

## Comprehensive School Improvement Plan (CSIP)

### Rationale

School improvement efforts are a collaborative process involving multiple stakeholders. Through the improvement planning process, leaders focus on priority needs, funding, and closing achievement gaps among identified subgroups of students. When implemented with fidelity, the Comprehensive School Improvement Plan (CSIP) cultivates an environment that promotes student growth and achievement.

While the focus of continuous improvement is student performance, the work must be guided by the aspects of teaching and learning that affect performance. An effective improvement process should address the contributing factors creating the learning environment (inputs) and the performance data (outcomes). Through the Needs Assessment for Schools, priorities were identified and processes, practices, and/or conditions were chosen for focus. This goal building template will assist your improvement team to address those priorities and outline your targets and the activities intended to produce the desired changes. Progress monitoring details will ensure that your plan is being reviewed regularly to determine the success of each strategy.

Please note that the objectives (short-term targets) set by your school under the Achievement Gap section of this planning template will be used by the district's superintendent to determine whether or not your school met its targets to reduce the gap in student achievement for any student group for two consecutive years as required by KRS 158.649. Likewise, operational definitions for each required planning component can be found on page 2 of the planning template.

For those schools operating a Title I Schoolwide Program, this plan meets the requirements of Section 1114 of the Every Student Succeeds Act as well as state requirements under 703 KAR 5:225. **No separate Schoolwide Program Plan is required.**

### Requirements for Building an Improvement Plan

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

## Alignment to Needs:

Results of the Phase Two needs assessment process should inform the development of the comprehensive school improvement plan. List the identified priorities below to be addressed in order to build staff capacity and increase student achievement.

### Priorities/Concerns from Needs Assessment for Schools

List two or three of the greatest areas of weakness identified in question #5 of the Needs Assessment for Schools that will be thoroughly addressed in the strategies and activities outlined in this template.

- **Maintain and improve reading and math scores overall**
- **Improve all of our separate academic indicators**
- **Improve our scores for our students with disabilities in all areas**

### Processes, Practices, or Conditions to be Addressed from Key Elements Template

List two or three of the processes, practices, or conditions identified on the School Key Elements Template that the school will focus its resources and efforts upon and thoroughly address in the strategies and activities outlined in this template.

#### **KCWP 1 – Design and Deploy Standards**

- **Utilize knowledge of best practice / high yield instructional strategies to aid in curricular adjustments when students fail to meet mastery**
- **Determine if assignments / activities / assessments reflect the learning targets students have had the opportunity to learn**
- **Increase collaboration in deconstructing standards and developing congruent learning targets**

#### **KCWP 2 – Design and Deliver Instruction**

- **Ensures congruency is present between standards, learning targets, and assessment measures**
- **Ensure item analysis methods are occurring within PLCs to evaluate instructional effectiveness and determine if instructional adjustments are needed**
- **Use formative and summative evidence to inform what comes next for individual students and groups of students**

#### **KCWP 3 – Design and Deliver Assessment Literacy -**

- **Ensure that all assessments evolve from high-quality content standards and best evaluate student learning**
- **Ensure formative assessment practices allow students to understand where they are going, where they are currently are, and how they can close the gap**

**Indicator Scores**

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

<b>Indicator</b>	<b>Status</b>	<b>Change</b>
State Assessment Results in reading and mathematics	62.8	-2.6
State Assessment Results in science, social studies and writing	54.9	-3.4
English Learner Progress	N/A	N/A
Quality of School Climate and Safety	74.3	1.8
Postsecondary Readiness (high schools and districts only)	N/A	N/A
Graduation Rate (high schools and districts only)	N/A	N/A

**Explanations/Directions**

**Goal:** Schools should determine long-term goals that are three- to five-year targets for each required school level indicator. Elementary/middle schools must address state assessment results in reading and mathematics, state assessment results in science, social studies and writing, achievement gap, English learner progress, and quality of school climate and safety. High schools must address state assessment results in reading and mathematics, state assessment results in science, social studies and writing, achievement gap, English learner progress, quality of school climate and safety, postsecondary readiness, and graduation rate. Long-term goals should be informed by The Needs Assessment for Schools.

