagogical instruction for teachers and instructional coaches to develop, implement and support district wide best practices in instruction in math in elementary	Classroom observations  MAP Data  Scrimmage Assessments	Data monitoring will be reviewed and revised as needed.  Benchmark Assessments (Mastery Connect)-2x a year	District

KCWP 4: Review, Analyze and Apply Data	schools. Grade level sessions will be scheduled throughout the year.			
	<b>MTSS Plan:</b> Intentional scheduling of RTI time in each grade level to meet the reading needs of students in each grade level. Interventionists assigned to each grade level to intentionally meet the needs of the students. Instruction will be scaffolded to meet the needs of students.	Interventionist Progress Monitoring  Master Schedule	RTI data will be reviewed and monitored during the PLC process.	ESSER Title 1
	<b>PLCs:</b> A 6 week rotation is used with the Plan, Do, Study and Act structure. The work focuses on standards planning and pacing, creating rigorous and aligned assessments, formative assessments, quality instruction focused on feedback, RTI and Data Analysis.	Classroom Assessment Data  Teacher Data Tracking Forms  Quarterly Vertical PLCs during faculty meetings	Review and monitor PLC products and teacher data tracking forms.	NA
	<b>Teaching Coaching:</b> Feedback will be provided to teachers to improve classroom instruction.	Improved instructional practices.	Coaching schedule to ensure that all teachers are receiving feedback and coaching.	NA
	<b>Gifted and Talented Students:</b> Students who are identified as gifted and talented will be provided services in alignment with their Gifted Student Services Plan (GSSP).	Differentiation through content, process, and product occurring within the classroom and through pull out programs.  Cluster leaders provide assistance with identification and coaching teachers in	Schedules of GT enrichment specialists  Professional learning sign in sheets from staff trainings led by cluster leaders  Cluster leader trainings  Progress reports for individual students	GT state grant  GT district match



			providing individualized services.  Opportunities for students to participate in extracurricular activities or clubs.	Assessment data for students who are gifted and talented	
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2: State Assessment Results in science, social studies and writing

Goal 2: Increase the combined percentage of students scoring proficient or above in science from 17% to 48.1%, in social studies from 32% to 75.7% and in writing from 30% to 52.8% by 2026.					
Objective	Strategy	Activities	Measure of Success	Progress Monitoring	Funding
Objective 1: Increase the percentage of students scoring proficient or above in science from 17% to 27% by 2023.	KCWP 1: Design and Deploy Standards	<b>Science:</b> Continue formally established protocols for completing Through Course Tasks with science teachers K-12 and for student work analysis. Continue to support K-6 Science Literacy meetings with demonstration lessons	Teacher participation in science specific professional learning	Monitoring of aligned instruction and assessment practices through PLCs	District
	KCWP 2: Design and Deliver Instruction		Teacher created science assessments and lessons	Data protocol in PLCs	
	KCWP 4: Review, Analyze and Apply Data	Ongoing professional learning will occur in development of rigorous tasks, standards and instruction alignment, and best practice in science 3-dimensional instructional practices.	Use of Mastery Connect Item Bank  Student writing products	Monitoring of aligned instruction and assessment practices through PLCs  Data protocol in PLCs  Student writing products	District
		<b>Teacher Coaching:</b> Weekly coaching visits by administrator with focus on alignment of activity to the KAS and student engagement in the lesson. Feedback provided to teacher regarding instruction and student engagement.	Improved classroom instruction  Improved student performance on cycle and summative assessments	Administration weekly coaching schedule  Documentation of classroom visits.	No funding needed
		<b>K-6 Science Instruction:</b> Ensure science instruction across all grade levels that matches the standards.	Plan/Do/Study/Act PLC	Data monitoring will be reviewed and revised as needed.	No funding needed

Goal 2: Increase the combined percentage of students scoring proficient or above in science from 17% to 48.1%, in social studies from 32% to 75.7% and in writing from 30% to 52.8% by 2026.

