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:

   o State Assessment Results in reading and mathematics

   o State Assessment Results in science, social studies and writing

   o Achievement Gap

o   English Learner Progress

o   Quality of School Climate and Safety

·   The required goals for **high schools** include the following:

o   State Assessment Results in reading and mathematics

o   State Assessment Results in science, social studies and writing

o   Achievement Gap

o   English Learner Progress

o   Quality of School Climate and Safety

o   Postsecondary Readiness

o   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.

- Proficiency for all students in reading
- Proficiency for all students in math
- Proficiency in all areas for students with disabilities

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.

Key Core Work Process 1: Design and Deploy Standards

Key Core Work Process 2: Design and Deliver Instruction

Key Core Work Process 4: Review Analyze and Apply Data

Indicator Scores

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

Indicator	Status	Change
State Assessment Results in reading and mathematics	46.6	-5.6
State Assessment Results in science, social studies and writing	43.5	-3.2
English Learner Progress	na	na
Quality of School Climate and Safety	71.1	-3.6
Postsecondary Readiness (high schools and districts only)	na	na
Graduation Rate (high schools and districts only)	na	na

Goal 1: Reading and math proficiency will increase by 30 percentage points by 2027, according to state-level assessment data.

Objective	Strategy	Activities	Measure of Success	Progress Monitoring	Funding
Objective 1: The percentage of students scoring proficient and distinguished in reading will increase by 10% points in the 23-24 school year moving from 37%-47%	Key Core Work Process 1: Design and Deploy Standards	Teachers deconstruct standards into clear and precise learning targets and identify success criteria in collaboration with students.	Unit Plans Lesson Plans Coaching Cycles Walkthrough Observations Student Interviews	The administrative team will collect evidence of implementation during walkthroughs, review lesson plans and provide feedback, and coordinate support for teachers that struggle.	$0
		Teachers will post standards, learning targets, and success criteria in a visible location in the classroom and embed those throughout the instructional process allowing students to articulate what they are learning, why they are learning it, and how they will know they are successful.	Unit Plans Lesson Plans Coaching Cycles Walkthrough Observations Student Interviews	The administrative team will collect evidence of implementation during walkthroughs, review lesson plans and provide feedback, and coordinate support for teachers that struggle.	$0
	Key Core Work Process 4: Review, Analyze and Apply Data	Teachers will specifically design and deliver multiple forms of classroom assessments (formative and summative) to the intention of the standard being	Unit Plans Lesson Plans Formative/ Summative Assessment Samples	The administrative team will collect evidence of implementation during walkthroughs and the review of lesson plans. Assessments will be shared and reviewed	$0

		taught using multiple choice, multiple select, short answer, extended response, and performance assessments.	Walkthrough Observations	during PLCs to allow for reflection of appropriate rigor, question type, and DOK levels. Analysis will be conducted to compare data between teachers of the same content and grade level. Support will be provided for teachers who need help in creating aligned assessments.	
		Teachers will provide meaningful feedback to students following assessments to continuously strengthen future performances and identify areas needing intervention and remediation.	PLC Agenda MTSS Intervention Data	Administrative team will meet with teachers during PLCs to review the feedback being provided to students, train teachers in effective feedback techniques, review MTSS data, and provide support for teachers who need help in providing effective feedback.	Title 1
	Key Core Work Process 2: Design and Deliver Instruction	Teachers will use performance standards and performance level descriptors to develop clearly defined rubrics to share with students prior to assignments and assessments to ensure cognitive engagement and allow students to set goals for their own learning.	Lesson Plans Classroom Observations	Administrative team will meet with teachers in PLCs to review assignments and assessments and assist in the development of rubrics to ensure cognitive engagement. The team will also observe the use of the rubrics, student goal setting, and engagement strategies.	$0