Objective	Strategy	Activities	Measure of Success	Progress Monitoring	Funding
<p>Schools should determine short-term objectives to be attained by the end of the current academic year. Objectives should address state assessment results and/or aligned formative assessments. There can be multiple objectives for each goal.</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 the school will take 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 (State your reading and math goal.): Goal 1 (State your reading and math goal.): Pembroke Elementary will increase the percentage of students scoring proficient or better to 50.1% in reading by spring of 2027. Pembroke Elementary will increase the percentage of students scoring proficient or better to 52.6% in math by spring of 2027.					
Objective	Strategy	Activities	Measure of Success	Progress Monitoring	Funding
Objective 1: Pembroke Elementary will increase the percentage of proficient or above in reading from 41.1% to 44.1% as measured by KSA by May 2025.	KCWP 1: Design and Deploy standards  KCWP 2: Design and Deliver Instruction	<b>Teacher Capacity</b> <ul style="list-style-type: none"> <li>● Create, communicate, and use the KY Framework for Teaching walkthrough instrument with increased admin visibility in classrooms to identify classroom trends and support needs.</li> <li>● Continue to provide strong models and coaching support to build teacher capacity through CS, district coaches, admin support, and PLC work.</li> </ul>	<ul style="list-style-type: none"> <li>● Improved student achievement due to teachers teaching to the rigor of the standards and having more strategies to engage students in the standards.</li> </ul>	<ul style="list-style-type: none"> <li>● Instructional walkthrough feedback</li> <li>● Observation instruments</li> <li>● Classroom coaching visits</li> <li>● PLC agendas</li> <li>● Lesson plans</li> </ul>	<ul style="list-style-type: none"> <li>● General Funds</li> <li>● Title 1</li> </ul>
		<b>Professional Development</b> <ul style="list-style-type: none"> <li>● Build capacity of teachers from all grade levels and content areas around the 50+ strategies for cognitive engagement and 30+ strategies for movement by Rebecca Stobaugh in order to increase student engagement</li> <li>● Conduct monthly new teacher support meetings to reflect on their experiences, address challenges, and continue to develop their skills</li> <li>● All certified teachers participate in the Professional Learning Institute based on individualized professional</li> </ul>		<ul style="list-style-type: none"> <li>● Faculty meeting agendas</li> <li>● Professional growth plans</li> <li>● PLC agendas</li> <li>● Professional development agendas and sign ins</li> <li>● New teacher meeting agendas</li> </ul>	<ul style="list-style-type: none"> <li>● General Funds</li> <li>● Title 1</li> </ul>

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Objective	Strategy	Activities	Measure of Success	Progress Monitoring	Funding
		growth goals and content needs <ul style="list-style-type: none"> <li>Teachers attend content related PD through district, state, and national offerings such as WKEC, GRREC, and KRA</li> </ul>			
		<b>PLC / Instruction</b> <ul style="list-style-type: none"> <li>Planning of intentional and rigorous standards-based instruction and assessments using the district pacing documents, following the Plan, Do, Study, Act model with a focus on standards alignment of the assessment and high quality instructional resources.</li> <li>Gifted and Talented Students: Students who are identified as gifted and talented will be provided services in alignment with their Gifted Student Services Plan (GSSP).</li> <li>Continue to implement and monitor an evidence based reading program (Into Reading) in grades K-5 that includes instruction in phonemic awareness, phonics, fluency, vocabulary, comprehension and writing.</li> </ul>		<ul style="list-style-type: none"> <li>PLC agendas</li> <li>Lesson plans</li> <li>Schedules of GT enrichments specialists</li> <li>Assessment data for students who are gifted and talented</li> <li>Student work samples</li> </ul>	<ul style="list-style-type: none"> <li>General</li> <li>Title 1</li> <li>GT state grant</li> </ul>
	KCWP 3: Design and Deliver Assessment Literacy	<b>Assessment Design and Data Analysis</b>		<ul style="list-style-type: none"> <li>Data tracking documents</li> <li>Index calculators</li> </ul>	<ul style="list-style-type: none"> <li>ESS funds</li> <li>Title 1</li> </ul>