Objective	Strategy	Activities	Measure of Success	Progress Monitoring	Funding
Objective 2: Increase the percentage of students scoring proficient or above in social studies from 30% to 45% by 2023.	KCWP 1: Design and Deploy Standards  KCWP 2: Design and Deliver Instruction  KCWP 4: Review, Analyze and Apply Data	<b>Social Studies:</b> Social studies teachers will engage in work to understand the depth and breadth of newly-adopted social studies standards through KDE-provided standards modules, to include deconstruction of standards, pacing/mapping, assessment development, and instructional practices aligned to meet the cognitive demand of the standards.	Completion of standards learning modules through PLCs or professional learning  Completion of pacing/mapping/deconstruction Teacher created Social Studies assessments and lessons	Monitoring of aligned instruction and assessment practices through PLCs  Data protocol in PLCs	District
		Ongoing professional learning will occur in development of rigorous tasks, standards and instruction alignment, and best practice in social studies instructional practices around inquiry and historical thinking.	Use of Mastery Connect Item Bank  Student writing products	Monitoring of aligned instruction and assessment practices through PLCs  Data protocol in PLCs  Student writing products	District
		<b>Teacher Coaching:</b> Weekly coaching visits by administrator with focus on alignment of activity to the KAS and student engagement in the lesson. Feedback provided to teacher regarding instruction and student engagement.	Improved classroom instruction  Improved student performance on cycle and summative assessments	Administration weekly coaching schedule  Documentation of classroom visits.	No funding needed
		<b>K-6 Social Studies Instruction:</b> Ensure social studies instruction	Plan/Do/Study/Act PLC	Data monitoring will be reviewed and revised as needed.	No funding needed

Goal 2: Increase the combined percentage of students scoring proficient or above in science from 17% to 48.1%, in social studies from 32% to 75.7% and in writing from 30% to 52.8% by 2026.

Objective	Strategy	Activities	Measure of Success	Progress Monitoring	Funding
		across all grade levels that matches the standards.			
Objective 3: Increase the percentage of students scoring proficient or above in writing from 32% to 40% by 2023.	KCWP 1: Design and Deploy Standards	<b>Writing Coach:</b> Utilize writing coach to build teacher capacity around the writing standards and conferencing practices with students.	Quarterly classroom coaching visit from district coach.	Certified tutor hired to work directly with students to conference pieces to proficiency.	ESSER Title 1
	KCWP 2: Design and Deliver Instruction	<b>Writing:</b> Teachers K-12 will begin the planning and alignment process for implementing a district-wide vision for writing across all content areas to meet the demand of standards (Literacy Design Collaborative, KAS Reading and Writing, and Content Literacy Standards, TCT for Science). Schools will establish writing plans to accommodate specific school needs. Professional learning opportunities will be provided to support teacher acquisition of skills needed to teach students 21st century literacy skills and calibrate through analysis of student writing.	School Writing Plans	Student writing products	District
	KCWP 4: Review, Analyze and Apply Data		System wide implementation of School Writing Plans (with attention to disciplinary writing)  District Benchmark for Reading, Writing, and Math  Attainment of writing goals on Scorecard	Monitoring of aligned instruction and assessment practices through PLCs  Data protocol in PLCs	
	<b>Teacher Coaching:</b> Weekly coaching visits by administrator with focus on alignment of activity to the KAS and student engagement in the lesson.	Improved classroom instruction  Improved student performance on cycle and summative assessments	Administration weekly coaching schedule  Documentation of classroom visits.	No funding needed	

Goal 2: Increase the combined percentage of students scoring proficient or above in science from 17% to 48.1%, in social studies from 32% to 75.7% and in writing from 30% to 52.8% by 2026.

Objective	Strategy	Activities	Measure of Success	Progress Monitoring	Funding
		Feedback provided to teacher regarding instruction and student engagement.			