		Teachers will meet during common planning, PLCs, and after school to develop and revise curriculum and instruction to ensure that it is standards aligned. They will also ensure the use of a variety of evidence based strategies.	PLC Agendas Unit/Lesson Plans Walkthrough Documentation	Administrative team will monitor meetings where teachers review, develop, and revise curriculum and instruction and provide feedback. The team will provide assistance for teams that struggle to ensure that instruction and assessment is aligned to grade level standards.	$0
		Teachers will provide time during core content for MTSS by integrating data and instruction to maximize student achievement and support students' social, emotional, and behavior needs from a strengths-based perspective.	Lesson Plans Walkthrough Documentation PLC Agenda Coaching Cycles FastBridge and MVPA Data	The administrative team will collect evidence of implementation during walkthroughs, review lesson plans and provide feedback, and coordinate support for teachers that struggle.	$0
Objective 2: The percentage of students scoring proficient and distinguished in math will increase by 20% points in the 23-24	Key Core Work Process 1: Design and Deploy Standards	Teachers will use Steve Ventura's _Achievement Teams_ training to deconstruct standards into clear and precise learning targets and identify success	Unit Plans Lesson Plans Coaching Cycles Walkthrough Observations Student Interviews	The administrative team will collect evidence of implementation during walkthroughs, review lesson plans and provide feedback,	$0

school year moving from 26%-46%		criteria in collaboration with students.		and coordinate support for teachers that struggle.	
		Teachers will post standards, learning targets, and success criteria in a visible location in the classroom and embed those throughout the instructional process allowing students to articulate what they are learning, why they are learning it, and how they will know they are successful.	Unit Plans Lesson Plans Coaching Cycles Walkthrough Observations Student Interviews	The administrative team will collect evidence of implementation during walkthroughs, review lesson plans and provide feedback, and coordinate support for teachers that struggle.	$0
	Key Core Work Process 4: Review, Analyze and Apply Data	Teachers will specifically design and deliver multiple forms of classroom assessments (formative and summative) to the intention of the standard being taught using multiple choice, multiple select, short answer, extended response, and performance assessments.	Unit Plans Lesson Plans Formative/ Summative Assessment Samples Walkthrough Observations	The administrative team will collect evidence of implementation during walkthroughs and the review of lesson plans. Assessments will be shared and reviewed during PLCs to allow for reflection of appropriate rigor, question type, and DOK levels. Analysis will be conducted to compare data between teachers of the same content and grade level. Support will be provided for teachers who need help in creating aligned assessments.	$0

		Teachers will provide meaningful feedback to students following assessments to continuously strengthen future performances and identify areas needing intervention and remediation.	PLC Agenda MTSS Intervention Data	Administrative team will meet with teachers during PLCs to review the feedback being provided to students, train teachers in effective feedback techniques, review MTSS data, and provide support for teachers who need help in providing effective feedback.	Title 1
	Key Core Work Process 2: Design and Deliver Instruction	Teachers will use performance standards and performance level descriptors to develop clearly defined rubrics to share with students prior to assignments and assessments to ensure cognitive engagement and allow students to set goals for their own learning.	Lesson Plans Classroom Observations	Administrative team will meet with teachers in PLCs to review assignments and assessments and assist in the development of rubrics to ensure cognitive engagement. The team will also observe the use of the rubrics, student goal setting, and engagement strategies.	$0
		Teachers will meet during common planning, PLCs, and after school to develop and revise curriculum and instruction to ensure that it is standards aligned. They will also ensure the use of a variety of evidence based strategies.	PLC Agendas Unit/Lesson Plans Walkthrough Documentation	Administrative team will monitor meetings where teachers review, develop, and revise curriculum and instruction and provide feedback. The team will provide assistance for teams that struggle to ensure that instruction and assessment is aligned to grade level standards	$0

Goal 2: Science proficiency will meet or exceed 60%, Social Studies proficiency will meet or exceed 70%, and Writing proficiency will meet or exceed 70% by May 2027 according to state-level assessment data.

