

Pembroke Elementary

2022-23 CSIP



1. State Assessment Results in reading and mathematics

<p>Goal 1 (State your reading and math goal.):</p> <p>Pembroke Elementary will increase the percentage of students scoring proficient or better to 57.8% in reading by spring of 2026.</p> <p>Pembroke Elementary will increase the percentage of students scoring proficient or better to 57.2% in math by spring of 2026.</p>					
Objective	Strategy	Activities	Measure of Success	Progress Monitoring	Funding
<p>Objective 1:</p> <p>Pembroke Elementary will increase the percentage of proficient or above in reading from 45% to 50.4% as measured by KSA</p>	<p>Teacher Capacity</p> <p>KCWP 1: Design and Deploy standards</p> <p>KCWP 2: Design and Deliver Instruction</p>	<ul style="list-style-type: none"> Create, communicate and use the KyFramework for Teaching walkthrough with both admin and teachers using the instrument. It will first be done only by admin and then also be used in PLCs by teachers. Train, implement, and monitor an evidence based reading program (Into Reading) in grades K-5. Plan vertical opportunities for teachers to learn from and support each other. Continue to provide strong models and coaching support to build teacher capacity through CS, district coaches, admin support and PLC work. 	<ul style="list-style-type: none"> Improved student achievement due to teachers teaching to the rigor of standards better and having more strategies to engage students in the standards. Student achievement will improve based upon teachers utilizing a balanced literacy curriculum across grade levels. 	<ul style="list-style-type: none"> All teachers every 2 to 3 weeks will be observed using the Ky Framework for Teaching instrument to increase indicator scores. Analyzation from observations will be used for individual teacher coaching on select indicators, to drive PLC conversations, and whole staff PD around needs. PLC agendas Lesson Plans Observation instruments 	<ul style="list-style-type: none"> Title I funds KYCL Grant ESSER General
	<p>Professional Development</p> <p>KCWP 2- Design and Deliver Instruction</p>	<ul style="list-style-type: none"> Professional development at the beginning of the year and through the year around engagement strategies especially for our special education students with autism 	<ul style="list-style-type: none"> Teachers will have a better understanding of strategies to use in the 	<ul style="list-style-type: none"> Agendas Lesson Plans Observation Instruments 	<ul style="list-style-type: none"> Title I funds KYCL Grant ESSER General

Goal 1 (State your reading and math goal.): Pembroke Elementary will increase the percentage of students scoring proficient or better to 57.8% in reading by spring of 2026. Pembroke Elementary will increase the percentage of students scoring proficient or better to 57.2% in math by spring of 2026.					
Objective	Strategy	Activities	Measure of Success	Progress Monitoring	Funding
			classroom for our students with disabilities therefore increasing their engagement in the classroom		
		<ul style="list-style-type: none">Professional development at the beginning of the year and through the year around KAGAN and questioning routines and structures.	<ul style="list-style-type: none">Teachers will have more engagement and questioning strategies to pull from in planning therefore increasing student engagement in the classroom		
		<ul style="list-style-type: none">Professional development at beginning of year and during the year during PLCs around Clarity for Learning to further develop success criteria and student ownership of learning.	<ul style="list-style-type: none">Teachers will have a better understanding of the rigor of the standards and therefore be taught with a high level of fidelity.Students will be able to track		

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

Pembroke Elementary will increase the percentage of students scoring proficient or better to 57.8% in reading by spring of 2026.

Pembroke Elementary will increase the percentage of students scoring proficient or better to 57.2% in math by spring of 2026.