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: Increase the percentage of students with disabilities scoring proficient or above in reading and math from 21.5% to 26.9% by 2023.	KCWP 1: Design and Deploy Standards	<b>Teacher Coaching:</b> Coaching visits by administrator with focus on alignment of activity to the KAS and student engagement in the lesson. Feedback provided to teacher regarding instruction and student engagement.	Improved classroom instruction	Administration weekly coaching schedule  Documentation of classroom visits.	No funding needed
	KCWP 2: Design and Deliver Instruction		Improved student performance on cycle and summative assessments		
	KCWP 4: Review, Analyze and Apply Data	<b>Testing Buddies:</b> Partner each student with disabilities with as assigned accommodator during the school year for summative assessments.	Improved use of accommodations by student with disabilities	Assignment of testing buddies  Testing schedule	No funding needed
		<b>Tier 1 Instruction:</b> Ensure students with disabilities have access to Tier 1 instruction and materials during daily schedule. Schedule resource minutes to minimize removal from Tier 1 instruction.	Student access to Tier 1 instruction  Reduced time from Tier 1 classroom	Resource minutes and schedule  Assessment data through PLC	No funding needed
		<b>Literacy Curriculum:</b> Implement Into Reading which is a comprehensive evidenced based reading program that includes instruction in phonemic awareness, phonics, fluency, vocabulary, comprehension and writing.	Special education teachers receive training in the Into Reading program (beginning of the year, ongoing support from HMH, Friday Tidbits,	Into Reading Screeners-3x a year  Into Reading Diagnostic Assessments-ongoing (based on screening data)  Into Reading Progress Monitoring Assessments-Weekly/Bi-Weekly	District ESSER Title 1

Objective	Strategy	Activities	Measure of Success	Progress Monitoring	Funding
			and virtual professional learning sessions.)		
Objective 2: Increase the percentage of students with disabilities scoring proficient or above in science, social studies and writing from 5.7% to 7.1% by 2023.	KCWP 1: Design and Deploy Standards	<b>Teacher Coaching:</b> Weekly coaching visits by administrator with focus on alignment of activity to the KAS and student engagement in the lesson. Feedback provided to teacher regarding instruction and student engagement.	Improved classroom instruction	Administration weekly coaching schedule	No funding needed
	KCWP 2: Design and Deliver Instruction		Improved student performance on cycle and summative assessments	Documentation of classroom visits.	
	KCWP 4: Review, Analyze and Apply Data	<b>Testing Buddies:</b> Partner each student with disabilities with an assigned accommodator during the school year for summative assessments.	Improved use of accommodations by student with disabilities	Assignment of testing buddies Testing schedule	No funding needed
		<b>Tier 1 Instruction:</b> Ensure students with disabilities have access to Tier 1 instruction and materials during daily schedule. Schedule resource minutes to minimize removal from Tier 1 instruction.	Student access to Tier 1 instruction  Reduced time from classroom	Resource minutes and schedule  Assessment data through PLC	No funding needed

4: English Learner Progress

Goal 4 (State your English Learner goal.): Each EL student will progress at least 2 levels on the ACCESS assessment by May 2026.					
Objective	Strategy	Activities	Measure of Success	Progress Monitoring	Funding
Objective 1: Each EL student will progress at least 1 level on the ACCESS assessment by May 2023.	KCWP 1: Design and Deploy Standards  KCWP 2: Design and Deliver Instruction  KCWP 4: Review, Analyze and Apply Data	<b>Literacy Curriculum:</b> Implement Into Reading which is a comprehensive evidenced based reading program that includes instruction in phonemic awareness, phonics, fluency, vocabulary, comprehension and writing. Our English Learners will be immersed in rich text based instruction through Into Reading.	All certified reading teachers and special education teachers receive training in the Into Reading program (beginning of the year, ongoing support from HMH, Friday Tidbits, and virtual professional learning sessions.)  Building leaders receive support through Building Instructional Leadership Team meetings and bi-weekly Into Reading Q & A sessions.  Monitor implementation through classroom observations.  Coaching provided to individual teachers through the school coaching model.	Universal Screener (MAP)-3x a year  Into Reading Screeners-3x a year  Into Reading Diagnostic Assessments-ongoing (based on screening data)  Into Reading Progress Monitoring Assessments-Weekly/Bi-Weekly  Growth Measure Assessment-3x a year  Weekly and Module Assessments  Benchmark Assessments-2x a year  Kentucky Summative Assessments  District Instructional Reviews	District ESSER Title 1



Goal 4 (State your English Learner goal.): Each EL student will progress at least 2 levels on the ACCESS assessment by May 2026.					
Objective	Strategy	Activities	Measure of Success	Progress Monitoring	Funding
			Plan/Do/Study/Act PLC Data Disaggregation		
		<p><b>ELL Instruction:</b> Students identified as ELL will meet monthly with district personnel to work on specific goals.</p> <p>Translation of newsletters and other important information in home language to be sent home.</p>	Improved participation in classroom setting	District personnel to debrief with admin or guidance to discuss progress of students.	No funding needed