Objective	Strategy	Activities	Measure of Success	Progress Monitoring	Funding
Objective 1: Science proficiency will increase by 10 percentage points by May of 2024 moving from 26% - 36%.	Key Core Work Process 1: Design and Deploy Standards	Teachers deconstruct NGSS standards into clear and precise learning targets and identify success criteria in collaboration with students to increase teacher clarity.	Unit Plans Lesson Plans Coaching Cycles Walkthrough Observations Student Interviews	The administrative team will collect evidence of implementation during walkthroughs, review lesson plans and provide feedback, and coordinate support for teachers that struggle.	$0
		Teachers will post standards, learning targets, and success criteria in a visible location in the classroom and embed those throughout the instructional process allowing students to articulate what they are learning, why they are learning it, and how they will know they are successful.	Unit Plans Lesson Plans Coaching Cycles Walkthrough Observations Student Interviews	The administrative team will collect evidence of implementation during walkthroughs, review lesson plans and provide feedback, and coordinate support for teachers that struggle.	$0

	Key Core Work Process 4: Review, Analyze and Apply Data	Teachers will specifically design and deliver multiple forms of classroom assessments (formative and summative) to the intention of the standard being taught using multiple choice, multiple select, short answer, extended response, and performance assessments.	Unit Plans Lesson Plans Formative/ Summative Assessment Samples Walkthrough Observations	The administrative team will collect evidence of implementation during walkthroughs and the review of lesson plans. Assessments will be shared and reviewed during PLCs to allow for reflection of appropriate rigor, question type, and DOK levels. Analysis will be conducted to compare data between teachers of the same content and grade level. Support will be provided for teachers who need help in creating aligned assessments.	$0
		Teachers will provide meaningful feedback to students following assessments to continuously strengthen future performances and identify areas needing intervention and remediation.	PLC Agenda MTSS Intervention Data	Administrative team will meet with teachers during PLCs to review the feedback being provided to students, train teachers in effective feedback techniques, review MTSS data, and provide support for teachers who need help in providing effective feedback.	Title 1
	Key Core Work Process 2: Design and Deliver Instruction	Teachers will use performance standards and performance level descriptors to develop clearly defined rubrics to share with students prior to	Lesson Plans Classroom Observations	Administrative team will meet with teachers in PLCs to review assignments and assessments and assist in the development of rubrics to ensure cognitive	$0

		assignments and assessments to ensure cognitive engagement and allow students to set goals for their own learning.		engagement. The team will also observe the use of the rubrics, student goal setting, and engagement strategies.	
		Teachers will meet during common planning, PLCs, and after school to develop and revise curriculum and instruction to ensure that it is standards aligned. They will also ensure the use of a variety of evidence based strategies.	PLC Agendas Unit/Lesson Plans Walkthrough Documentation	Administrative team will monitor meetings where teachers review, develop, and revise curriculum and instruction and provide feedback. The team will provide assistance for teams that struggle to ensure that instruction and assessment is aligned to grade level standards.	$0
Objective 2: Social Studies proficiency will increase by 10 percentage points by May of 2024 moving from 25% - 35%.	Key Core Work Process 1: Design and Deploy Standards	Teachers will deconstruct standards into clear and precise learning targets and identify success criteria in collaboration with students.	Unit Plans Lesson Plans Coaching Cycles Walkthrough Observations Student Interviews	The administrative team will collect evidence of implementation during walkthroughs, review lesson plans and provide feedback, and coordinate support for teachers that struggle.	$0
		Teachers will post standards, learning targets, and success criteria in a visible location in the classroom and embed those throughout the	Unit Plans Lesson Plans Coaching Cycles Walkthrough	The administrative team will collect evidence of implementation during walkthroughs, review lesson plans and provide feedback,	$0

		instructional process allowing students to articulate what they are learning, why they are learning it, and how they will know they are successful.	Observations Student Interviews	and coordinate support for teachers that struggle.	
	Key Core Work Process 4: Review, Analyze and Apply Data	Teachers will specifically design and deliver multiple forms of classroom assessments (formative and summative) to the intention of the standard being taught using multiple choice, multiple select, short answer, extended response, and performance assessments.	Unit Plans Lesson Plans Formative/ Summative Assessment Samples Walkthrough Observations	The administrative team will collect evidence of implementation during walkthroughs and the review of lesson plans. Assessments will be shared and reviewed during PLCs to allow for reflection of appropriate rigor, question type, and DOK levels. Analysis will be conducted to compare data between teachers of the same content and grade level. Support will be provided for teachers who need help in creating aligned assessments.	$0
		Teachers will provide meaningful feedback to students following assessments to continuously strengthen future performances and identify areas needing intervention and remediation.	PLC Agenda MTSS Intervention Data	Administrative team will meet with teachers during PLCs to review the feedback being provided to students, train teachers in effective feedback techniques, review MTSS data, and provide support for teachers who	$0