Objective	Strategy	Activities	Measure of Success	Progress Monitoring	Funding
			and monitor their progress toward the standards by using the success criteria.		
		<ul style="list-style-type: none"> All certified teachers participate in KYCL professional learning opportunities around literacy in all content areas 	<ul style="list-style-type: none"> Student achievement will improve based upon teachers utilizing a balanced literacy curriculum across grade levels. 		
	PLC / Instruction KCWP 1: Design and Deploy standards KCWP 2: Design and Deliver Instruction	<ul style="list-style-type: none"> Planning of intentional and rigorous standards-based instruction using the district pacing documents, assignment review protocol, following the Plan, Do, Study, Act model with a focus on standards alignment of the assessment and high quality instructional resources. Students will receive differentiated instruction based on level of need 	<ul style="list-style-type: none"> Improved student achievement due to teachers teaching to the rigor of standards better and having more strategies to engage students in the standards. 	<ul style="list-style-type: none"> PLC agendas and minutes Lesson plans Observation instruments 	<ul style="list-style-type: none"> General Title 1

<p>Goal 1 (State your reading and math goal.):</p> <p>Pembroke Elementary will increase the percentage of students scoring proficient or better to 57.8% in reading by spring of 2026.</p> <p>Pembroke Elementary will increase the percentage of students scoring proficient or better to 57.2% in math by spring of 2026.</p>					
Objective	Strategy	Activities	Measure of Success	Progress Monitoring	Funding
	KCWP3- Design and Deliver Assessment Literacy KCWP 4- Review, Analyze, and Apply data results.	<ul style="list-style-type: none"> Train teachers on how to best use the district benchmark assessment system for both benchmarks and creating formative assessments. Administer the distinct benchmark assessment and use the KSA calculator to track and monitor progress toward goals. 	<ul style="list-style-type: none"> Teachers will be able to have a better prediction of how students will perform on the KSA assessment and their progress toward proficiency on standards 	<ul style="list-style-type: none"> Assessments Tracking Documents Calculators 	<ul style="list-style-type: none"> General Title ESSER
<p>Objective 2</p> <p>Pembroke Elementary will increase the percentage of proficient or above in math from 33% to 49.6% as measured by KSA.</p>	<p>Teacher Capacity</p> <p>KCWP 1: Design and Deploy standards</p> <p>KCWP 2: Design and Deliver Instruction</p>	<ul style="list-style-type: none"> Create, communicate and use the KyFramework for Teaching walkthrough with both admin and teachers using the instrument. It will first be done only by admin and then also be used in PLCs by teachers. Plan vertical opportunities for teachers to learn from and support each other. Continue to provide strong models and coaching support to build teacher capacity through CS, district coaches, and 	<ul style="list-style-type: none"> Improved student achievement due to teachers teaching to the rigor of standards better and having more strategies to engage students in the standards. 	<ul style="list-style-type: none"> All teachers every 2 to 3 weeks will be observed using the Ky Framework for Teaching instrument to increase indicator scores. Analyzation from observations will be used for individual teacher coaching on select indicators, to drive PLC conversations, and whole staff PD around needs. PLC agendas Lesson Plans Observation instruments 	<ul style="list-style-type: none"> Title I funds ESSER General
	<p>Professional Development</p> <p>KCWP 2- Design and Deliver Instruction</p>	<ul style="list-style-type: none"> Professional development at the beginning of the year and through the year around engagement strategies especially for our special education students with autism 	<ul style="list-style-type: none"> Teachers will have a better understanding of strategies to use in the 	<ul style="list-style-type: none"> Agendas Lesson Plans Observation Instruments 	<ul style="list-style-type: none"> Title I funds ESSER General

Goal 1 (State your reading and math goal.): Pembroke Elementary will increase the percentage of students scoring proficient or better to 57.8% in reading by spring of 2026. Pembroke Elementary will increase the percentage of students scoring proficient or better to 57.2% in math by spring of 2026.					
Objective	Strategy	Activities	Measure of Success	Progress Monitoring	Funding
			classroom for our students with disabilities therefore increasing their engagement in the classroom		
		<ul style="list-style-type: none">Professional development at the beginning of the year and through the year around KAGAN and questioning routines and structures.	<ul style="list-style-type: none">Teachers will have more engagement and questioning strategies to pull from in planning therefore increasing student engagement in the classroom		
		<ul style="list-style-type: none">Professional development at beginning of year and during the year during PLCs around Clarity for Learning to further develop success criteria and student ownership of learning.	<ul style="list-style-type: none">Teachers will have a better understanding of the rigor of the standards and therefore be taught with a high level of fidelity.Students will be able to track		

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

Pembroke Elementary will increase the percentage of students scoring proficient or better to 57.8% in reading by spring of 2026.