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Objective	Strategy	Activities	Measure of Success	Progress Monitoring	Funding
	KCWP 4: Review, Analyze, and Apply data results.	<ul style="list-style-type: none"> <li>Teachers at all grade levels will calculate and monitor index scores after assessments</li> <li>Students will receive differentiated instruction based on level of need through small group, direct instruction, MTSS, ESS, and certified tutors.</li> <li>Regular progress monitoring of student achievement data through data tracking wall, data protocol, progress monitoring, and intentional conversations around student progress towards mastery.</li> <li>Implement and monitor Reading Improvement Plans for K-4 students performing below the 30th percentile on our Universal Screener (MAP) and Apprentice or below on KSA (4<sup>th</sup> grade).</li> </ul>		<ul style="list-style-type: none"> <li>Reading improvement plans</li> <li>MTSS schedules (classroom and tutors)</li> <li>Lesson plans</li> <li>Classroom assessments</li> <li>Calculators</li> <li>ESS schedules</li> </ul>	<ul style="list-style-type: none"> <li>General</li> </ul>
Objective 2: Pembroke Elementary will increase the percentage of proficient or above in math from 43.6% to 46.6% as measured by KSA by May 2025.	KCWP 1: Design and Deploy standards  KCWP 2: Design and Deliver Instruction	<b>Teacher Capacity</b> <ul style="list-style-type: none"> <li>Create, communicate, and use the KY Framework for Teaching walkthrough instrument with increased admin visibility in classrooms to identify classroom trends and support needs.</li> <li>Continue to provide strong models and coaching support to build teacher capacity</li> </ul>	<ul style="list-style-type: none"> <li>Improved student achievement due to teachers teaching to the rigor of the standards and having more strategies to engage students in the standards.</li> </ul>	<ul style="list-style-type: none"> <li>Instructional walkthrough feedback</li> <li>Observation instruments</li> <li>Classroom coaching visits</li> <li>PLC agendas</li> <li>Lesson plans</li> </ul>	<ul style="list-style-type: none"> <li>General Funds</li> <li>Title 1</li> </ul>

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		through CS, district coaches, admin support, and PLC work.  <b>Professional Development</b> <ul style="list-style-type: none"> <li>● Build capacity of teachers from all grade levels and content areas around the 50+ strategies for cognitive engagement and 30+ strategies for movement by Rebecca Stobaugh in order to increase student engagement</li> <li>● Conduct monthly new teacher support meetings to reflect on their experiences, address challenges, and continue to develop their skills</li> <li>● All certified teachers participate in the Professional Learning Institute based on individualized professional growth goals and content needs.</li> <li>● Teachers attend specific math training (KCM conference, Numeracy Alliance Project, and district math cohorts) with time for teachers to work in vertical planning around new strategies.</li> </ul>		<ul style="list-style-type: none"> <li>● Faculty meeting agendas</li> <li>● Professional growth plans</li> <li>● PLC agendas</li> <li>● Professional development agendas and sign ins</li> <li>● New teacher meeting agendas</li> </ul>	<ul style="list-style-type: none"> <li>● General Funds</li> <li>● Title 1</li> </ul>
		<b>PLC / Instruction</b> <ul style="list-style-type: none"> <li>● Planning of intentional and rigorous standards-based</li> </ul>		<ul style="list-style-type: none"> <li>● PLC agendas</li> <li>● Lesson plans</li> </ul>	<ul style="list-style-type: none"> <li>● General</li> <li>● Title 1</li> <li>● GT state grant</li> </ul>



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Objective	Strategy	Activities	Measure of Success	Progress Monitoring	Funding
		instruction and assessments using the district pacing documents, following the Plan, Do, Study, Act model with a focus on standards alignment of the assessment and high quality instructional resources. <ul style="list-style-type: none"> <li>● Gifted and Talented Students: Students who are identified as gifted and talented will be provided services in alignment with their Gifted Student Services Plan (GSSP).</li> <li>● Implement fluency strategies and competitions across grade levels (addition / subtraction - 1st/2nd; multiplication / division - 3rd to 5th)</li> </ul>		<ul style="list-style-type: none"> <li>● Schedules of GT enrichments specialists</li> <li>● Assessment data for students who are gifted and talented</li> <li>● Student work samples</li> <li>● Fact Fluency tests and tracking of progress</li> </ul>	
	KCWP 3: Design and Deliver Assessment Literacy  KCWP 4: Review, Analyze, and Apply data results.	<b>Assessment Design and Data Analysis</b> <ul style="list-style-type: none"> <li>● Teachers at all grade levels will calculate and monitor index scores after assessments</li> <li>● Students will receive differentiated instruction based on level of need through small group, direct instruction, MTSS, ESS, and certified tutors.</li> <li>● Regular progress monitoring of student achievement data through data tracking wall, data protocol, progress monitoring, and intentional</li> </ul>		<ul style="list-style-type: none"> <li>● Data tracking documents</li> <li>● Index calculators</li> <li>● MTSS schedules (classroom and tutors)</li> <li>● Lesson plans</li> <li>● Classroom assessments</li> <li>● Calculators</li> <li>● ESS schedules</li> </ul>	<ul style="list-style-type: none"> <li>● ESS funds</li> <li>● Title 1</li> <li>● General</li> </ul>