				need help in providing effective feedback.	
	Key Core Work Process 2: Design and Deliver Instruction	Teachers will use performance standards and performance level descriptors to develop clearly defined rubrics to share with students prior to assignments and assessments to ensure cognitive engagement and allow students to set goals for their own learning.	Lesson Plans Classroom Observations	Administrative team will meet with teachers in PLCs to review assignments and assessments and assist in the development of rubrics to ensure cognitive engagement. The team will also observe the use of the rubrics, student goal setting, and engagement strategies.	$0
		Teachers will meet during common planning, PLCs, and after school to develop and revise curriculum and instruction to ensure that it is standards aligned. They will also ensure the use of a variety of evidence based strategies.	PLC Agendas Unit/Lesson Plans Walkthrough Documentation	Administrative team will monitor meetings where teachers review, develop, and revise curriculum and instruction and provide feedback. The team will provide assistance for teams that struggle to ensure that instruction and assessment is aligned to grade level standards.	$0
Objective 3: Writing proficiency will increase by 10 percentage points	Key Core Work Process 1: Design and Deploy Standards	Teachers will deconstruct standards into clear and precise learning targets and	Unit Plans Lesson Plans Coaching Cycles Walkthrough	The administrative team will collect evidence of implementation during walkthroughs, review lesson plans and provide feedback,	$0

by May of 2024 moving from 25% - 35%.		identify success criteria in collaboration with students.	Observations Student Interviews	and coordinate support for teachers that struggle.	
		Teachers will post standards, learning targets, and success criteria in a visible location in the classroom and embed those throughout the instructional process allowing students to articulate what they are learning, why they are learning it, and how they will know they are successful.	Unit Plans Lesson Plans Coaching Cycles Walkthrough Observations Student Interviews	The administrative team will collect evidence of implementation during walkthroughs, review lesson plans and provide feedback, and coordinate support for teachers that struggle.	$0
	Key Core Work Process 4: Review, Analyze and Apply Data	Teachers will specifically design and deliver multiple forms of classroom assessments (formative and summative) to the intention of the standard being taught using multiple choice, multiple select, short answer, extended response, and performance assessments.	Unit Plans Lesson Plans Formative/ Summative Assessment Samples Walkthrough Observations	The administrative team will collect evidence of implementation during walkthroughs and the review of lesson plans. Assessments will be shared and reviewed during PLCs to allow for reflection of appropriate rigor, question type, and DOK levels. Analysis will be conducted to compare data between teachers of the same content and grade level. Support will be provided for teachers who need help in creating aligned assessments.	$0

	Teachers will provide meaningful feedback to students following assessments to continuously strengthen future performances and identify areas needing intervention and remediation.	PLC Agenda MTSS Intervention Data	Administrative team will meet with teachers during PLCs to review the feedback being provided to students, train teachers in effective feedback techniques, review MTSS data, and provide support for teachers who need help in providing effective feedback.	Title 1
Key Core Work Process 2: Design and Deliver Instruction	Teachers will use performance standards and performance level descriptors to develop clearly defined rubrics to share with students prior to assignments and assessments to ensure cognitive engagement and allow students to set goals for their own learning.	Lesson Plans Classroom Observations	Administrative team will meet with teachers in PLCs to review assignments and assessments and assist in the development of rubrics to ensure cognitive engagement. The team will also observe the use of the rubrics, student goal setting, and engagement strategies.	$0
	Teachers will meet during common planning, PLCs, and after school to develop and revise curriculum and instruction to ensure that it is standards aligned. They will also ensure the use of a variety of evidence based strategies.	PLC Agendas Unit/Lesson Plans Walkthrough Documentation	Administrative team will monitor meetings where teachers review, develop, and revise curriculum and instruction and provide feedback. The team will provide assistance for teams that struggle to ensure that instruction and assessment is aligned to grade level standards.	$0