Pembroke Elementary will increase the percentage of students scoring proficient or better to 57.2% in math by spring of 2026.

Objective	Strategy	Activities	Measure of Success	Progress Monitoring	Funding
			and monitor their progress toward the standards by using the success criteria.		
		<ul style="list-style-type: none"> Send a math group to the KCM training. 	<ul style="list-style-type: none"> Student achievement will improve 		
	PLC / Instruction KCWP 1: Design and Deploy standards KCWP 2: Design and Deliver Instruction	<ul style="list-style-type: none"> Planning of intentional and rigorous standards-based instruction using the district pacing documents, assignment review protocol, following the Plan, Do, Study, Act model with a focus on standards alignment of the assessment and high quality instructional resources. Students will receive differentiated instruction based on level of need 	<ul style="list-style-type: none"> Improved student achievement due to teachers teaching to the rigor of standards better and having more strategies to engage students in the standards. 	<ul style="list-style-type: none"> PLC agendas and minutes Lesson plans Observation instruments 	
		<ul style="list-style-type: none"> Implement fluency strategies and competitions across grade levels (addition / subtraction - 1st/2nd) (multiplication / division - 3rd - 6th) 	<ul style="list-style-type: none"> Student achievement will improve 	<ul style="list-style-type: none"> Fact Fluency test and tracking of the progress 	
	KCWP3- Design and Deliver Assessment Literacy KCWP 4- Review, Analyze, and Apply data results.	<ul style="list-style-type: none"> Train teachers on how to best use the district benchmark assessment system for both benchmarks and creating formative assessments. 	<ul style="list-style-type: none"> Teachers will be able to have a better prediction of 	<ul style="list-style-type: none"> Assessments Tracking Documents Calculators 	<ul style="list-style-type: none"> Genera Title ESSER

Goal 1 (State your reading and math goal.): Pembroke Elementary will increase the percentage of students scoring proficient or better to 57.8% in reading by spring of 2026. Pembroke Elementary will increase the percentage of students scoring proficient or better to 57.2% in math by spring of 2026.					
Objective	Strategy	Activities	Measure of Success	Progress Monitoring	Funding
		<ul style="list-style-type: none">Administer the distinct benchmark assessment and use the KSA calculator to track and monitor progress toward goals.	how students will perform on the KSA assessment and their progress toward proficiency on standards		

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

<p>Goal 2 (State your science, social studies, and writing goal.):</p> <p>Pembroke Elementary will increase the percentage of students scoring proficient or better to 46.6% in science by spring of 2026.</p> <p>Pembroke Elementary will increase the percentage of students scoring proficient or better to 54.2% in social studies by spring of 2026.</p> <p>Pembroke Elementary will increase the percentage of students scoring proficient or better to 47.4% in writing by spring of 2026.</p>					
Objective	Strategy	Activities	Measure of Success	Progress Monitoring	Funding
<p>Objective 1</p> <p>Pembroke Elementary will increase the percentage of proficient or above in science from 15% to 37.2% as measured by KSA</p>	<p>KCWP1: Design and Deploy Standards</p> <p>KCWP3: Design and Deliver Assessment Literacy</p>	<ul style="list-style-type: none">See activities listed in the reading/math area.In order to help achieve the activities listed, our teachers utilize Amplify Science in grades K-5 and Stemscopecs in grade 6. These high quality instructional resources are engaging to students and meet the rigor of the standards. All science teachers participate in KDE created training modules around the KAS for science during vertical PLC.	<ul style="list-style-type: none">See measures of success in reading/math area.	<ul style="list-style-type: none">See progress monitoring in reading/math area.	<ul style="list-style-type: none">See funding in reading/math area
	<p>KCWP1: Design and Deploy Standards</p>	<ul style="list-style-type: none">Pembroke Elementary is working on implementing LDC with fidelity. We have 3 cohorts that have gone through explicit training and will help to train the other teachers in our building in order to create tasks that are rigorous to meet the	<ul style="list-style-type: none">We will have students participating in more rigorous tasks using the LDC modules and tasks to meet the	<ul style="list-style-type: none">Student work samplesKYCL learning logsLesson plansObservation instruments	<ul style="list-style-type: none">KYCL grantTitle 1GeneralESSER