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Objective	Strategy	Activities	Measure of Success	Progress Monitoring	Funding
		conversations around student progress towards mastery.			

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

Goal 2 (State your science, social studies, and writing goal.): Pembroke Elementary will increase the percentage of students scoring proficient or better to 35.6% in science by spring of 2027. Pembroke Elementary will increase the percentage of students scoring proficient or better to 43.7% in social studies by spring of 2027. Pembroke Elementary will increase the percentage of students scoring proficient or better to 43.7% in writing by spring of 2027.					
Objective	Strategy	Activities	Measure of Success	Progress Monitoring	Funding
Objective 1: Pembroke Elementary will increase the percentage of proficient or above in science from 26.6% to 29.6% as measured by KSA by May 2025.	KCWP1: Design and Deploy Standards  KCWP 2: Design and Deliver Instruction	<ul style="list-style-type: none"> <li>See activities listed in the reading/math area.</li> <li>In order to help achieve the activities listed, our teachers utilize Amplify Science in grades K-5. These high quality instructional resources are engaging to students and meet the rigor of the standards.</li> <li>Monitoring of intentional /scheduled daily instruction in all classrooms for science</li> </ul>	<ul style="list-style-type: none"> <li>See measures of success in reading and math area.</li> </ul>	<ul style="list-style-type: none"> <li>See progress monitoring in reading and math area.</li> </ul>	<ul style="list-style-type: none"> <li>See funding in reading and math area.</li> </ul>
Objective 2: Pembroke Elementary will increase the percentage of proficient or above in social studies from 34.7% to 37.7% as measured by KSA by May 2025.		<ul style="list-style-type: none"> <li>See activities listed in the reading/math area.</li> <li>Teachers in multiple grade levels will participate in Social Studies cohort with district teachers with work around the standards and inquiry based learning.</li> </ul>	<ul style="list-style-type: none"> <li>See measures of success in reading and math area.</li> </ul>	<ul style="list-style-type: none"> <li>See progress monitoring in reading and math area.</li> </ul>	<ul style="list-style-type: none"> <li>See funding in reading and math area.</li> </ul>
Objective 3: Pembroke Elementary will increase the percentage of proficient or above in combined writing from 34.7% to 37.7% as measured by KSA by May 2025.		<ul style="list-style-type: none"> <li>See activities listed in the reading/math area.</li> <li>Fifth grade teachers will participate in professional development and coaching through the district writing cohort around writing strategies, prompts, and rubrics.</li> </ul>	<ul style="list-style-type: none"> <li>See measures of success in reading and math area.</li> </ul>	<ul style="list-style-type: none"> <li>See progress monitoring in reading and math area.</li> </ul>	<ul style="list-style-type: none"> <li>See funding in reading and math area.</li> </ul>

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Objective	Strategy	Activities	Measure of Success	Progress Monitoring	Funding
		<ul style="list-style-type: none"> <li>Implement use of Writeable in 5<sup>th</sup> grade to provide specific writing feedback to students</li> </ul>			