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: Students with disabilities will increase proficiency by 20 percentage points in reading by May 2024 moving from 16% to 36%	KCWP 2: Design and Deliver Instruction	ECE teachers will be trained on co-teaching models and evidence based strategies for meeting the needs of students qualifying for special education services. Groups of teachers will also visit HUB schools to learn from professionals that are having established success in co-teaching.	PLC Agendas

Walkthrough Documentation | Administrative team will train and share examples of effective co-teaching practices and planning with teachers during PLCs and provide support for teachers that struggle with this process. | ESSER |
| | KCWP 4: Review, Analyze, and Apply Data | ECE PLCs will meet to monitor the progress of each student (Fastbridge, Progress Monitoring, MVPA, common summative assessments) to determine next educational steps. | PLCs

Fastbridge, MVPA, Progress Monitoring, and Common Summative Data | Administrative team will lead weekly PLCs with a focus on analyzing student data around assessments and progress monitoring. Observations will be conducted with ECE teachers to ensure the use of | $0 |

		Specifically designed instruction will be developed using evidence based strategies to address the achievement gaps for students.	Observation Data	evidence based strategies in classrooms.	
	Key Core Work Process 1: Design and Deploy Standards	ECE teachers will deconstruct standards into clear and precise learning targets and identify success criteria in collaboration with teaching partners around grade level and instructional level standards	Unit Plans Lesson Plans Coaching Cycles Walkthrough Observations Student Interviews	The administrative team will collect evidence of implementation during walkthroughs, review lesson plans and provide feedback, and coordinate support for teachers that struggle.	$0
		Teachers will post standards, learning targets, and success criteria in a visible location in the classroom and embed those throughout the instructional process allowing students to articulate what they are learning, why they are learning it, and how they will know they are successful.	Unit Plans Lesson Plans Coaching Cycles Walkthrough Observations Student Interviews	The administrative team will collect evidence of implementation during walkthroughs, review lesson plans and provide feedback, and coordinate support for teachers that struggle.	$0
Objective 2: Students with disabilities will increase proficiency by 15 percentage points in Math by May 2024	KCWP 2: Design and Deliver Instruction	ECE teachers will be trained on co-teaching models and evidence based strategies for meeting the needs of students qualifying for special education services. Groups of teachers will also	PLC Agendas Walkthrough Documentation	Administrative team will train and share examples of effective co-teaching practices and planning with teachers during PLCs and provide	ESSER

moving from 10% to 25%.		visit HUB schools to learn from professionals that are having established success in co-teaching.		support for teachers that struggle with this process.	
		ECE teachers will focus on building a culture of mathematical sense-making and engagement, using evidence-based practices allowing students to make meaning of the math in a conceptual, abstract to concrete approach (manipulatives, graphic organizers, visuals, concept maps, etc.)	PLC Agendas Walkthrough Documentation Lesson Plans Additional Math PD attendance through KCM.	Administrative teams will observe the implementation of evidence-based practices during walkthroughs and provide support for teachers that struggle with this process.	$0

4: English Learner Progress

Goal 4: By 2027, 100% of English Learners will demonstrate growth toward their composite score as reported on the ACCESS assessment.					
Objective	**Strategy**	**Activities**	**Measure of Success**	**Progress Monitoring**	**Funding**
Objective 1: 100% of English Learners will demonstrate annual improvement toward	KCWP 2: Design and Deliver Instructions	All teachers will be trained on Gold Standard design. This allows our English Learners to engage in	PBL 101 Attendance	Administration will ensure that all teachers have received the PBL 101 training and monitor implementation	Grant

their Composite scores by May of 2024 increasing from 88% the previous year.		collaboration, and demonstrate speaking and listening skills from various English speakers daily.	Lesson Plans	with walkthroughs and lesson plan checks.	
		All teachers will design instruction around the Profile of a Patriot competencies to build character and strengthen students' overall social and emotional skills.	Lesson Plans