<p>Goal 2 (State your science, social studies, and writing goal.):</p> <p>Pembroke Elementary will increase the percentage of students scoring proficient or better to 46.6% in science by spring of 2026.</p> <p>Pembroke Elementary will increase the percentage of students scoring proficient or better to 54.2% in social studies by spring of 2026.</p> <p>Pembroke Elementary will increase the percentage of students scoring proficient or better to 47.4% in writing by spring of 2026.</p>					
Objective	Strategy	Activities	Measure of Success	Progress Monitoring	Funding
		standards and incorporate cross curricular instruction. <ul style="list-style-type: none"> Pembroke Elementary teachers are utilizing Kagan structures and questioning strategies to increase student engagement and discussion during instruction. 	standards and the content knowledge and writing skills will improve for students.		
Objective 2 Pembroke Elementary will increase the percentage of proficient or above in social studies from 27% to 46.1% as measured by KSA.	KCWP1: Design and Deploy Standards KCWP3: Design and Deliver Assessment Literacy	<ul style="list-style-type: none"> See activities listed in the reading/math area. 	<ul style="list-style-type: none"> See measures of success in reading/math area. 	<ul style="list-style-type: none"> See progress monitoring in reading/math area. 	<ul style="list-style-type: none"> See funding in reading/math area
	KCWP1: Design and Deploy Standards	<ul style="list-style-type: none"> Pembroke Elementary is working on implementing LDC with fidelity. We have 3 cohorts that have gone through explicit training and will help to train the other teachers in our building in order to create tasks that are rigorous to meet the standards and incorporate cross curricular. 	<ul style="list-style-type: none"> We will have students participating in more rigorous tasks using the LDC modules and tasks to meet the standards and the content knowledge and 	<ul style="list-style-type: none"> Student work samples KYCL learning logs Lesson plans Observation instruments 	<ul style="list-style-type: none"> KYCL grant Title 1 General ESSER

<p>Goal 2 (State your science, social studies, and writing goal.):</p> <p>Pembroke Elementary will increase the percentage of students scoring proficient or better to 46.6% in science by spring of 2026.</p> <p>Pembroke Elementary will increase the percentage of students scoring proficient or better to 54.2% in social studies by spring of 2026.</p> <p>Pembroke Elementary will increase the percentage of students scoring proficient or better to 47.4% in writing by spring of 2026.</p>					
Objective	Strategy	Activities	Measure of Success	Progress Monitoring	Funding
		<ul style="list-style-type: none"> Pembroke Elementary teachers are utilizing Kagan structures and questioning strategies to increase student engagement and discussion during instruction. 	writing skills will improve for students.		
<p>Objective 3</p> <p>Pembroke Elementary will increase the percentage of proficient or above in combined writing from 35% to 38.1% as measured by KSA.</p>	KCWP1: Design and Deploy Standards	<ul style="list-style-type: none"> See activities listed in the reading / math area. 	<ul style="list-style-type: none"> See measures of success in the reading/math area. 	<ul style="list-style-type: none"> See progress monitoring in the reading/math area. 	<ul style="list-style-type: none"> See funding in reading and math area
	KCWP3: Design and Deliver Assessment Literacy				
	KCWP1. Design and Deploy Standards	<ul style="list-style-type: none"> Pembroke Elementary is working on implementing LDC with fidelity. We have 3 cohorts that have gone through explicit training and will help to train the other teachers in our building in order to create tasks that are rigorous to meet the standards and incorporate cross curricular. 	<ul style="list-style-type: none"> We will have students participating in more rigorous tasks using the LDC modules and tasks to meet the standards and the content knowledge and 	<ul style="list-style-type: none"> Student work samples KYCL learning logs Lesson plans Observation instruments 	<ul style="list-style-type: none"> KYCL grant Title 1 General ESSER