### 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 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
<p>Objective 1: Pembroke Elementary will decrease the percentage of students with disabilities scoring novice in reading from 64% to 62% by May of 2025 as measured by KSA.</p>	<p>KCWP 5: Design, Align, Deliver, Support Processes</p>	<ul style="list-style-type: none"> <li>● See activities listed in the reading/math area.</li> <li>● Continue to provide IEP implementation and accommodations through faculty meetings and/or special ed tips shared monthly by special education lead teachers</li> <li>● Intentional planning for RTI / MTSS instruction and the progress monitoring of the intervention</li> <li>● Resource teachers will collaborate with grade level teachers in weekly PLC meetings for scheduling, planning instruction and support around content and specific needs and have the ability to pull small groups</li> <li>● Identify / name and claim bubble students and students with disabilities, making sure to be intentional with intervention strategies and goal monitoring.</li> </ul>	<ul style="list-style-type: none"> <li>● We will move our students with disabilities and decrease our novice percentage.</li> </ul>	<ul style="list-style-type: none"> <li>● Weekly Pembroke Happenings / Faculty Meeting agendas</li> <li>● RTI lists and schedules</li> <li>● Lesson plans</li> <li>● PLC agendas</li> <li>● Bubble student list</li> <li>● Data tracking wall</li> <li>● Goal monitoring</li> <li>● Accommodator list and schedule for scrimmage testing</li> </ul>	<ul style="list-style-type: none"> <li>● General</li> <li>● Title 1</li> </ul>

Objective	Strategy	Activities	Measure of Success	Progress Monitoring	Funding
		<ul style="list-style-type: none"> <li>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 implementing the accommodations.</li> </ul>			

#### 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 spring of 2027.					
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 2025.	KCWP 5: Design, Align, Deliver, Support Processes	<ul style="list-style-type: none"> <li>• See Achievement Gap Goal as all those activities apply here as well except they are specific to ELL students</li> <li>• Progress monitoring of 3-5 grade students around EL goals and classroom performance</li> <li>• Presentation by EL teacher in PLC meetings with strategies for EL students</li> </ul>	<ul style="list-style-type: none"> <li>• See Achievement Gap Goal as all those activities apply here as well except they are specific to ELL students</li> </ul>	<ul style="list-style-type: none"> <li>• See Achievement Gap Goal as all those activities apply here as well except they are specific to ELL students</li> </ul>	<ul style="list-style-type: none"> <li>• See Achievement Gap Goal as all those activities apply here as well except they are specific to ELL students</li> </ul>

## 5: Quality of School Climate and Safety

Goal 5 (State your climate and safety goal.): Pembroke Elementary will have an index of 86 or higher by Spring of 2027.					
Objective	Strategy	Activities	Measure of Success	Progress Monitoring	Funding
Objective 1: By spring of 2025, Pembroke Elementary will increase the index on the KSA student survey from an index of 76.1 to an index of 80.	KCWP 6:Establishing learning Culture and Environment	<ul style="list-style-type: none"> <li>We will embed the questions into our daily morning slides to make sure to review and teach the language in the questions for clarity.</li> <li>We create and utilize our student advisory council made up of 4th and 5th graders to give a student voice and get ideas for how we can work towards school improvement</li> <li>Our guidance counselors and teachers will create social lessons to use with our students around Profile of Graduate competencies</li> <li>Monthly practices of safety drills and communication with students and families around school safety policies and plans</li> <li>Continue to implement PBIS in classrooms and all common areas and share data in faculty meetings</li> </ul>	<ul style="list-style-type: none"> <li>Students will feel heard and have a better understanding of how our school is a safe and productive learning environment.</li> </ul>	<ul style="list-style-type: none"> <li>Weekly morning slides</li> <li>Student advisory council agendas / notes</li> <li>PBIS agendas</li> <li>Survey data (Studer)</li> <li>Safety drills / notes</li> </ul>	<ul style="list-style-type: none"> <li>General</li> </ul>



## Addendum for Schools Identified for Targeted or Comprehensive Support

In accordance with 703 KAR 5:280, a school improvement plan means the plan created by schools identified for targeted support and improvement (TSI) or additional targeted support and improvement (ATSI) pursuant to KRS 160.346(4)-(5) and embedded in the comprehensive school improvement plan required pursuant to 703 KAR 5:225. A turnaround plan means the plan created by schools identified for comprehensive support and improvement (CSI) pursuant to KRS 160.346(8)(g) and embedded in the comprehensive school improvement plan required pursuant to 703 KAR 5:225.

All TSI/ATSI improvement plans and CSI turnaround plans are required to address all components of the comprehensive school improvement plan (CSIP), including all diagnostics associated with the development of that plan, as well as additional specific requirements. The following pages outline specific requirements to be addressed by identified schools that must be embedded in the strategies and activities detailed within the indicator goals developed throughout the previous pages of this goal template. Evidence-based practices and activities chosen to address any goal area or additional requirement must be informed by the Needs Assessment for Schools and feedback from any on-site review conducted by the Kentucky Department of Education (KDE).