Walkthrough Documentation | Administration will ensure the use of PoP competencies in instruction and assessment and collect data around student success following Exhibitions of Learning. | $0 |
| | | EL instructors along with all other content teachers will ensure that students are receiving instruction based on their individual service plans. | Lesson Plans

Walkthrough Documentation | Administration will monitor lesson plans to ensure a focus on students receiving the services provided through their PSP. | $0 |

5: Quality of School Climate and Safety

Goal 5: ACIC will meet or exceed a Quality of School Climate and Safety Survey indicator score of 85% by May of 2027.

Objective	Strategy	Activities	Measure of Success	Progress Monitoring	Funding
Objective 1: Quality of School Climate and Safety will meet or exceed 80% by May of 2024 moving from 71.1% the previous year.	KCWP 6: Establish a Learning Culture and Environment	School-wide implementation of PBIS to provide clear expectations in classrooms and common areas. A PBIS driven behavior matrix will also be used to consistently track, monitor and reward behavior.	Visible expectations in classrooms and common areas PBIS Behavior Matrix in every classroom	Administrative team will meet monthly with the building level PBIS team to discuss the implementation and effectiveness of behavior supports for all students.	$0
		School leadership team will review the results of the Quality of School Climate survey and implement next steps to address the concerns of both teachers and students.	SLT Analysis Meeting	SLT will review the feelings of the school around safety and climate by conducting monthly student interviews with the school lighthouse team.	$0
	KCWP 4: Review, Analyze, and Apply Data	All teachers will conduct MySABRS SEL screener with their students to help identify students with social/emotional needs and	MySABRS results CAP Team meeting notes	Administrative team will participate in CAP team meetings and ensure that appropriate measures and resources are allocated to	$0

		share results with the school CAP team.		students with social/emotional needs.	
		School Counselors will provide multiple opportunities for small group SEL interventions for students at ACIC identified by teacher referral, parent referral, and MySABRS results.	Small Group rosters	Administrative team will monitor the implementation of small groups to address a range of social/emotional needs and provide time and resources accordingly.	$0

Addendum for Schools Identified for Targeted or Comprehensive Support

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

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

Kentucky Department of Education (KDE).

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

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

Components of Turnaround Leadership Development and Support:
Consider: How will you ensure that school leadership has or develops the skills and disposition to achieve accelerated, meaningful, and sustainable increases in student achievement for underperforming subgroups? **Response:** School leadership will attend the training offered for administrators of TSI schools offered by KDE in January. We also have a visit planned to Pulaski County High School (identified HUB school) on January 23rd. Mr. Harper has also scheduled multiple meetings and visits with area principals that lead blue and green schools to learn about practices and procedures used to address the needs of special populations. School leadership has received formal training around teacher clarity when using standards, learning intentions, success criteria, and feedback. School leadership is also participating in a training around Marzano's competency based learning.
Identification of Critical Resources Inequities:

Consider: Describe the process used to review the allocation and use of resources (people, time, and money), any resource inequities that were identified that may contribute to underperformance, and how identified resource inequities will be addressed.

Response: The school level administrative team conducted an internal review of the allocation of resources. The findings of that review were shared with a district level team including DOSE, CAO, and Instruction Supervisor. **Time** was an issue that required attention. The master schedule was modified to allow embedded time for ECE teachers to provide SDI and co-teaching for the students they were serving. The PLC schedule was also modified to allow ECE teachers to participate in professional learning communities with the teachers they collaborate with and have additional time to participate in PLCs with all other ECE teachers. We have also allocated time for ECE teachers to attend co-teaching training at a HUB school with their collaborative teacher to develop more effective practices. There was also a need to revise the use of **human resources** to address the growing needs of our special populations. An additional ECE teaching position has been posted for our building, a behavior specialist position has been posted for our building, and a part time ECE resource position has also been posted to allow for more individualized instruction for ECE students.