<div>Goal 2 (State your science, social studies, and writing goal.):</div> <div>Pembroke Elementary will increase the percentage of students scoring proficient or better to 46.6% in science by spring of 2026.</div> <div>Pembroke Elementary will increase the percentage of students scoring proficient or better to 54.2% in social studies by spring of 2026.</div> <div>Pembroke Elementary will increase the percentage of students scoring proficient or better to 47.4% in writing by spring of 2026.</div>					
Objective	Strategy	Activities	Measure of Success	Progress Monitoring	Funding
		<ul style="list-style-type: none">Pembroke Elementary teachers are utilizing Kagan structures and questioning strategies to increase student engagement and discussion during instruction.	writing skills will improve for students.		

3: Achievement Gap

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

Objective	Strategy	Activities	Measure of Success	Progress Monitoring	Funding
Objective 1 Decrease the percentage of students with disabilities scoring novice in reading from 55% to 50% by May of 2023 as measured by KSA, MAP, and classroom assessments	KCWP 5: Design, Align, Deliver, Support Processes	<ul style="list-style-type: none"> Continue to provide accommodations training and practice during the year to our staff that will help with accommodations through faculty meetings and sending special ed tips out in our weekly newsletter. 	<ul style="list-style-type: none"> We will move our students with disabilities and decrease our novice percentage. 	<ul style="list-style-type: none"> Faculty meeting agendas Weekly Pembroke Happenings 	<ul style="list-style-type: none"> General Title ESSER
		<ul style="list-style-type: none"> Intentional planning for RTI / MTSS instruction and the progress monitoring of the intervention 		<ul style="list-style-type: none"> RTI list and schedules Lesson plans PLC notes 	
		<ul style="list-style-type: none"> Implementation of the district educational equity plan to address achievement gaps especially for our students with disabilities. 		<ul style="list-style-type: none"> PLC notes 	
		<ul style="list-style-type: none"> Identify / name and claim bubble students and students with disabilities, making sure to be intentional with intervention strategies. 		<ul style="list-style-type: none"> Name and claim list 	
		<ul style="list-style-type: none"> During the scrimmage test making sure that our students with disabilities have the same accommodator as much as possible in order to build a relationship and work with each other on learning and 		<ul style="list-style-type: none"> Accommodator list and the schedule and for the scrimmage testing. 	

Objective	Strategy	Activities	Measure of Success	Progress Monitoring	Funding
		implementing the accommodations.			

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.	See Achievement Gap Goal as all those activities apply here as well except they are specific to ESL students	See Achievement Gap Goal as all those activities apply here as well except they are specific to ESL students	See Achievement Gap Goal as all those activities apply here as well except they are specific to ESL students	See Achievement Gap Goal as all those activities apply here as well except they are specific to ESL students	See Achievement Gap Goal as all those activities apply here as well except they are specific to ESL students


5: Quality of School Climate and Safety

Goal 5 (State your climate and safety goal: Pembroke Elementary will have an index of 82 or higher, which will be a blue level by Spring of 2026.					
Objective	Strategy	Activities	Measure of Success	Progress Monitoring	Funding
Objective 1 By spring of 2023 Pembroke Elementary will increase the index on the KSA student survey from an index of 71 to an index of 77.	KCWP3:Assessment Literacy KCWP 6:Establishing learning Culture and Environment	<ul style="list-style-type: none">We will embed the questions into our daily morning announcements to make sure to review and teach the language in the questions for clarity.	Students will have a better understanding of what the questions are asking and therefore score accurately.	Weekly morning slides	<ul style="list-style-type: none">GeneralESSER
		<ul style="list-style-type: none">We will create benchmark surveys that we will use to help monitor the progress and get feedback through the year on our progress toward these questions.We create and utilize our student advisory council made up of 4th to 6th graders to give a student voice. and get ideas for how we can do things better.	Students will feel heard and feel our school is a safe and productive learning environment and therefore will score us higher on the survey and will perform better.	The surveys created for the students and the data from them. Student advisory council agendas / notes	
		<ul style="list-style-type: none">Our guidance counselors and/or teachers will create lessons to use with our students to help them understand what the survey questions are asking, how we support these questions, and how we can improve as a school.	Students will feel heard and feel our school is a safe and productive learning environment and therefore will score us higher on the survey and will perform better.	Lesson plans	