5: Quality of School Climate and Safety

Goal 5: Increase the score on the Quality of School Climate and Safety Student Survey from 75.6 to 82.0 by 2026.					
Objective	Strategy	Activities	Measure of Success	Progress Monitoring	Funding
Objective 1: Increase the score on the Quality of School Climate and Safety Student survey from 75.6 to 77.0 by 2023.	KCWP 6: Establishing Learning Culture and Environment	<p><b>Student Groups:</b> Continue to utilize a Student Advisory Council (Synergize Team) to give students a voice in the activities done throughout the year. These students will be selected by their peers to represent their classes. These students will be tasked with returning to their class with feedback and looking for suggestions.</p>	<p>Improved classroom interactions between students and staff.</p> <p>Students make suggestions to peers which are acted upon by school administration such as student selected PBIS rewards and field trips.</p> <p>Increased score on Quality of School Climate and Safety Student Survey.</p>	<p>Monthly meeting with Synergize Team</p> <p>Decreased number of Office referrals from previous years.</p>	No funding needed
		<p><b>Student Mentoring:</b> School and district staff will be paired with a student identified as high risk. School counselor will utilize small social groups. Castle Club (Chess) will be started after school to mentor a small targeted group of boys.</p>	<p>Improvement in behavior and school performance in students identified as Tier 2.</p>	Weekly Check in Check Out data	No funding needed

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

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

<p><b>Components of Turnaround Leadership Development and Support:</b></p>
<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>                  Crofton Elementary 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> </ol>
<p><b>Identification of Critical Resources Inequities:</b></p>
<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>                  After consulting an instructional resources 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. Teachers of students with disabilities demonstrated professional learning needs related to the implementation of the high quality instructional resources used in the regular education setting.</p>
<p><b>Additional Actions That Address the Causes of Consistently Underperforming Subgroups of Students</b></p>
<p><b>Consider:</b> Describe the process used to review the learning culture related to your targeted subgroup(s) and any additional actions that were determined to address the causes of underperformance.</p>

**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 students with disabilities 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 using assessments aligned to grade-level standards:

- Engage Special Education teachers in PLCs and other professional learning to develop their capacity to teach and assess grade-level standards.
- Implement standards-based benchmark assessment 2x 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 and math proficiency for our Special Education population. The evidence-based practice that will target reading is the implementation of the Into Reading ELA curriculum and teacher scaffolding of instruction. This will be monitored through weekly PLC meetings, data analysis following each round of MAP/Benchmark testing 3 times per year and classroom observations. The evidence-based practice that will target math is scaffolding of math instruction. This will be monitored through weekly PLC meetings, data analysis following each round of MAP/Benchmark testing 3 times per year and classroom observations.

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

**TSI/ATSI Evidence-based Practices**

The Every Student Succeeds Act (2015) created new expectations for evidence-based decision making at school and district levels. More specific information regarding evidence-based practices and requirements can be found on the Kentucky Department of Education’s [Evidence-based Practices website](#). While evidence documentation in the CSIP is only required for schools identified for Targeted Support and Improvement (TSI) including Additional Targeted Support and Improvement (ATSI) and Comprehensive Support and Improvement (CSI), KDE encourages all school leaders to review evidence related to new programs, practices, or interventions being implemented in the school. In addition to documenting the evidence below, TSI, ATSI and CSI schools are expected to upload a description of their evidence review process, the findings of their evidence review, and a discussion of the local implications into eProve. Specific directions regarding the documentation requirements can be found in the “[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 all general education and special education staff in the use of and implement Into Reading curriculum across grades Kindergarten through 5 <sup>th</sup> grade.	(2020). <i>Into Reading</i> . Houghton Mifflin Harcourt	
Instruction will be scaffolded to meet the needs of students.	Rosenshine, B. (2012). Principles of instruction: Research-based strategies that all teachers should know. <i>American Educator</i> , 36(1): 12.	
Modeling of new content will occur in order to help students acquire new learning.	Sherrington, T. (2019). <i>Rosenshine’s principles in action</i> . Woodbridge: John Catt Educational.	
Co Teaching	Miller, C., & Oh, K. (2013). The Effects of Professional Development on Co-Teaching for Special and General Education Teachers and Students. <i>Journal of Special Education Apprenticeship</i> , 2(1).	<input checked="" type="checkbox"/>
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