Additional Actions That Address the Causes of Consistently Underperforming Subgroups of Students

Consider: Describe the process used to review the learning culture related to your targeted subgroup(s) and any additional actions that were determined to address the causes of underperformance.

Response: Interviews were conducted with ECE teachers, assistants, and other individuals that provide accommodations or services to our ECE students. From those interviews, it was determined that several of our ECE students struggled to fully implement the accommodations available to them. Interviews also showed a glaring amount of test anxiety for our students in special populations. To address these issues, we will be using Edulastic for all of our formative and summative assessments. This platform allows students to access all of the accommodations provided through PEARSON when students are taking the KSA assessment in the spring. We will also work to pair students with the individual that will provide their accommodations during KSA when taking summative assessments throughout the year.

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: Following the analysis of academic and non-academic we identified multiple areas of need. The areas of need were specific to but not limited to the academic performance of our students with disabilities. To address these needs we will implement several evidence-based practices that will increase student success and performance. We will continue to implement KAGAN strategies in our classrooms during instruction at every tier level. We will also utilize the expertise of our instructional coach and district level math coach to improve teacher practice and encourage teacher efficacy. We will also be participating in several visits and training opportunities around co-teaching. We plan to restructure our MTSS model to allow our students with disabilities to receive more direct, effective, specifically designed instruction. Our teachers have also been trained to use, and are currently implementing practices around teacher clarity. Teachers will post standards, learning intentions, and success criteria with every lesson to ensure that students know what they are learning, why they are learning it, and how they will be able to display a clear understanding of concepts. We have purchased and will begin using EDULASTIC, an assessment platform that mirrors the KSA assessment given in the spring. We plan to utilize this platform with multiple assessments a week, allowing students to become more acquainted with the accommodations they receive and the tools used to help them be successful. To ensure implementation, the administrative team at ACIC will conduct walkthroughs for every teacher monthly (at minimum). During walkthroughs we will be looking for instructional strategies, student understanding, and cognitive demand and providing feedback. Teachers will also be meeting in weekly PLCs with the administrative team to work on skill and implementation around the evidence-based practices identified.

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
Cooperative Group Teaching (Kagan Cooperative Learning Structures)	Study Citation: Mitchell, D. (2014). What Really Works in Special and Inclusive Education. Routledge: New York, NY. Study Design: Includes multiple studies and study designs (quasi-experimental, experimental, etc.). 537 studies, 47,000 teachers.	☒

Improving Teacher Knowledge (Instructional Coaches)	Study Citation: Hattie, J. (2009). Visible Learning: a synthesis of over 800 meta-analysis relating to achievement. Routledge: New York, NY. Study Design: Includes multiple studies and study designs (quasi-experimental, experimental, etc.).	☐
Multi-Tiered Systems of Support (MTSS)	Study Citation: Multiple studies were reviewed. Five sites with embedded research are linked: https://cibrs.com/ https://education.ky.gov/curriculum/standards/teachtools/Pages/KSI.aspx https://ceedar.education.ufl.edu/mtssudldi-professional-development-module/mtss-chapter/ https://www2.ed.gov/about/offices/list/oese/oss/technicalassistance/servingstudentstitleiconfppt22018.pdf https://intensiveintervention.org/	☐
Achievement Teams	(Study Citation) Ventura, S., & Ventura, M. (2022). *Achievement teams: How a Better Approach to PLCs Can Improve Student Outcomes and Teacher Efficacy*. ASCD. https://www.steveventura.com/achievement-teams/	☐

	(Study Citation) Almarode, J., & Vandas, K. (2018). *Clarity for learning: Five Essential Practices That Empower Students and Teachers*. Corwin Press.	
Competency Based Learning (Marzano)	(Study Citation) Marzano, R. J., & Abbott, S. D. (2022). *Teaching in a Competency-Based Elementary School: The Marzano Academies Model (Collaborative Teaching Strategies for Competency-Based Education in ELE*. Marzano Resources. https://www.marzanoresources.com/	☐