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>Consider: How will you ensure that school leadership has or develops the skills and disposition to achieve accelerated, meaningful, and sustainable increases in student achievement for underperforming subgroups?</p> <p>Response:</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">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
<p>Identification of Critical Resources Inequities:</p> <p>Consider: Describe the process used to review the allocation and use of resources (people, time, and money), any resource inequities that were identified that may contribute to underperformance, and how identified resource inequities will be addressed.</p> <p>Response:</p> <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.</p> <p>After conducting an instructional resource audit of reading and math instructional materials, it was determined that some teachers of students with disabilities were not utilizing high quality instructional materials during resource instruction. Additionally, SPED teachers demonstrated professional learning needs related to the implementation of the HQIRs used in the regular education setting. To address this instructional inequity, the HQIRs will be provided to all SPED staff along with implementation professional learning and support.</p>
<p>Additional Actions That Address the Causes of Consistently Underperforming Subgroups of Students</p> <p>Consider: Describe the process used to review the learning culture related to your targeted subgroup(s) and any additional actions that were determined to address the causes of underperformance.</p> <p>Response:</p> <p>The process used to review the learning culture related to Special Education was an examination of observations, resources, and student work. As a result, it was found that students in resource settings were less likely to have access to standards-based instruction and assessments, which could have been a contributing factor to the special education student’s underperformance on KSA. As a result, the following actions will be implemented to ensure students with disabilities have access to grade level standards instruction and are assessed used assessments aligned to grade-level assessments:</p> <p>Engage Special Education teachers in PLCs and other professional learning to develop their capacity to teach and assess grade-level standards</p>

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:
<p>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?</p> <p>Response:</p> <p>An area of need revealed is that there is a disconnect of what is happening in the regular education classrooms and the special education classrooms as the IEPs are more skills driven and the skills do not always match up with the standards. We also have discovered that our teachers need to make sure they are using better resources that align to the standards which will align with the skills in the IEPs. Having a better clarity of the standards will help teachers align the instructional resources better. In order to achieve this, we feel that our teachers need to have a further understanding of how to break down the standards and create success criteria for our students to be able to track their progress toward the standards. Therefore, we are completing a book study on the Clarity for Learning book, which is an evidence based instructional practice number two on the kystandards.org website. This book was chosen by the instructional leadership team based upon observations within the classroom and the need for students to commit to their learning. We feel that if both of our teachers and students have a clear understanding of the standards, goals and the success criteria to get to the standards, that our instruction will be more aligned to the standards and our students will have a better understanding of where they are in their learning and where they need to go to improve in their learning. This will empower our students to be more successful because they will have a better understanding and will be able to take more ownership of their learning. We feel this is true for our regular education students, but it is especially true for our students with disabilities in that they many times do not understand the purpose of what they are learning and why. In order to stay motivated our students with disabilities need the small wins that success criteria allow them, therefore, allowing them to see success toward the overall standards. We will complete the book study during faculty meetings and monitor the progress through our PLCs and classroom observations. Based on our review of the study findings and data from our school, we believe this evidence based practice will best serve our school population in moving our students forward in their learning.</p> <p>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.</p>

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 staff on how to clarify and share clear learning goals and success criteria	Almarode, J. & Vandas, K. (2019). <i>Clarity for learning</i> : Five essential practices that empower students and teachers. Corwin: Thousand Oaks, CA.	<input type="checkbox"/>
Train staff on how to clarify and share clear learning goals and success criteria	Clarifying and sharing clear learning goals: Evidence-based instructional practices #2. (2022). Kystandards.org. https://education.ky.gov/curriculum/standards/kyacadstand/Documents/EBIP_2_Clarifying_and_Sharing_Clear_Learning_Goals.pdf	X
		<input type="checkbox"/>
		<input type="checkbox"/>