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

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

<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> School leadership will develop the skills and dispositions to achieve accelerated meaningful and sustainable increases in underperforming subgroups by:</p> <ol style="list-style-type: none"> <li>1. Attending monthly Instructional Leadership Team Meetings (ILT). Instructional Leadership Team meetings will feature a dedicated workspace and time for the Special Education department to work with principals and leadership teams around new and/or existing strategies and methods to ensure our students with disabilities receive the latest evidence-based instruction. In addition, work time and collaboration time will be provided each month during ILT meetings.</li> <li>2. Monthly meetings with the administration and the assigned special education consultant and/or DoSE will be held to discuss building level concerns, education on issues and or specialized information about students with disabilities will be shared.</li> <li>3. Attending monthly CCPS Equity Committee meetings to learn and apply equity practices for students with disabilities.</li> <li>4. <a href="#">SPED Strategic Plan</a></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> Through an examination of resource inequities, it was discovered that there was not enough support for evidence-based practices for our Special Education teachers. As a result, it could be that our special education population underperformed on KSA and did not meet performance expectations. To remedy this situation, special education staff will have more access to the Special Education Consultants. The Consultant will be available to special education staff on a weekly basis. During this time together, the Consultant will coach, monitor and observe and provide classroom support to Special Education teachers related to evidence-based practices for students with disabilities. After conducting an instructional resource audit of reading and math instructional materials, it was determined that some teachers of students with disabilities were not utilizing high quality instructional materials during resource instruction. Additionally, SPED teachers demonstrated professional learning needs related to the implementation of the HQIRs used in the regular education setting. To address this instructional inequity, the HQIRs will be provided to all SPED staff along with implementation professional learning and support.</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> <p><b>Response:</b> 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> <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</p> <p>Implement standards-based benchmark assessments 3x per year to monitor and inform student learning</p>

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:** 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 high quality instructional 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 will build on our build on our P,D,S,A cycle work, which is an evidence based instructional practice number two and three on the kystandards.org website. This work was chosen by the instructional leadership team based upon observations within the classroom and the need for teachers to understand the rigor and intent of the standards and 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 as they are engaged with better clarity and will be able to take more ownership of their learning. In addition, teachers will use explicit teaching as a system of instructional design. This student centered approach will help provide students with explicit strategies to organize and streamline their learning. With this system of design, teachers will continually check for student understanding. In order to stay motivated our students with disabilities need the small wins that success criteria allow them, as well as a menu of strategies to aid in their learning, therefore, allowing them to see success toward the overall standards. We will continue the work started previously through PLC work and classroom observations. Based on our review of the study findings and data from our school, we believe these evidence based practices will best serve our school population in moving our students forward in their learning.

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

## TSI/ATSI Evidence-based Practices

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

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

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

Evidence-based Activity	Evidence Citation	Uploaded in CIP
Train staff to implement inductive teaching strategies.	Hattie, J. (2009). <i>Visible Learning: a synthesis of over 800 meta-analyses relating to achievement</i> . Routledge: New York, NY.	<input checked="" type="checkbox"/>
Continue with work to clarify and share clear learning goals and success criteria	Clarifying and sharing clear learning goals: Evidence-based instructional practices #2. (2022). Kystandards.org. <a href="https://education.ky.gov/curriculum/standards/kyacadstand/Documents/EBIP_2_Clarifying_and_Sharing_Clear_Learning_Goals.pdf">https://education.ky.gov/curriculum/standards/kyacadstand/Documents/EBIP_2_Clarifying_and_Sharing_Clear_Learning_Goals.pdf</a>	<input checked="" type="checkbox"/>
Design explicit teaching opportunities that continually check for student understanding	Explicit Teaching and Modeling: Evidence-based instructional practices #3. (2023). Kystandards.org. <a href="https://www.education.ky.gov/curriculum/standards/kyacadstand/Documents/EBIP_3_Explicit_Teaching_and_Modeling.pdf">https://www.education.ky.gov/curriculum/standards/kyacadstand/Documents/EBIP_3_Explicit_Teaching_and_Modeling.pdf</a>	<input checked="" type="checkbox"/>
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